



Therapy Band 3 ICT Competency Framework

Version 1 2017



Therapy Band 3 Competency Framework

Contents:

The Four Pillars of Clinical Practice	Page
Document Purpose	Page
Teaching and Learning Methods	Page
Assessment	Page
Becoming Proficient	Page
Taxonomy of Achievement	Page
Expected Progress	Page
Competency Framework	Page
Core Competencies	Page
Clinical Competencies	Page

DRAFT



The Four Pillars of Clinical Practice

The four pillars of Clinical Practice are:

Clinical - Safe, effective and person centred care

Professional judgement and decision making

Education - Learning, teaching and assessment

Creation of the learning environment

Management/Leadership – Team work and development

Professional and organisational leadership

Research, Evidence and development – Evidence into practice

These pillars are reflected in the competency outlines and set at an appropriate level for banding and profession.

Where appropriate National and professional guidance and standards will need to be considered alongside the LCHS expected level of competency for role.

Every member of staff must have an annual appraisal and be up to date with their mandatory training. **No staff member will be able to access external or higher education unless this minimum standard is met.**



The Purpose of this document:

This document has 2 key purposes

- It is essential for staff to know what is expected of them, and gives key dates in which standards should be attained by. It allows their mentor/CTL to identify areas of confidence and skill as well as areas of improvement. This will aid them to complete their ongoing personal action plan in accordance with Your Performance Matters.
- It should also be used by all staff to self-assess their knowledge, skills and behaviours at regular intervals (at least annually) to identify any training needs (e.g. requisition of new skills, need for support, or a need for procedural study days to maintain competence of skills/knowledge), and demonstrate ongoing competence or progression in skills/knowledge as care providers/clinicians continue to develop.

This document lists the specific knowledge, skills and behaviours to be attained at each stage of development

Core competences: This describes the generic competences that should be achieved at each banding.

Clinical competences: These define the knowledge, skills and behaviours required for each of the therapy interventions expected at each level.

This document has been developed to support and work alongside the therapy pathways and their evidence base.



Teaching and learning methods:

The curriculum will be delivered through a variety of learning situations ranging from formal teaching programmes to experiential learning.

Types of learning situations:

- Learning with peers
- Working alongside peers, discussing cases, small group teaching and examination preparation.
- Workplace based experiential learning
- Critical appraisal exercises
- Joint specialty meetings
- Mandatory training
- Specialist Training courses

There will also be an expectation that staff members will undertake an element of Independent self-directed learning appropriate to their level, such as:

- Reading, including the use of web-based materials
- Maintenance of personal portfolio (self-assessment, reflective writing, personal development plan)
- Audit and research projects
- Reading journals



Assessment

The competency framework will be reviewed regularly as appropriate and any action plan will be reviewed. At each annual appraisal, the therapy member of staff and appraiser will review the competency framework as well as feedback from peers and clinical audits, and will document their current competency levels. LCHS Therapy staff should maintain their professional/training portfolio, and as part of this should evidence a minimum of:

- Annual appraisal
- Monthly supervision (one to one, peer or group)
- If a registered member of staff maintain required level
- Educator status for students (where appropriate)

If concern is raised at any point then competency will be reviewed as part of the investigation process.



Expected Progress:

Individuals will progress in varying timeframes, but there are standard expectations that need to be met:

- **Any one new into post will meet their core competencies within six months of joining the organisation.**
- **Clinical competence must be demonstrated within twelve months. For staff that rotate or transfer roles this will be negotiated following review of existing competency and experience.**
- **Those on preceptorship/probation will need to follow LCHS policy.**
- **Anyone not meeting the required standard will be managed via the Your Performance Matters policy.**

Becoming Proficient:

Benner's (1984) Stages of Skill Acquisition are used to describe the progression to practice.

The stages of development of competency in Benner's model:

- Stage 1: Novice
- Stage 2: Advanced Beginner
- Stage 3: Competent
- Stage 4: Proficient
- Stage 5: Expert

The below chart outlines expected levels at each stage of proficiency.



Taxonomy of Achievement:

Grade	Classification	Description of Behaviour
0	Potentially Unsafe "Novice"	The novice has no experience in the situation which they are expected to perform. The novice lacks confidence to demonstrate safe practice and requires continual verbal and/or physical cues. Practice is within a prolonged time period and the novice is unable to use discretionary judgement.
1	Inexperienced but Advanced Beginner	Advanced beginners demonstrate marginally acceptable performance because they have had prior experience in actual situations. They are efficient and skilful in parts of the practice area requiring occasional supportive cues. Knowledge is developing.
2	Borderline Competent	The borderline competent is able to demonstrate efficiency, is coordinated and has confidence in their actions. A plan is established perspective and is based on considerable conscious, abstract, analytic contemplation of the problem. The conscious, deliberate planning that is characteristic of this skill level helps achieve efficiency and organisation. Care is completed within a suitable time frame without supporting cues.
3	Competent and Proficient	The proficient perceives situations as wholes rather than in terms of different parts or aspects. Proficient understand a situation as a whole because they perceive its meaning in terms of long-term goals. The proficient learns from experience what typical events to expect in a given situation and how plans need to be modified in response to these events. The proficient can recognise when the expected normal picture does not materialise. A holistic understanding improves the proficient decision making.
4	Expert	The expert has an intuitive grasp of each situation and zeroes in on the accurate region of the problem without wasteful consideration of a large range of unfruitful, alternative diagnosis or solutions. The expert operates from a deep understanding of the total situation. Their performance becomes fluid and flexible and highly proficient. Highly skilled analytic ability is necessary for those situations with which the expert has had no previous experience.



Competency Framework:

Core Competencies	Page	Initial Self-Assessment	Novice	Advanced Beginner	Borderline Competent	Competent and Proficient	Expert
ESR or Local descriptor							

DRAFT



Clinical Competencies		Page	Initial Self-Assessment	Novice	Advanced Beginner	Borderline competent	Competent and proficient	Expert
ESR or Local Descriptor								
CHS120	Establish an individual's suitability to undergo intervention.							
CHS138	Assist in the implementation of programme and treatments with individuals who have severely restricted movement.							
CHS143	Assist others to test individuals' abilities before planning exercise and physical activities.							
CHS63	Enable individuals with long term conditions to manage their symptoms.							
GEN46	Provide information and advice to support individuals in undertaking desired occupational and non-occupational activities.							
OP F1	Assess older people's risk of falls.							
OP F3	Develop and agree individualized care plans with older people at risk of falls.							
OP12	Enable older people to cope with changes in their health and wellbeing.							
OP 2	Assess the health and wellbeing of older people.							
OP 4	Enable older people to make informed choices concerning their health and wellbeing.							



Clinical Competencies

ESR/Local Number: CHS120

Title: Establish an individual's suitability to undergo intervention.

Knowledge

- *Basic level of anatomy and physiology.*
- *Understanding of common presenting conditions.*
- *Normal and abnormal baseline observations of a patient.*

Skills

- *Ability to identify normal parameters by undertaking patient baseline observations and when to raise concern of abnormal parameters to a register health professional.*
- *Can take manual Blood pressure at lying, sitting and standing.*
- *Take accurate pulse rate reading, respiratory rate and peripheral oxygen saturation levels.*
- *Undertake blood glucose monitoring.*
- *Undertake urine analysis.*

Behaviours

- *Ensures there is a safe and encouraging environment for the patient.*
- *Can demonstrate equality and inclusion in care provision.*

Level Descriptor –



This workforce competence is about the assessment of individuals in relation to their suitability to undergo potential or recommended investigation or treatment. It will include a review of the status of the individual's health and any contra-indications or potential reactions to the planned or on-going procedure. Practitioners will work within the limits of their authority and competence in respect of type of patient and complexity of assessment this competence will be used in conjunction with a risk assessment in relation to a health intervention'. Users of this competence will need to ensure that practice reflects up to date information and policies.

Leadership –

- *Demonstrating personal qualities and respects dignity and privacy of patient.*
- *Provide support to new members of staff including students where appropriate.*

Working with others –

- *Provides appropriate feedback and documentation to practitioners.*
- *Ensures the working environment remains safe.*

Managing the service –

- *Reacting to service demand.*

Improving service/Setting direction-

- *Provides and participates in appropriate service change to improve quality and sustainability.*



ESR/Local Number: CHS138

Title: Assist in the implementation of programmes and treatments with individuals who have severely restricted movement / mobility

Knowledge

- *Basic level of anatomy, physiology and common presenting conditions*
- *Basic level of understanding of rehabilitation principles including normal movement*
- *Basic level of understanding of normal and abnormal gait patterns*
- *Understanding of the different types of mobility aids and their prescription*

Skills

- *Enable the facilitation of gait re-education*
- *Identify and prescribe basic mobility equipment including frames, walking sticks, and with consultation Kitchen trolley and 3/4 wheeled walker*
- *Enable the facilitation and support with proactive care groups*

Behaviours

- *Enables a safe and encouraging environment for the patient.*
- *Ensures equality and inclusion in care provision.*

Level Descriptor –

This workforce competence applies to anyone whose role requires them to assist the practitioner to support individuals who need significant assistance and who are unable to undertake the activities for themselves, for example as a result of a long term neurological or debilitating condition. Users of this competence will need to ensure that practice reflects up to date information and policies.

Leadership –



- *Demonstrating personal qualities and respects dignity and privacy of patient.*
- *Provide support to new members of staff including students where appropriate.*

Working with others –

- *Provides appropriate feedback and documentation to practitioners.*
- *Ensures the working environment remains safe.*

Managing the service –

- *Reacting to service demand.*

Improving service/Setting direction-

- *Provides and participates in appropriate service change to improve quality and sustainability.*

DRAFT



ESR/Local Number: CHS143

Title: Assist others to test individuals' abilities before planning exercise and physical activities

Knowledge

- *Basic level of anatomy, physiology and common presenting conditions*
- *Basic level of understanding of exercise principles and physical activity*
- *Understanding of principles of facilitating and support a group*
- *Understanding of relaxation techniques and energy conservation*

Skills

- *Ability to identify normal parameters by undertaking patient baseline observations and when to raise concern of abnormal parameters to a register health professional.*
- *Can take manual Blood pressure at lying, sitting and standing.*
- *Take accurate pulse rate reading, respiratory rate and peripheral oxygen saturation levels.*
- *Undertake blood glucose monitoring.*
- *Undertake urine analysis.*

Behaviours

- *Enables a safe and encouraging environment for the patient.*
- *Ensures equality and inclusion in care provision.*



Level Descriptor –

This workforce competence covers working with a qualified practitioner to test individuals' ability to undertake exercise and physical activities within safe parameters. This competence is relevant to those who may be responsible for assisting others to plan exercise and physical activities with individuals. Users of this competence will need to ensure that practice reflects up to date information and policies.

Leadership –

- *Demonstrating personal qualities and respects dignity and privacy of patient.*
- *Provide support to new members of staff including students where appropriate.*

Working with others –

- *Provides appropriate feedback and documentation to practitioners.*
- *Ensures the working environment remains safe.*

Managing the service –

- *Reacting to service demand.*

Improving service/Setting direction-

- *Provides and participates in appropriate service change to improve quality and sustainability.*



ESR/Local Number: CHS63

Title: Enable individuals with long term conditions to manage their symptoms

Knowledge

- *Basic level of anatomy, physiology and common presenting conditions*
- *Basic level of understanding of patient' limitations to participating in activities*
- *Basic level of graded activity, goal setting and outcome measures*
- *Basic level of understanding of an holistic assessment*

Skills

- *Be able to undertake a LCHS Holistic Assessment including Edmonton Frailty Scale, Moving and Handling and Purpose T*
- *Ability to identify normal parameters by undertaking patient baseline observations and when to raise concern of abnormal parameters to a register health professional.*
- *Can take manual Blood pressure at lying, sitting and standing.*
- *Take accurate pulse rate reading, respiratory rate and peripheral oxygen saturation levels.*
- *Undertake blood glucose monitoring.*
- *Undertake urine analysis.*

Behaviours

- *Enables a safe and encouraging environment for the patient.*
- *Ensures equality and inclusion in care provision.*



Level Descriptor –

This workforce competence covers the way practitioners work with individuals so that they can manage their own symptoms. The practitioner will need to review all relevant information about the individual's condition, and then provide information on the symptoms, how they change, and how they will affect the individual. They will also need to consider the interventions that might be appropriate to achieve the optimum management of their symptoms. Users of this competence will need to ensure that practice reflects up to date information and policies. Leadership -

Leadership –

- *Demonstrating personal qualities and respects dignity and privacy of patient.*
- *Provide support to new members of staff including students where appropriate.*

Working with others –

- *Provides appropriate feedback and documentation to practitioners.*
- *Ensures the working environment remains safe.*

Managing the service –

- *Reacting to service demand.*

Improving service/Setting direction-

Provides and participates in appropriate service change to improve quality and sustainability



ESR/Local Number: GEN46

Title: Provide information and advice to support individuals in undertaking desired occupational and non-occupational activities

Knowledge

- *Basic level of knowledge of occupation and occupational performance.*
- *Basic level of knowledge of meaningful occupation.*

Skills

- *Perform occupational focussed care plans promoting occupational balance and meaningful occupation.*

Behaviours

- *Enables a safe and encouraging environment for the patient.*
- *Ensures equality and inclusion in care provision.*

Level Descriptor –

This workforce competence is about providing information and advice to support individuals to resume desired occupational, leisure, or other everyday activities, or to identify new activities which will enhance individuals' health and wellbeing. The provision of information and advice would normally take place following assessment of the individual's rehabilitation needs. Users of this competence will need to ensure that practice reflects up to date information and policies.

Leadership –

- *Demonstrating personal qualities and respects dignity and privacy of patient.*
- *Provide support to new members of staff including students where appropriate.*

Working with others –



- *Provides appropriate feedback and documentation to practitioners.*
- *Ensures the working environment remains safe.*

Managing the service –

- *Reacting to service demand.*

Improving service/Setting direction-

Provides and participates in appropriate service change to improve quality and sustainability



ESR/Local Number: OPF1

Title: Assess older people's risk of falls

Knowledge

- Knowledge of fall risk factors including osteoporosis, home hazards, previous history, medical conditions, medication
- Knowledge and understanding what a fall is, why people fall and the consequences of a fall (s)
- Knowledge of prevention strategies for patient who have fallen or at risk of falls including strength and balance exercises

Skills

- Escalate concerns of patients with high falls risk to qualified health professional
- Ability to complete Edmonton Frailty Scale and LCHS Falls Assessment including home hazard risk assessment
-

Behaviours

- *Enables a safe and encouraging environment for the patient.*
- *Ensures equality and inclusion in care provision.*

Level Descriptor –

This competence is about working directly with older people, and where appropriate their carers, to assess their risk of falls. The assessment may be aimed at primary or secondary prevention of falls and may take place on an ad hoc basis or as part of a structured programme for identifying older people at risk of falls. The process should involve a holistic assessment of each individual and his or her specific needs. Users of this competence will need to ensure that practice reflects up to date information and policies.



Leadership –

- *Demonstrating personal qualities and respects dignity and privacy of patient.*
- *Provide support to new members of staff including students where appropriate.*

Working with others –

- *Provides appropriate feedback and documentation to practitioners.*
- *Ensures the working environment remains safe.*

Managing the service –

- *Reacting to service demand.*

Improving service/Setting direction-

Provides and participates in appropriate service change to improve quality and sustainability

DRAFT



ESR/Local Number: OPF3

Title: Develop and agree individualised care plans with older people at risk of falls

- Knowledge of fall risk factors including osteoporosis, home hazards, previous history, medical conditions, medication
- Knowledge and understanding what a fall is, why people fall and the consequences of a fall (s)
- Knowledge of prevention strategies for patient who have fallen or at risk of falls including strength and balance exercises
- Knowledge of other services including Telehealth / Telecare, home adaptations and well-being services
- Knowledge of appropriate techniques for patients to safely get up off the floor

Skills

- Escalate concerns of patients with high falls risk to qualified health professional
- Ability to complete Edmonton Frailty Scale and LCHS Falls Assessment including home hazard risk assessment
- Ability to make appropriate referrals to other services including Telehealth / Telecare, home adaptations and well-being services
- Provide clear and accurate graded care plans for patients who are at risk or falls or who have fallen
- Enable patients to safely get up off the floor or respond appropriately after a fall

Behaviours

- *Enables a safe and encouraging environment for the patient.*
- *Ensures equality and inclusion in care provision.*

Level Descriptor –

This competence is about working directly with older people and their carers to develop and agree individualised care plans to reduce the risk of falls. It covers agreeing the goals and component parts of the care plan, and identifying services or agencies to support. Users of this competence will need to ensure that practice reflects up to date information and policies.



Leadership –

- *Demonstrating personal qualities and respects dignity and privacy of patient.*
- *Provide support to new members of staff including students where appropriate.*

Working with others –

- *Provides appropriate feedback and documentation to practitioners.*
- *Ensures the working environment remains safe.*

Managing the service –

- *Reacting to service demand.*

Improving service/Setting direction-

Provides and participates in appropriate service change to improve quality and sustainability

DRAFT



ESR/Local Number: OP12

Title: Enable older people to cope with changes to their health and well-being

Knowledge

- Basic level of knowledge of anatomy, physiology and common presenting
- Basic level of the ageing process and living well with long term conditions
- Basic level of understanding of frailty
- Knowledge of local support services available

Skills

- Escalate concerns of patients with high falls risk to qualified health professional
- Ability to complete Edmonton Frailty Scale and LCHS Falls Assessment including home hazard risk assessment
- Ability to make appropriate referrals to support agencies with the patients consent

Behaviours

- *Enables a safe and encouraging environment for the patient.*
- *Ensures equality and inclusion in care provision.*

Level Descriptor –

This competence is about the practitioner helping older people to cope with changes to their health and well-being. These changes can be anything from coping with a change in practitioner attending to them, or the loss of a partner, or the loss of their independence. It is important that the health and well-being of the older person is monitored and that any actions that are required can be identified as soon as possible. The practitioner also needs to build on their relationship with the older person in order to explore the impact of the changes on them. The older person should be encouraged to consider the situation they are in and to seek help to cope with it.



Leadership –

- *Demonstrating personal qualities and respects dignity and privacy of patient.*
- *Provide support to new members of staff including students where appropriate.*

Working with others –

- *Provides appropriate feedback and documentation to practitioners.*
- *Ensures the working environment remains safe.*

Managing the service –

- *Reacting to service demand.*

Improving service/Setting direction-

Provides and participates in appropriate service change to improve quality and sustainability

DRAFT



ESR/Local Number: OP2

Title: Assess the health and well-being of older people

Knowledge

- *Basic level of anatomy, physiology and common presenting conditions*
- *Basic level of understanding of patient' limitations to participating in activities*
- *Basic level of graded activity, goal setting and outcome measures*
- *Basic level of understanding of an holistic assessment*

Skills

- *Be able to undertake a LCHS Holistic Assessment including Edmonton Frailty Scale, Moving and Handling and Purpose T*
- *Ability to identify normal parameters by undertaking patient baseline observations and when to raise concern of abnormal parameters to a register health professional.*
- *Can take manual Blood pressure at lying, sitting and standing.*
- *Take accurate pulse rate reading, respiratory rate and peripheral oxygen saturation levels.*
- *Undertake blood glucose monitoring.*
- *Undertake urine analysis*
- *To identify and prescribe appropriate equipment such as mobility aids, equipment for activities of daily living and yellow pressure relieving equipment*

Behaviours

- *Enables a safe and encouraging environment for the patient.*
- *Ensures equality and inclusion in care provision.*



Level Descriptor –

This competence is about working with older people and their carers to assess health and well-being. It covers agreeing the nature and purpose of assessments, determining needs and agreeing courses of action. The competence is relevant to practitioners who deliver services to older people with age-related health needs. Practitioners working in this area require specialist expertise concerning the health and well-being needs of older people. Users of this competence will need to ensure that practice reflects up to date information and policies. The competence includes 2.1 Agree assessments with older people and their carers 2.2 Assess older people's health and well-being 2.3 Agree courses of action following assessment

Leadership –

- *Demonstrating personal qualities and respects dignity and privacy of patient.*
- *Provide support to new members of staff including students where appropriate.*

Working with others –

- *Provides appropriate feedback and documentation to practitioners.*
- *Ensures the working environment remains safe.*

Managing the service –

- *Reacting to service demand.*

Improving service/Setting direction-

Provides and participates in appropriate service change to improve quality and sustainability



ESR/Local Number: OP4

Title: Enable older people to make informed choices concerning their health and well-being

Knowledge

- Basic level of knowledge of anatomy, physiology and common presenting
- Basic level of knowledge of informed consent and decision making
- Basic level of the ageing process and living well with long term conditions
- Basic level of understanding of frailty
- Knowledge of local support services available

Skills

- Escalate concerns of patients to qualified health professional
- Ability to complete an Holistic Assessment, Edmonton Frailty Scale and LCHS Falls Assessment including home hazard risk assessment
- Ability to make appropriate referrals to support agencies with the patients consent

Behaviours

- *Enables a safe and encouraging environment for the patient.*
- *Ensures equality and inclusion in care provision.*

Level Descriptor –

This competence is about empowering older people to make informed choices about their health and well-being. It covers enabling them to make informed choices and supporting them in taking responsibility for their decisions. The focus of the competence is on promoting the rights and responsibilities of older people to make decisions for themselves and the support that they may require in order to do this. Users of this competence



will need to ensure that practice reflects up to date information and policies .The competence includes 4.1 Enable older people to make informed choices about their health and well-being 4.2 Enable older people to take responsibility for their decisions concerning their health and well-being

Leadership –

- *Demonstrating personal qualities and respects dignity and privacy of patient.*
- *Provide support to new members of staff including students where appropriate.*

Working with others –

- *Provides appropriate feedback and documentation to practitioners.*
- *Ensures the working environment remains safe.*

Managing the service –

- *Reacting to service demand.*

Improving service/Setting direction-

Provides and participates in appropriate service change to improve quality and sustainability