Integrated roles in health and social care

Learning profile: Reablement worker

This document is designed to provide guidance to support employers to understand how the Health and Social Care Diploma can be utilised to meet the emerging needs of integrated roles. In order to produce this document Skills for Care have spoken to a number of employers and reviewed a small number of job descriptions currently being used. These roles are developing and evolving at pace and in most cases are being designed at local level to meet local needs. Therefore these documents will be refreshed regularly as more information and intelligence is gathered. Skills for Care fully acknowledges the variances and differences between jobs, job titles and job descriptions and therefore this document is merely a starting point to reflect the learning to date. The purpose of this document is to aid employers in understanding how the Health and Social Care Diploma can support the learning requirements of a worker in this type of role. The document may also aid discussions with partners in identifying the scope and development of existing roles to support the integration agenda. The document also includes learning outcomes that may help to support the identification and development of internal learning packages or in discussions with your learning provider about which units may be required.

The Diploma is the main qualification within the Health and Social Care Apprenticeship and therefore the same combination can be used if the employee wishes to undertake a Health and Social Care Apprenticeship. Each profile is an example of how units within the diploma may be combined to meet the job description. It is possible to combine a number of other units depending on the requirements of the individual role. The learning outcomes demonstrate both the knowledge (outcomes that begin with ‘understand/know how to’) and skills (outcomes that begin with ‘be able to’) components which combined form the competency. These profiles are applicable for those working in both Health and Social Care.

Context:
This role focuses on supporting individuals to regain the ability to look after themselves and live independently usually following illness or injury. The reablement worker may be working within individuals own homes (including extra care housing/supported living) or within care settings.

Nature of Integration and the importance of the role:
This role may operate within a community integrated/intermediate care team setting that supports the individual in their own home. The team will be made up of different professionals across social care and health. They may also work as part of a home care team, or be hospital based as part of a discharge team. Reablement teams may be jointly commissioned by local authorities and the NHS and the service users can
come from a number of pathways either within hospitals or community. The culture and ethos of reablement is to improve health, wellbeing, confidence and independence in order to regain the ability to live as independently as possible. Reablement is an integral part of preventing the need for more permanent long term care and to prevent re-admission into hospitals. Some reablement workers are now working as part of intermediate care teams (clinician-led) and are carrying out health care tasks. See job profile for enhanced care worker to understand the types of activities they may be undertaking.

Qualification:
Level 4 Diploma in Health and Social Care (Adults) for England/Advanced Level Apprenticeship

Role description:
The reablement worker will support the service user to regain skills to live independently following an illness or injury. They may assist with things like personal care, monitoring nutrition, or medication support. Some reablement workers are now carrying out health tasks such as undertaking physiological measurements to support the work of the intermediate care team (usually clinician-led).

Examples of Job titles include:
Reablement workers, reablement care workers

<table>
<thead>
<tr>
<th>Unit ref no.</th>
<th>Level</th>
<th>Title</th>
<th>Credits</th>
<th>Learning outcomes</th>
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</thead>
<tbody>
<tr>
<td>Group A - mandatory units</td>
<td></td>
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<tr>
<td>SHC 41</td>
<td>4</td>
<td>Advanced Communication skills</td>
<td>4</td>
<td>1) Understand communication needs and factors affecting them</td>
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<td>2) Understand how to support the use of assistive technology to enhance communication</td>
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<td>3) Be able to interact with individuals</td>
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<td>4) Be able to convey information to individuals and others</td>
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<td>5) Understand the importance of confidentiality in interactions with individuals</td>
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<tr>
<td>SHC 42</td>
<td>4</td>
<td>Personal development in health, social care or children's and young people's settings</td>
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<td>1) Understand what is required for competence in own work role.</td>
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<td>2) Be able to reflect on practice.</td>
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<td>3) Be able to evaluate own performance.</td>
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<td>4) Be able to use reflective practice to contribute to personal development.</td>
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<td>5) Be able to agree a personal development plan.</td>
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<td>6) Be able to use evidence based practice.</td>
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<td>Course Code</td>
<td>Level</td>
<td>Description</td>
<td>Topics</td>
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| SHC 43      | 4     | Equality and diversity in health, social care or children's and young people's settings | 1) Understand equality and diversity.  
2) Understand how inclusive practice supports equality and diversity.  
3) Understand how to promote equality and diversity.  
4) Be able to work in a way that supports equality and diversity. |
| SHC 44      | 3     | Understand safeguarding and protection in health and social care settings | 1) Understand the impact of current legislation for the safeguarding of adults at risk of abuse and neglect.  
2) Understand how to respond to suspected or alleged abuse  
3) Understand how to participate in inter-agency, joint or integrated working in order to protect vulnerable adults.  
4) Understand how to support others in safeguarding. |
| SHC 45      | 4     | Facilitate person centred assessment to support wellbeing of individuals | 1) Understand theories and principles of assessment.  
2) Be able to work in partnership with an individual and others to facilitate person centred assessment.  
3) Be able to carry out person centred assessment that promotes social, emotional, cultural, spiritual and intellectual wellbeing. |
| SHC 46      | 4     | Facilitate support planning to ensure positive outcomes for individuals and to support well being | 1) Understand the theories and principles that underpin outcome based practice.  
2) Be able to develop a support plan to meet the identified needs of an individual.  
3) Understand the value of assistive living technology in developing a support plan.  
4) Be able to facilitate the implementation of support plans in partnership with the individual and others.  
5) Be able to facilitate a person centred review of support plans in partnership with the individual and others. |
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<tr>
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| CPCCS 501| 5     | Understand personalisation in care and support services               | 4       | 1) Understand the meaning of personalisation in social care and support services  
2) Understand the systems and processes that support personalisation  
3) Understand where responsibilities lie within self-directed support  
4) Know how to promote personalisation  
5) Know how to develop systems and structures for personalisation |
| HSC 047  | 4     | Health and safety in health and social care settings                   | 3       | 1) Understand own responsibilities, and the responsibilities of others, relating to health and safety  
2) Understand how to carry out own responsibilities for health and safety  
3) Be able to work safely in health and social care settings  
4) Be able to manage risk  
5) Be able to support others to work safely in relation to health and safety |
| LM 401   | 4     | Professional practice in health and social care for adults or children and young people | 3       | 1) Understand theories, values, principles and statutory frameworks that underpin practice within health and social care.  
2) Understand how duty of care contributes to safe practice.  
3) Understand how to address conflicts that may arise between an individual's rights to choice and control and the duty of care.  
4) Be able to apply values, principles and statutory frameworks that underpin service provision in own area of work. |
| LM 502   | 4     | Develop, maintain and use records and reports                         | 3       | 1) Understand the legal and organisational requirements for recording information and providing reports  
2) Be able to prepare professional records and reports that meet legal requirements, and agreed ways of working.  
3) Be able to use records and reports to inform judgements and decisions. |
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| M2c    | 4     | Working in partnership in health and social care or children and young people’s settings | 4       | 1) Understand partnership working  
2) Be able to establish and maintain working relationships with colleagues  
3) Be able to establish and maintain working relationships with other professionals  
4) Be able to work in partnership with others |
| P5.2   | 4     | Safeguard children and young people who are present in the adult social care sector | 2       | 1) Understand the responsibility to safeguard children and young people who are present in an adult social care work setting  
2) Be able to develop the understanding of others about safeguarding children and young people  
3) Understand how to address conflicts and dilemmas associated with safeguarding children and young people |

**Total Credits:** 36

**Group A – Optional Units**

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<tr>
<th>Code</th>
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</table>
| HSC 3021 | 4   | Understand theories of relationships and networks                      | 3       | 1) Understand the relevance of relationship theories to health and social care practice.  
2) Understand the impact of relationships and social networks on well-being and self-esteem.  
3) Understand factors that can influence the process of a relationship. |
| LM2a   | 5     | Understanding professional supervision practice                        | 3       | 1) Understand the purpose of supervision  
2) Understand how the principles of supervision can be used to inform performance management  
3) Understand how to support individuals through professional supervision  
4) Understand how professional supervision supports performance |

**Total Credits:** 6

**Group B – Optional Competence Units**
<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Description</th>
<th>Level</th>
<th>Learning Outcomes</th>
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</thead>
</table>
| HSC 3003    | 3       | Provide support to maintain and develop skills for everyday life              | 4     | 1) Understand the context of supporting skills for everyday life  
2) Be able to support individuals to plan for maintaining and developing skills for everyday life  
3) Be able to support individuals to retain, regain or develop skills for everyday life  
4) Be able to evaluate support for developing or maintaining skills for everyday life |
| HSC 3002    | 3       | Provide support to continue recommended therapies                            | 3     | 1) Understand the importance of supporting individuals to continue recommended therapies  
2) Be able to encourage individuals to complete activities recommended by therapists  
3) Be able to support individuals to continue recommended therapy  
4) Be able to observe, record and report on observations during recommended therapy  
5) Be able to contribute to evaluation and review of recommended therapies |
| HSC 3013    | 3       | Support individuals to access and use services and facilities                 | 4     | 1) Understand factors that influence individuals’ access to services and facilities  
2) Be able to support individuals to select services and facilities  
3) Be able to support individuals to access and use services and facilities  
4) Be able to support individuals’ to review their access to and use of services and facilities |
| HSC 3057    | 4       | Work with families, carers and individuals during times of crisis             | 5     | 1) Understand relevant legislation, policy and practice when working with individuals, carers and families in times of crisis  
2) Be able to develop risk management strategies when working with individuals, carers and families in times of crisis  
3) Be able to respond during times of crisis  
4) Be able to review the outcomes of requests for action during times of crisis |
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Module Title</th>
<th>Objectives</th>
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| HSC 4003    | 4       | Develop and implement reablement plans                                       | 1) Understand reablement  
2) Understand the importance of activities of daily living for individuals  
3) Understand resources available to support reablement  
4) Be able to contribute to the development of plans for reablement  
5) Be able to implement reablement plan |
| HSC 4006    | 4       | Assessment, implementation and review of assistive technology                | 1) Understand how legislation and regulatory procedures impact on the provision of assistive technology  
2) Understand how assistive technology can support independent living and individual wellbeing  
3) Be able to carry out assessment for assistive technology  
4) Be able to support an individual and others to implement assistive technology  
5) Be able to work in partnership with an individual and others to review provision of assistive technology |
| SS OP 3.8   | 3       | Enable individuals to negotiate environments                                  | 1) Understand the factors that may impact on an individual being able to negotiate their environments  
2) Be able to prepare to support an individual to negotiate an environment  
3) Be able to support the individual to negotiate an environment  
4) Be able to evaluate and revise the support provided to an individual to negotiate an environment |
| HSC 4008    | 4       | Promote assistive technology in social care                                  | 1) Understand the barriers to assistive technology  
2) Be able to support the organisation to offer assistive technology  
3) Be able to champion the use of assistive technology |
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<th>Points</th>
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<tbody>
<tr>
<td>HSC 3066</td>
<td>3</td>
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<td>Support positive risk taking for individuals</td>
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<td>1) Understand the importance of risk taking in everyday life</td>
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<td>2) Understand the importance of a positive, person-centred approach to risk assessment</td>
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<td>3) Understand the legal and policy framework underpinning an individual's right to make decisions and take risks</td>
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<td>4) Be able to support individuals to make decisions about risks</td>
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<td>5) Be able to support individuals to take risks</td>
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<td>6) Understand duty of care in relation to supporting positive risk-taking</td>
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| Total credits: | 37 |
| Total credit value of this suggested combination of units: | 79 |