

Assistive Technology Workforce Development



Appendix 2: Functional/ Competence Mapping



Care Pathway	Functions	Identified National Occupational Standards over 50% relevant to AT	Summary/ notes	Gaps/ caveats / comments	Gaps re. knowledge and skills/ understanding	?/10
Raise awareness of service	Raise awareness of the potential of AT Identify potential service users.	See some of the competence around selling - identifying customers, etc.	This unit focuses on the assessment of the population's health and wellbeing, evaluating, monitoring and communicating the information, knowledge and statistics over time.			
		PH01.0 0 Undertake surveillance and assessment of the population's health and wellbeing				
		PH01.0 1 Collect and form data and information about health and wellbeing and/or stressors to health and wellbeing	This unit focuses on collecting data and information about health and wellbeing and/or stressors to health and wellbeing. It is most likely to be relevant to those who have a significant role in collecting such data and information. The data and information might be collected and formed for: ongoing monitoring; a specific study (eg a lifestyle survey); enhanced surveillance; or health protection. Unit 09.01 on planning, undertaking, evaluating and disseminating research and development about health and wellbeing might be relevant to this			

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		up to PH01.06	standard.			
Information provision and management						
F1	Make available information about the service	<p>HI 6 Market and promote the service</p> <p>HSC437 Promote your organisation and its services to stakeholders</p> <p>HSC413 Manage requests for health and care services</p> <p>HI84 Capture, organise and</p>	<p>Review the needs and preferences of users and potential users. Plan marketing activities. Implement marketing plans. Co-ordinate and monitor marketing activities. Evaluate the outcomes of marketing activities.</p> <p>This competence covers promoting your organisation and the services it provides to a range of stakeholders. This involves planning to promote your organisation and its services, communicating key messages to stakeholders, and evaluating the effectiveness of promotional activities</p> <p>Covers managing requests for health and care services. This involves promoting the health and care services offered by your organisation, evaluating your organisation's ability and willingness to provide health and care services for individuals, and processing successful requests for health and care services.</p> <p>To improve the delivery of care. The unit covers explicit (published and</p>	<p>General, comprehensive information on marketing - relevant to members of staff working within a knowledge management system - so maybe too detailed. Covers the ground</p> <p>Probably sufficient re. marketing AT services (possibly bit passive) - services and eligibility, etc</p> <p>General re. information</p>		<p>9/10</p> <p>9/10</p> <p>9/10</p> <p>7/10</p>

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			grey) literature and tacit (practice and procedures) information and knowledge ... it will also involve collaborative working and recording the results of your work. You will also need to be able to selectively disseminate information and knowledge to your target audience.	gathering and dissemination.		
	Support information seeking about AT services.	HI 77	Identify information and material required by users and its availability	Establish the user's needs. Conduct search. Select methods of supply. Refer the user to more appropriate provider.	Also has relevance for supporting self care.	8/10
		HSC_J3	Advise on access to and use of healthcare science services	This standard is relevant to anyone who provides information and advice on use of services within their department or discipline. This will include colleagues, patients and carers, and the provision of advice in person, by telephone		9/10
		EC-29	Analyse and collate information in response to queries	Covers the process of analysis and collation of information on health matters in response to specific requests, for example with regard to support groups and networks for individuals diagnosed with a specific condition.		9/10
		CHD-EB1	Plan the production of information and advice materials about CHD and how to	Basic re. information needs of specific client group.		

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		<p>HI 120</p> <p>reduce the risk of CHD Identify the needs of clinicians, patients and the public for communication, information and knowledge systems</p>	<p>This competence is about identifying the needs of clinicians, patients and the public for communication, information and knowledge systems. It is relevant to individuals who are working with a variety of stakeholders to develop the clinical application of communication, information and knowledge systems.</p>	<p>Relevant re. products. Relevant to assessment of clinical application of these systems and the risks of clinical applications.</p>		9/10
				<p>Some gaps possibly re. transparency of process in relation to information re. products and to supply of information by manufacturers/retailers. Also gaps in relation to standardising/ benchmarking information.</p>	<p>Gaps in relation to information sources (outside scope of NOS)</p>	8/10
Assessment	<p>F36 Assessment (general)</p> <p>F35 Obtain information from the individual</p>	<p>EUSC 01</p> <p>Take a presenting history from an individual to inform assessment</p> <p>CM.A1</p> <p>Obtain information to inform the assessment</p>	<p>This workforce competence covers gathering information to support and inform the assessment of the health status and needs of an individual requiring medical assistance.</p> <p>This competence covers performing a comprehensive history and physical examination to develop a plan of pro-active care, including end</p>	<p>Illness oriented assessment - not functional assessment</p> <p>Illness oriented assessment - not functional assessment</p>		

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		of an individual	of life care. Pro-active care involves monitoring for changing clinical signs, responding to and carrying out treatments during exacerbation of illness in accordance with the individual's baseline assessment, current health status and the disease processes. This competence is relevant to those who provide proactive and co-ordinated Case Management.			
		HSC316 Support the needs of children and young people with additional requirements (Level 3)	Generic re. working with children			
		CS2 Children: Work with children and young people to assess their health and well-being	This unit is about working with children and young people, and those involved in their care to assess the health and well-being of children and young people. It covers agreeing the nature and purpose of assessments, determining needs and agreeing courses of action. The unit is relevant to practitioners who deliver services to children and young people. Practitioners working in this area require specialist expertise concerning the health and well-being needs of children and young people.			
		KSF HWB2 Assessment and care				

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		planning to meet health and well being needs				
		(Also HSC316, CS4, CS5, CS7)				
Person	F2	Communicate effectively using a range of methods in relation to sensory, physical and cognitive needs	HSC21 Communicate with and complete records for individuals (level 2)	Covers communicating with individuals in all types of health and social care settings. This involves working with individuals and others to identify the best forms of communication, listening and responding to individuals' questions and concerns, communicating with individuals using the preferred method of communication and accessing and updating records and reports for and about individuals.	Generic, comprehensive, covers etiquette as well as practicalities. Covers record keeping.	8/10
			HSC41 Use and develop methods and systems to communicate, record and report (level 4)	Identify methods and systems to promote effective communication and engagement with individuals and key people. Develop and use communication methods and systems to promote effective communication. Evaluate communication methods and systems. Maintain and share records and reports.	Range of people - range of matters.	7/10
			HSC31 Promote effective communication for and about individuals	This w/c .. Involves identifying ways of communicating effectively on difficult, complex and sensitive issues, supporting other to communicate and updating and maintaining records and reports.	Generic.	6/10

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		HSC369	Support individuals with specific communication needs (level 3)	Identify specific communication needs and methods. Support individual, key people and others to communicate. Observe and evaluate individual communication needs.	Good,	8/10
		AHP23	Support pupils with communication and interaction difficulties (level 2)	This deals with the support provided to pupils with communication and interaction difficulties to enable them to participate in learning activities and to develop relationships with others. It is for Teaching/ Classroom Assistants who provide support for pupils with speech and language delay, impairments or disorders; specific learning difficulties, eg Dyslexia, dyspraxia; those who present features associated with autistic spectrum disorder and/or those for whom language and communication difficulties are the result of permanent sensory or physical impairment including deafblindness, deafness and visual impairment. They may also apply to those who work with pupils with moderate, severe or profound learning difficulties.	Children, education, generic re. learning outcomes. AT example is "help pupils to make effective use of (AAC) as appropriate to their needs" -narrow basic but OK	5/10
		HSC370	Support individuals to communicate using technology	This competence covers working directly with people who require technology to enable them to communicate. This involves identifying individuals technological communication needs, supporting individuals to communicate with others using technology, helping		

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		HSC371	Support individuals to communicate using interpreting and translation services	other people to interact with the individual using the technology, and observing and evaluating the use of the technology in communication. This w/c covers arranging for and assisting translators and interpreters to help individuals to communicate their needs, wishes and concerns. This includes arranging the interpreting and translation services for individuals, communicating with others, through interpreters, and supporting those involved to evaluate the quality of the outcomes and the effectiveness of the services.	person based but includes communication passports and technical aids. Avatars for signing?		3/10
		HSC 233	Relate to, and interact with, individuals	This workforce competence covers relating to and interacting with individuals. This involves identifying the relationship needs of individuals, developing effective relationships with them and monitoring and altering the relationships to meet changing needs.			7/10
		HSC388	Relate to families, parents and carers	This involves developing relationships with families, parents and carers, exchanging information .. And sharing the care and support of individuals and children and young people.	comprehensive		9/10
		Also: Gen 22 (generic) Disregard: CM.B4 (drawn from HSC41)		Gaps re supporting the communication needs of children to use age-appropriate language (and managing impact on	Management of communication in group settings?		9/10

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				family). Issues of control?		
F3	Assess the impact of a range of functional impairments on the individual's lifestyle/ preferred way of life	<p>HSC-Rehab1 Determine individual capabilities and needs for assistive technology (Level 4)</p> <p>HCS-CM4 Perform a specialist clinical measurement procedure (Level 3)</p> <p>HCS-C11 Select methods, techniques and</p>	<p>Relates to the assessment of an individual's and carers' needs, environmental factors and personal goals relating to improvement in their function, capacity and social interaction. The assessment process will involve the use of instrumentation and use of quantitative and qualitative measurement techniques. ...</p> <p>Relates to the performance of a specialist diagnostic/ investigative/ measurement procedure in a field where there is no NOS for guidance but may be performed routinely. This procedure may have to be performed by a more senior practitioner who would be expected to be able to identify unforeseen/ unexpected events and, as necessary, seek specialist advice to respond to that event. It is assumed that the operator has been otherwise adequately trained to perform the procedure, and that the procedure would identify patient groups, contraindications, side effects and interferences as known and identify the course of action to be taken in each case.</p> <p>This standard relates to the decision making process associated with selection of methods, techniques and equipment for tests to be</p>	<p>Person/ task/ environment covered very briefly - very much rehab engineering Covers the ground but scantily. Measurement oriented.</p> <p>bit medical but may be relevant</p> <p>bit medical/ clinical but may be relevant</p>		<p>6/10</p> <p>2/10</p>

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		<p>equipment for planned analysis</p> <p>CM.A2 Establish an individual's functional capabilities in the context of long term conditions clinical management (Level 3)</p>	<p>conducted based on existing capabilities and limitations of laboratory facilities, available external facilities, cost, efficiency and safety as well as clinical need. It requires an understanding of the capabilities and limitations of the laboratory service, the range of equipment available, health, safety and Quality Assurance practices, which support the selection process. It also required competence in the use, care, monitoring, calibration and maintenance of simple and complex laboratory equipment. covers assessing an individual who has a LTC and whose functional capabilities need to be assessed as part of an overall assessment process for case management.</p>	<p>Broad scope - accommodates illness/ condition progression/ Does not cover personal goals, tasks/ environment in functional assessment - medical model 'inform the individual of the outcome of assessment' - not a negotiation = LTC only</p>		5/10
		<p>Disregard CHS10 - Undertake physiological measurements (too illness oriented)</p>	<p>Disregard: LTCN9, LTCN8 also KSF HWB6 (relevant but illness-oriented)</p>	<p>Scope: physical, cognitive, communication, sensory, learning ability, mental health. Assessment</p>		5/10

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				of impact on daily life and in variety of situations. Through formal assessment or observation of daily activities. Gaps re. functional impairment - ie in relation to task and environment (is this covered by AHP standards?)		
F4	Assess the individual's preferences, priorities and choices	<p>HSC414 a Assess individual needs and preferences (Level 4)</p> <p>HSC 35 Promote choice, well-being and the protection of all individuals (Level 3)</p>	<p>Three parts: assess the individual's needs and preferences (relevant here), monitor changes and evaluate the implications of changes on the individuals' support needs.</p> <p>covers the protection of individuals whilst respecting their diversity, difference, preferences and choice.</p>	<p>Generic re. assessment process. Does not really touch on negotiating choice, responding to clients' priorities. Passive and service process oriented? cf user oriented</p> <p>Relates to recognising risks of danger, harm abuse for users and others and sets it within framework of reporting and legal action. Relates to risk in terms of protection from abuse rather than of sharing responsibility for risk as a result of</p>	Risk in relation to AT.	<p>5/10</p> <p>4/10</p>

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				negotiating choice/ priorities. Needs to cover: need for autonomy / interdependence and also preferences, choices, values.		5/10	
Task/ Activity	F5	Assess the needs and abilities of the individual to participate in desired activities	KSF HWB 4	Enablement to address health and wellbeing needs. (Level 3)	This workforce competence is about providing information and advice to help individuals resume desired work, leisure, educational, domestic, leisure or rehabilitation activities, or to identify new activities which will enhance the individuals' health and well-being. It includes working with the individual, their family and/or carers to agree realistic goals and taking action to achieve the desired activities. Support individuals to identify their personal, physical and safety needs to enable them to live at home. Work with individuals to identify and access additional support and resources. Support individuals to review their needs and identify changes necessary to enable them	Assessment (covered briefly) leading to negotiation of priorities and action plan. Basic	8/10
			GEN15	Support individuals in undertaking desired activities (Level 2)			
			HSC 343	Support individuals to live at home (Level 3)			

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		HSC 344 Support individuals to retain, regain and develop the skills to manage their lives and environments (Level 3)	to live at home. Support individuals to identify the skills they need to manage their lives and environment. Support individuals to retain, regain and develop the identified skills. Support individuals to evaluate the use of the skills in managing their lives and environment.	any risks. Fairly basic but comprehensive Skills they require could be related to: preparing food; eating and drinking; dressing; bathing and washing; mobility (including getting in and out of bed); navigating the environment; cleaning the environment. Fairly basic but comprehensive		7/10
		Disregard: CHD-HM2 (too generic)		Basic - we may need to include understanding of requirements of tasks beyond basic washing and dressing.		7/10
Environment	F6 and F36 Assess the impact of social and environmental factors on function and on the potential use of AT	HSC-Rehab1 Determine individual capabilities and needs for assistive technology (Level 4)	(see F4): Relates to the assessment of an individual's and carers' needs, environmental factors and personal goals relating to improvement in their function, capacity and social interaction. The assessment process will involve the use of instrumentation and use of quantitative and qualitative measurement techniques. ...	relates to assessment of individual in clinic - not in own environment though this is touched on briefly in the assessment Functional assessment in acute setting, so poor on social and		2/10

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F7	Assess the impact on the service user/ carer relationship of impairment, use of AT, changing social roles and transitions	AHP25	Assist in the assessment of the need for, and the provision of, environmental and social support in the community (Level 2)	This workforce competence is concerned with your role in assisting in the provision of equipment and support to individuals and carers in the community. The term 'community' is used to signify any environment which is applicable to the individual (ie it includes the individual's own home and its surrounds, a community home where the individual is living, a day centre or the individual's place of work.)	environmental (2/10) Good, basic, overall approach to assessment, mentions briefly modifications to environment. Pretty sketchy. OK on social (5/10) Weak on environmental (2/10)	Basic	4/10
		HSC427	Assess the needs of carers and families (Level 4)	For this unit you need to be able to establish the strengths, vulnerabilities, needs and circumstances of carers and families and use this information to assess their support needs.	Good, basic, overall approach to assessment of needs. Ok on needs (5/10), weak in rel. to negotiating divergence/ conflict (1/10)	Needs more emphasis on various aspects relating to AT such as supporting carers/ family to recognise AT as tool for autonomy and to highlight issues of control (relates to issues of abuse and to dignity).	4/10
				what's there is basic		3/10	
Clinical Reasoning and Decision Making:							
F38/ F10	Identify creative solutions acceptable to	HCS-Rehab2	Prescribe solutions to meet individual	This standard relates to research and planning of options (which may not necessarily involve the provision of devices) to meet the needs	May be bit too brief - then again..	Relates to recommendations. Needs element of supporting	9/10

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	client (and to relevant funder or service provision organisation(s)) - AT, non-AT and hybrid	needs (Level 4)	identified through patient assessment. This will include solutions for new referrals. It may also include consideration of change, modification or adaptation to existing technology for existing users whose needs have change. It may additionally include the specification of new and emerging technology to meet existing needs.			
		e-skills uk Specialist or bespoke software (Levels 1-3)	This is the ability to select and use a suitable specialist or bespoke software application to carry out an appropriate task. It includes understanding the capabilities of the software and the types of tasks for which it is suitable, as well as the skills and techniques needed to use the software application appropriately and effectively.	Pretty basic but may be useful as outline of different levels.		3/10
		HCS-AN7 Advise on options for therapeutic intervention or further investigation	This standard relates to the provision of advice regarding therapeutic options or the need for further investigations to assist with patient management. This will, in particular, involve discussion with nursing and medical staff, and may include review of the scientific literature and relevant test results. Degree of advice provided will be dependent on the level of competence and experience of the scientific practitioner and will usually aid the decision-making process for medical practitioner led intervention. This standard reinforces the generic	Bit too medical		5/10

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		HCS-EMD14	Provide advice and support on the use and availability of medical equipment (Level 3)	NOS J5. This standard relates to the provision of advice to professional users, managers and, where appropriate, end users to help ensure the effective use of medical equipment	Covers all aspects of communication re. AT in theory: looks at training needs, information materials, organisational policy etc. Bit all over the place and too disjointed to make much sense.	3/10
		disregard			This is where the gaps are (in relation to the knowledge base required for supporting these competencies).	9/10
F12	Identify the degree of risk involved in using/ not using AT and agree a risk management strategy acceptable to the client and the funder/ provider organisation(s)	HSC450	Develop risk management plans to support individual's independence and daily living within their home (Level 4)	Prepare to carry out risk assessments, carry out risk assessments. Develop, agree and regularly review risk management plans for individuals.	Practitioner - service user. Generic - does mention hazards in the home, manual handling, personal care, falls, accidents and emergencies, etc . Pretty good.	8/10
		CM.B3	Develop risk management plans to	This competence covers developing risk management plans to support individuals' independence and daily	Practitioner - service user Relating to Case Management	7/10

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		support individuals' independence and daily living within their home (Level 3)	living within their home.	Needs clarity on range of risks to be assessed in relation to AT.		
		HCS-EMD10 Investigate and manage actual and potential incidents and hazards involving medical equipment (Level 4)	This standard relates to managing incidents (including near misses) involving medical equipment and to managing the consequence arising out of the receipt of device alerts.			
		HSC240 Contribute to the identification of risk of danger to individuals and other (Level 1)	This workforce competence covers contributing to identifying risks of danger to individuals and others. This involves contributing to recognising risks of harm and abuse, taking action to deal with risks of harm and abuse, and contributing to reviewing the effectiveness of actions taken to deal with risks of harm and abuse.			
		HSC311 7 Conduct an assessment of risks in the workplace (Level 3)	This competence covers carrying out risk assessments in the workplace according to regulatory requirements. This involves identifying hazards in the workplace, assessing the level of risks resulting from those hazards, making recommendations to control the risk and reviewing the results			

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		M&L B10	Manage Risk (Level 4)	This unit is about taking the lead in establishing and operating an effective risk management process across your organisation.	Organisational approach. Unit is recommended for senior managers, relevant across private sector company, charity or local authority or significant operating unit within a larger organisation. ditto	7/10
F8 and F38	Support clients to decide on a course of action/ develop a care plan	HCS_F 16	Obtain information for decision making in healthcare science (Level 3)	This standard relates to the collation of information from a range of relevant sources to assist with decision-making processes.	Generic but relevant	8/10
		HCS-F17	Analyse information to support decision making in healthcare science (Level 3)	This standard relates to the use of a range of techniques to analyse information relevant to decision making processes.	Generic but relevant	8/10
		HCS_F 18	Lead through effective decision-making	This standard relates to the use of a range of techniques to analyse information relevant to decision making processes.	for an organisation.	6/10
		ENTO AG 5	Assist advice and guidance clients to decide on a course of action	Assist clients to clarify their requirements. Explore a range of options with clients for achieving their requirements. Enable clients to select a course of action.	Though relating to clients using an advice and guidance service this is very relevant to AT advice and	6/10 Would need tweaking re. risk but pretty good.

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		<p>CHS34 Provide help for children and young people to understand their health and well being</p>	<p>This workforce competence is about the practitioner helping children and young people to understand their situation in relation to their health and wellbeing. This will be done during the normal course of the practitioner's work, and is not something that can be achieved in a one-off session. It is important also that the practitioner uses play and other methods to develop their relationship according to the age of the child or young person. They are then in a position to discuss the situation of the child or young person in more depth, and to explore with them what they feel about the situation, and what they would like to happen to them. This will also include those who are involved in</p>	<p>guidance. process is ok but knowledge and understanding is weakness here: cost/ benefit, appropriateness, interoperability, lifetime costs/ support needs, repair restrictions, guarantees and warranties, technical specification etc - may be outside scope of NOS. Helping children to participate in decision making</p>		6/10

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Funding/ Sales/ Assessment of eligibility:	F14 Assess and advise on the optimal funding route acceptable to the client (and funder) to access AT	Retail C5	Provide information and advice to customers in a retail environment	their care, e.g. parents and family members, but the child or young person is central to this process. The first part of this unit is about listening to customer's needs and providing information and advice to meet those needs. It does not involve selling directly to customers... The second part of the unit is about dealing with day-to-day-complaints. These complaints are usually about the quality of products or, sometimes, service. The unit is for you if you handle complaints as a major part of your job role.	Examples of giving information and advice to customers in the context of this unit could relate to: finding products in stock, ordering products not in stock, making informed buying decisions, asking about products and services	
		MSSSB 8.2	Assist customers to obtain finance for purchases	This unit is about assisting customers to obtain finance to buy products or services. The unit involves calculating the potential borrowing needs of your customer and identifying a variety of finance options which may be appropriate to their needs. (credit checks.. drawdown of finance facilities, etc)	This unit is suitable for face-to-face selling, telesales and online selling. Basic but comprehensive	7/10
		HSC 345	Support individuals to manage their financial affairs (level 3)	This workforce competence covers supporting individuals to manage their financial affairs. This involves working with individuals to access information and advice about their financial affairs and supporting individuals to manage and monitor their financial affairs.	Benefits, filling in forms, evaluating ways of monitoring finances, etc Supporting the individual.	8/10
		HSC	Support	This involves working with	Basic but	8/10

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		<p>346 individuals to manage their direct payments (level 3)</p> <p>PH0504 Assess, negotiate and secure sources of funding</p> <p>VSNT0-FD-F11 Build a case for fundraising support</p>	<p>individuals to access information and advice about direct payments and helping individuals to manage and monitor their use of direct payments.</p> <p>This unit is about determining possible sources of funding and then negotiating and securing that funding. The purpose of gaining funding would be to develop health programmes and services.</p> <p>Working in fundraising requires you to fully understand the support your organisation needs so that in turn you can convince others, perhaps internally, but mainly externally to the organisation, so support the cause too.</p>	<p>comprehensive</p> <p>Sources of funding include: sponsorships, grants, subsidies, donations and bequests. Though aimed at individuals raising funds for organisations probably relevant for individuals also.</p> <p>Though aimed at individuals raising funds for organisations probably relevant for individuals also.</p>		<p>6/10</p> <p>6/10</p>
				Needs assessment of eligibility in this section - taken from assessment competences.		7/10
Implementing a care plan	F9 Implement and review care plans with individuals	HSC416 Develop, implement and review care plans with individuals (Level 4)	Develop .. Implement .. Review.. (Generic)	Basic		5/10

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		HSC328	Contribute to care planning and review (Level 3)	This involves contributing to the assessment of individual needs and preference and to the development, implementation and review of care plans) covers the agreement and development of rehabilitation plans for individuals following a clinical, surgical or therapeutic intervention within an Emergency Urgent and Scheduled Care (EUSC) context or environment.	Basic	5/10
		EuSC06	Agree rehabilitation plans with individuals (Level 3)		Generic agreement on rehab goals, etc Basic	
		HWB6	Assessment and treatment planning			
		HSC433	Develop joint working agreements and practices and review their effectiveness	This competence covers developing joint working agreements and practices and reviewing their effectiveness. This involves establishing requirements for joint working, agreeing and reviewing joint working agreements and practices, and identifying and working within the boundaries, roles and responsibilities of joint working agreements and practices.	Good for multi-disciplinary/ multi-agency working	9/10
		CM.A4	Plan, implement, monitor and review therapeutic interventions with individuals who have a long term		Supports informed choices and covers agreeing the nature and purpose of the intervention, implementing the intervention and monitoring the outcomes and reviewing the	

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		condition and their carers (Level 3)		effectiveness of the intervention to determine further action. Relates to healthcare interventions but is relevant.		
		CM.B1 Plan, implement, monitor and review individualised care plans with individuals who have long term conditions and their carers	This competence is about working with individuals who have a long term condition and their carers to plan, implement, monitor and review individualised care plans. It covers planning the care plan with the individual and their carer, implementing the plan and monitoring outcomes, and reviewing and agreeing changes to the care plan. This competence is relevant to those who provide proactive and co-ordinated Case Management.	Case management.		
		CM.D3 Contribute to the assessment of needs and the planning, evaluation and review of individualised programmes of care for individuals (Level 2)	This competence covers working as a member of an inter-disciplinary team through contributing to the assessment of service users' needs, contributing to the planning of individualised programmes of care.. The assessment methods and approaches and the nature of interventions will be those which are agreed on a case by case basis with other members of the interdisciplinary team.	Case management. good basic		
		CS4 Plan, implement, monitor and review	This unit is about working with children and young people and those involved in their care to plan, implement, monitor and review			

Care Pathway	Functions	Identified National Occupational Standards over 50% relevant to AT	Summary/ notes	Gaps/ caveats / comments	Gaps re. knowledge and skills/ understanding	?/10
		individualised care plans to meet the needs of children and young people (Level 3)	individualised care plans. It covers agreeing the nature and purpose of the care plan, implementing the plan and monitoring outcomes, and reviewing the effectiveness of the plan and agreeing any changes. Although others may be involved in the process, this unit covers the practitioner's responsibilities for planning, implementing and reviewing care plans for children and young people. Co-ordinating teams of practitioners to deliver and review care plans for children and young people is covered in unit CS5.			
		CS5 Co-ordinate and review the delivery of care plans to meet the needs of children and young people	This unit is about co-ordinating teams of practitioners to deliver care plans to meet the health and well-being needs of children and young people. The team(s) may be inter-disciplinary or intra-disciplinary and may be drawn from one or more organisations or agencies. Teams may be established and long-term, or may be put together as required to meet the specific needs of individual children/young people. The term 'inter-disciplinary' is used to mean a co-ordinated, cross-discipline team approach, which is working to achieve agreed outcomes in a structured way. The unit covers co-ordinating the delivery of care plans, and reviewing and improving delivery processes in collaboration with the child or young person and			

Care Pathway	Functions	Identified National Occupational Standards over 50% relevant to AT	Summary/ notes	Gaps/ caveats / comments	Gaps re. knowledge and skills/ understanding	?/10
	Review provision/ care plans	Retail C.314 Know how to provide an after-sales service to retail clients (Level unknown)	<p>those involved in their care. The emphasis is on care co-ordination rather than planning, implementing and reviewing care plans which is covered in unit CS4.</p> <p>This standard is about knowing how to follow up client consultations. It involves knowing how to keep client records and how to use these to keep in touch with clients so that they remain aware of your service and interested in doing business with you. It also involves knowing how to keep clients' trust by doing the things you have promised clients you will do, such as placing orders or contacting them when new items are available.</p>	basic (half a page)		
		HSC25 Carry out and provide feedback on specific plan of care activities (Level 2)	<p>This workforce competence covers carrying out specific plan of care activities, providing feedback on and contributing to revisions to the plan of care activities for which you are responsible.</p>			
		HCS-CC8 Monitor information system to ensure follow up action is taken	<p>This element is relevant to people who have responsibility, on behalf of the laboratory for monitoring databases, other record systems and the implementation of planned follow up. This will include records relating to repeat cervical smear, biopsy, and colposcopy, recall dates and other clinical information. This element includes entering, updating and accessing confidential</p>	very medical but could be relevant for AT services using data management		

Care Pathway	Functions	Identified National Occupational Standards over 50% relevant to AT	Summary/ notes	Gaps/ caveats / comments	Gaps re. knowledge and skills/ understanding	?/10
			information to check and ensure that regular screening, recommended treatment and appropriate management of screening results is undertaken. It includes reporting anomalies and discrepancies in the system and taking relevant corrective action.			
		Also: CS7, CHD_GB3, CHD_GC2, OP-S4, OP-S6, OP_S9, OP_F&S-1, OP-F5, EUSC 52, LTCN20 and 23,		May need to review in relation to shared records.		8/10
F43	Establish information management and communication systems	DANOS BE1	Establish information management and communication systems (Level unknown)	This unit is about setting up effective communication and information management systems in your organisation. This involves identifying the information and communication needs of your organisation, selecting information and communications systems which meet those needs, setting up systems and finally monitoring these systems to ensure their effectiveness.		7/10
		HI 51	Develop models for processing new data and information (Level 4)	This unit is about developing models for processing new data and information . These models could be data models , database models or mathematical models.		6/10

Care Pathway	Functions	Identified National Occupational Standards over 50% relevant to AT	Summary/ notes	Gaps/ caveats / comments	Gaps re. knowledge and skills/ understanding	*/10
		<p>HI 55 Monitor, evaluate and improve the management of data and information (Level 4)</p> <p>HCS-EMD13 Record and manage equipment and service history information (Level 3)</p> <p>HCS_R TP12 Implement and maintain data communication solutions to assist with the delivery of specialised services</p>	<p>This unit is about monitoring, evaluating and recommending improvements to the management of data and information. The work carried out in data administration is relevant to this unit, as is the work done to audit the validity of data and information.</p> <p>This standard relates to the recording, management and use of databases of equipment assets and maintenance history information</p> <p>This standard relates to the implementation, risk assessment and maintenance of data communication solutions, both commercially available and written in-house, required to support the delivery of specialist services.</p>	<p>basic but comprehensive re equipment</p>		<p>?/10</p> <p>6/10</p> <p>8/10</p>
		Also:	IT Users e-skills MUS: IT security for users			
F47	Make and respond to referrals to/from external agencies	GEN17	Contribute to the discharge of an individual into the care of another services	Supporting the discharge of individuals from a health care service once they decision to discharge has been taken by an appropriate practitioner and is suitable for anyone who is expected to assist in the discharge of an individual from the health care	generic review for inclusion	6/10

Care Pathway	Functions	Identified National Occupational Standards over 50% relevant to AT	Summary/ notes	Gaps/ caveats / comments	Gaps re. knowledge and skills/ understanding	?/10
			<p>services. Discharge may be into the care of other health or social services or into the individual's own care, which includes care provided by family members and/or significant others. Includes clinical discharge procedures and covers the checking of discharge notes, the transmission of information and, in the case of individuals being discharged into their own care, the provision of advice and information on their after-care.</p>			
		<p>GEN 16 Inform an individual of discharge arrangements</p>	<p>Supporting the discharge of individuals from a health care service once they decision to discharge has been taken by an appropriate practitioner and is suitable for anyone who is expected to assist in the discharge of an individual from the health care services. Discharge may be into the care of other health or social services or into the individual's own care, which includes care provided by family members and/or significant others. Includes clinical discharge procedures & covers the checking of discharge notes, the transmission of information and, in the case of individuals being discharged into their own care, the provision of advice and information on their after-care.</p>			6/10
		<p>HSC386 Assist in the transfer of</p>	<p>This competence covers assisting in the transfer of individuals between</p>	<p>Could be useful</p>		6/10

Care Pathway	Functions	Identified National Occupational Standards over 50% relevant to AT	Summary/ notes	Gaps/ caveats / comments	Gaps re. knowledge and skills/ understanding	?
			individuals between agencies and services	agencies and services. This involves supporting individuals as they prepare for transfer, making agency preparations for individuals' transfer, and supervising individuals during transfer.		7/10
F11	Independently represent and advocate with and on behalf of users of AT (Level 3)	HSC46	Independently represent and advocate with, and on behalf of, children and young people (Level 4)	This competence covers independently representing and advocating with, and on behalf of, children and young people. This involves working with the children and young people to identify how and by whom they wish to be represented, to represent their needs and wishes, helping them to understand the procedures and outcomes from the representation, and supporting them to evaluate their experiences of the advocacy support and the systems they have encountered.	Relevant to representation at decision making forums such as case conferences, appeal panels, etc Generic but comprehensive	8/10
		HSC368	Present individuals' needs and preferences	covers presenting the individuals' needs and preferences .	Relevant to representation at decision making forums such as case conferences, appeal panels, etc Generic but comprehensive	8/10
F15	Sell / supply AT	Retail Cluster C	Promote and sell products and services to clients	Demonstrate retail products to customers. Demonstrate specialist products to retail customers. Help customers choose products in a retail store.	Generic selling competence. What is the gap re. AT? Don't know.	7/10
		NOT Unit 7	Promote additional products or	To encourage customers to use more of your organisations' products or services. Promotion of changing	Identifying features of new products and identifying these to	7/10

Care Pathway	Functions	Identified National Occupational Standards over 50% relevant to AT	Summary/ notes	Gaps/ caveats / comments	Gaps re. knowledge and skills/ understanding	?/10
Delivery/ fitting/ set up/ installation	F48 Deliver AT	e-skills uk services to customers Direct selling and customer acquisition in Contact Centres (Levels 1-3)	products and services. These are the sales activities which occur as a result of customer enquiries or calls to customers. This will cover the identification and follow up of potential sales opportunities and customer needs. Tracking and documentation of sales performance, etc.	customers. Comprehensive for telesales.		8/10
		MSSSB 8.4 Monitor the delivery of products	This unit is about preparing for despatch of goods to customers. Key aspects of this unit include ensuring all the necessary documentation is completed as well as making sure that, before hand-over, the goods are in the condition agreed with your customer at the time of the sale.			
		GEN9 Check and prepare vehicles for the transport of people, materials and equipment (Level 1)	The vehicles could include articulated vehicles, coaches, vans, minibuses or cars.			
		GEN 10 Operate and control vehicles and collect, transport and set down passengers and/or	Operation and control of vehicles for the transport of people, material and equipment on public roads. It also covers collecting, transporting and setting down passengers and/or materials and equipment. The vehicles could include articulated vehicles, coaches, vans, minibuses			

Care Pathway	Functions	Identified National Occupational Standards over 50% relevant to AT	Summary/ notes	Gaps/ caveats / comments	Gaps re. knowledge and skills/ understanding	*/10
F18	Install, set up, or fit AT	materials and equipment (Level 1)	or cars. It is not designed to assess basic driving skills and knowledge of the Highway Code. It is necessary that you have passed a driving test and hold a valid and appropriate Department of Transport Driving Licence, which must be produced as additional evidence. Does not cover emergency driving skills ('blue light driving').			*/10
		AHP 4 Provide and fit prescribed assistive devices for individual use (Level 2)	This workforce competence relates to working with individual patients, their carers and other members of a multi-disciplinary team, where appropriate, to provide and fit assistive devices to meet individual needs. This may take place anywhere. This will include confirmation of suitability for the prescription, suitability of fit and operation and the capacity or social interaction of the individual which may include use of the assistive device in the user environment.	Limited scope of devices: positioning, sitting, bathing, mobility, aids daily living. Otherwise comprehensive.		8/10
		RT8 Provide technical assistance with the fitting of routine custom made devices (Level 2)	This w/c focuses on the contribution that rehab technicians make to the fitting of custom made devices by providing specialist technical advice to qualified practitioners (p/o and seating clinicians) on realistic and achievable alternatives and improvements to custom made devices.	Specialist devices, clinical trial of p/o or seating. Clinician present - techie there to give techie advice.	Very role specific rather than function.	
		RT20 Provide technical assistance	ditto just with non-routine kit			

Care Pathway	Functions	Identified National Occupational Standards over 50% relevant to AT	Summary/ notes	Gaps/ caveats / comments	Gaps re. knowledge and skills/ understanding	?/10
		with the fitting of non-routine custom made devices (Level 4)				
		Semta 38 Assisting in the installation of communication-electronic systems (Level 2)	missing			
		Semta 48 Assisting in the installation of electrical/ electronic equipment (Level 2)	This unit identifies the competences you need to assist in the installation of electrical/ electronic equipment, in accordance with approved procedures.	Does not involve maintenance/ repair or the installation of simple, self-contained items of equipment requiring minimal installation. Rel. specialist stuff.		
		Retail C.11 Assemble products in customer's home/workplace (Level unknown)	This unit is concerned with taking products to the customer's home or other chosen location and installing the product for the customer. You are expected to be able to conduct yourself appropriately on the customer's premises as well as to be able to help the customer understand the installation and how to use the product initially. Whilst this is not a selling role, you should also take opportunities to promote additional or associated products when they arise.	Transport products to customer's chosen location. Assemble and test products. Basic.		
		HCS-A2 Commission and accept	This standard relates to the commissioning and acceptance of a	Testing, writing user guides, etc. Though		

Care Pathway	Functions	Identified National Occupational Standards over 50% relevant to AT	Summary/ notes	Gaps/ caveats / comments	Gaps re. knowledge and skills/ understanding	?/10
		new equipment for clinical use	single piece of equipment at professional user level and includes completion of relevant acceptance checks. Individuals will be assessed against the standard for each type of equipment within the scope of their normal work activity.	it says clinical use it can relate to a home environment.		
		HCS_E MD6 Plan and implement the commissioning and installation of medical equipment for clinical use (Level 3)	This standard relates to the preparation of equipment, location, and intended users prior to the introduction of equipment to clinical use.	Generic, includes training users, information, health and safety, etc		8/10
		e-skills uk Software installation and upgrade (Levels 1-3)	This is the ability to install or upgrade software on any ICT system following agreed processes. It includes preparation and planning, installation or upgrade and configuration and handover to the customers.	Basic		
		Also: Semta 50, Semta 52 and HCS_C11 re. laboratory equipment			most of these are related to roles and a generic process will need to be picked out.	7/10
Training/ remote support	F19 Train the individual and/or carers in the use of AT	AHP 5 Enable individuals to use assistive devices (Level 2)	Relates to working with individuals, their carers and other members of a multi-disciplinary team, where appropriate, to assist individuals to use assistive devices. This may take	Limited scope of devices: positioning, sitting, bathing, mobility, aids daily living. Otherwise		

Care Pathway	Functions	Identified National Occupational Standards over 50% relevant to AT	Summary/ notes	Gaps/ caveats / comments	Gaps re. knowledge and skills/ understanding	?/10
			place anywhere.	comprehensive. quite limited interface with equipment, restrictions from assumption of statutory service provision. Note requirement to inform users of conditions of guarantee/ warrantee, etc		
		CM.E3: Enable version of AHP5 individuals to user assistive devices and assistive technology	This workforce competence relates to working with individuals, their carers and other members of a multi-disciplinary team, where appropriate, to assist individuals to use assistive devices and technology. This may take place anywhere.			
		HCS_I9 Assist and prepare patients to undertake healthcare activities at home	This standard relates to direct support provided to patients and carers to enable them to undertake home-based care activities. This may include demonstration and support in use of equipment, in administration of medication and in management of infection control.			
		GEN 19 Assist others to plan presentations to enable learning (Level 1)	This w/c is about assisting a qualified practitioner to plan a presentation in order to meet the needs of individuals. It involves developing the presentation's aims and objectives, once these have been identified by the practitioner,	Basic - but covers presentations to groups - is there a related one f		

Care Pathway	Functions	Identified National Occupational Standards over 50% relevant to AT	Summary/ notes	Gaps/ caveats / comments	Gaps re. knowledge and skills/ understanding	?/10
		<p>VSNTO-FD-F28 Develop training sessions(Level unknown)</p> <p>GEN18 Give presentations to groups (Level 2)</p>	<p>and gathering the required information. This unit is appropriate for you if your role involves developing training sessions for individuals and groups.</p> <p>Identifying individual needs and learning styles; choosing appropriate presentation techniques; structuring presentations; and adapting presentations to take account of technology-based learning.</p>	<p>Involves identifying options for training sessions. Delivering training sessions for learners. Basic</p>		
				?. training people hands on with equipment		7/10
F20a	Support remote communication with the individual	<p>HSC353 Interact with individuals using telecommunications</p> <p>GEN21 (being developed (rationalisation project)) Interact with individuals using telecommunications</p>	<p>This w/c covers interacting with individuals using telecommunications. This involves establishing interactions with individuals using telecomms, sustaining interactions.. And ending interactions.. Etc</p> <p>This workforce competence covers interacting with individuals using telecommunications. This involves establishing interactions with individuals using telecommunications, sustaining interactions with individuals using telecommunications, and ending interactions with individuals using telecommunications. The emphasis is on supportive interactions rather</p>	<p>Comprehensive re. interactions. Brought in from Drug and Alcohol service so strong on dangerous behaviour but may need beefing up re. checking functioning of AT.</p>		8/10

Care Pathway	Functions	Identified National Occupational Standards over 50% relevant to AT	Summary/ notes	Gaps/ caveats / comments	Gaps re. knowledge and skills/ understanding	?/10
		e-skills uk Remote support for products or services (Levels 1-3)	then providing a general advice service. This is the provision of remote support in a controlled environment to customers (internal or external) relating to products or services. It involves the gathering of information and the provision of assistance and advice to support the customer. This will typically be carried out as a contact centre (including technical help desk) activity.	Communication with customers, providing information or advice, resolution or escalation of problems, maintenance of records. Fairly basic		4/10
		Also: DAN-AA5 and MH95 (versions of HSC353)				6/10
Maintenance and repair	F20c Manage, handle and store equipment	Retail B3 Receive goods and materials into storage in a retail environment (Level 2) HCS_A5 Handle and store medical equipment and consumables within accepted and safe limits (Level 1) HSC_243 Monitor, handle and maintain	This standard relates to the safe and correct storage of equipment related devices and consumables within the clinical context in which individuals work. Individuals will be assessed against the standard for each type of equipment within the scope of their normal work activity. This workforce competence covers monitoring, handling and maintaining materials and equipment This	Basic. Comprehensive		5/10 7/10

Care Pathway	Functions	Identified National Occupational Standards over 50% relevant to AT	Summary/ notes	Gaps/ caveats / comments	Gaps re. knowledge and skills/ understanding	*/10
F20 b	Maintain, repair and return equipment		materials and equipment involves identifying and moving materials and equipment, monitoring the receipt and use of materials and equipment, and helping to maintain materials and equipment			*/10
		HCS_A 4	Conduct routine preventative and corrective maintenance on equipment in clinical use (Level 1)	This standard relates to the performance of routine preventative and corrective maintenance activities by the professional user for equipment in use within the individual's own working context. Individuals will be assessed against the standard for each type of equipment within the scope of their normal work activity	Comprehensive but basic level	7/10
		SEMTA _ECS No 6/.08 - Unit 60	Carrying Out Fault Diagnosis on Medical Equipment (Level 3)	This unit identifies the competences you need to carry out efficient and effective fault diagnosis on medical equipment, in accordance with approved procedures. You will be required to diagnose faults on a range of medical equipment, both at unit and component level. This will include equipment such as cardiovascular equipment, physiological, monitoring and infusion equipment, anaesthetic and ventilation equipment, operating theatre and surgical equipment, medical imaging equipment, laboratory equipment, dental equipment, therapeutic equipment and mechanical or electromechanical assisted technology (AT) equipment.		
		SEMTA	Servicing	This unit identifies the competences		

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		_Non-ECS- Unit 71 Mechanical and Electromechanical Assistive Technology (Level 3)	<p>you need to carry out servicing activities on mechanical and electromechanical assistive technology equipment, in accordance with approved procedures. You will be required to service a range of mechanical/electromechanical assistive technology equipment such as, wheelchairs, hoists, stair lifts, seating, walking aids, adjustable beds, pressure redistribution cushions, ramps, and aids to daily living. This will involve dismantling, removing and replacing faulty equipment, at component or unit level, on a variety of different types of assistive technology equipment. You will be expected to apply a range of dismantling and reassembly methods and techniques, such as mechanical fitting, fixing, fastening, soldering, crimping, harnessing, and securing cables and components.</p>			
		SEMTA _No. 06/.02 - Unit 61 Testing Medical Equipment (Level 3)	<p>This unit identifies the competences you need to carry out inspections and tests on medical equipment, in accordance with approved procedures. You will be required to carry out tests on a range of medical equipment, such as cardiovascular equipment, physiological monitoring and infusion equipment, anaesthetic and ventilation equipment, operating theatre and surgical equipment, medical imaging equipment,</p>			

Care Pathway	Functions	Identified National Occupational Standards over 50% relevant to AT	Summary/ notes	Gaps/ caveats / comments	Gaps re. knowledge and skills/ understanding	?/10
		SEMTA 71	<p>laboratory equipment, dental equipment, therapeutic equipment and mechanical/electromechanical assisted technology (AT) equipment, to establish that it is functioning at optimal level and to specification.</p> <p>This unit identifies the competences you need to carry out servicing activities on mechanical and electromechanical AT equipment, in accordance with approved procedures. You will be required to service a range of mechanical/electromechanical AT equipment such as, wheelchairs, hoists, stair lifts, seating, walking aids, adjustable beds, pressure redistribution cushions, ramps and aids to daily living. ... You will be expected to apply a range of dismantling and reassembly methods and techniques, such as mechanical fitting, fixing, fastening, soldering, crimping, harnessing and securing cables and components.</p>	Pretty comprehensive.		8/10
		RT10	<p>Carry out routine repairs to custom made devices (Level 2)</p> <p>This w/c covers the actions required to carry out non-routine repairs to a custom made device. It requires an assessment of the condition of the device to enable the appropriate corrective action to be identified and carried out.</p>			8/10
		RT19	<p>Carry out non-routine repairs to custom made</p> <p>ditto for non-routine</p>			8/10

Care Pathway	Functions	Identified National Occupational Standards over 50% relevant to AT	Summary/ notes	Gaps/ caveats / comments	Gaps re. knowledge and skills/ understanding	?/10
		devices (Level 2)				
		HCS-EMD7	Maintain medical equipment for clinical use (Level 3)	This standard relates to the provision of services that ensure that medical equipment remains safe and fit for its intended purpose.	Generic to medical equipment but useable.	7/10
		Semta ECS 5.06	Restoring stairlifts to service by replacing or repairing components (Level 2)	This unit identifies the competences you need to restore stairlifts to useable condition by component repair or replacement, in accordance with approved procedures.. Etc.	Comprehensive re. stairlifts.	8/10
		SEMATA 56	Carrying out planned maintenance on communication-electronic AT	As stated		
		Semta 55	Repairing communication-electronic systems	As stated.		
		Semta 34	Carrying out repairs to communication-electronic AT (Level 2)	As stated.		
		Semta ECS 5.01	Carrying out repairs to electronic equipment	As stated.		
		Semta 23	Carrying out maintenance	Nb not environmental controls in AT but heating/ ventilation/ lifts/ fire/		

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		on workplace environmental control equipment (Level 2)	alarms / cctv			
		Semta 31 Carrying out maintenance on environmental control equipment (Level 2)	Nb not environmental controls in AT but waste and used product storing or recycling equipment.			
		Semta 13 Carrying out fault location on electronic equipment and circuits	As stated.			
		Semta 11 Carrying out modifications or rewiring electrical circuits	As stated.			
		Semta 7 Restoring mechanical components to usable condition by repair (Level 2)	You will be required to restore a range of mechanical components and equipment to operational condition by repairing assemblies/ sub-assemblies and components, by reworking the surface, re-cutting threads, or by the replacement of worn parts. These activities will include such things as sawing (hand, band), drilling, reaming, grinding (hand or pedestal, filing, scraping, or lapping, threading (internal or external) machining (turning, milling) and thermal processes.			

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	Provide emergency response to repair/ replace AT	e-skills IT maintenance for users (Level 1-3)	This is the ability to keep hardware and software up to date and in proper condition and so that it continues to fulfil the tasks required.	Housekeeping of files, defragging, upgrading.		6/10
		Also: KSF: EF1: Systems vehicles and equipment (This dimension is about maintaining, monitoring and developing all types of systems, vehicles and equipment)				8/10
F22	Clean/ recycle/ dispose of AT	GEN3 Maintain health and safety in a clinical/therapeutic environment (Level 2)	This includes control of cross-infection by ensuring effective cleaning rooms, work areas, equipment and surfaces when required and following agreed cleaning schedules, where appropriate. It also covers monitoring and maintaining the cleanliness of the environment and reporting shortfalls to the person in charge of the care area. Monitoring and adjusting environmental factors,	general cleaning of environment, etc		6/10

Care Pathway	Functions	Identified National Occupational Standards over 50% relevant to AT	Summary/ notes	Gaps/ caveats / comments	Gaps re. knowledge and skills/ understanding	?/10
			<p>assessing risk and managing and handling emergencies related to the clinical/therapeutic environment are also included.</p> <p>Get and confirm instructions and specific details of ICT cleaning operations to be carried out. Collect equipment, tools and materials required. Confirm the state of the ICT equipment and prepare it for cleaning.</p>			
	Asset ICT 1	Prepare and carry out cleaning operations on information communication technology (ICT) equipment (level unknown)		pretty basic		5/10
	Dec-01	Collect used equipment from designated collection point	This w/c covers the collection of used equipment returned to the decontamination facility.	Aimed at all medical devices including equipment used in community		8/10
	Retail B8	Process donated goods in a retail environment for selling or recycling (Level 1)	This unit is about processing donated goods in charity shops. It involves correctly identifying different types of goods, checking the condition of goods and preparing suitable goods for sale.			4/10
	Dec-05	Carry out sterilization and disinfection of re-useable medical devices	This w/c covers the sterilization and disinfection of re-usable medical devices in the decontamination facility.	Aimed at all medical devices including equipment used in community		8/10

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Specify, design, manufacture and develop AT		Dec-03 (Level 2) Monitor procedures & operate tracking systems & procedures (Level 2)	Maintenance of quality control measures by monitoring equipment, processes and procedures and using tracking systems and procedures in the decontamination facility.			
		HCS-EMD9 Decommission and dispose of medical equipment (Level 3)	This standard relates to the removal of equipment from clinical use and its safe, legal and cost effective disposal of medical equipment.	relates to clinical use but relevant Brief but relevant		6/10
	F40	HCS-Rehab3 Specify assistive technology to meet prescription (Level 3)	This standard relates to the preparation of a specification for an agreed solution which meets the individual user needs based on the interpretation of the prescription. This may include specification for existing devices, modification, adaption or development.	produce a design specification which meets prescription and accommodates manufacturing constraints by those who will manufacture or implement (division of process into three steps)		6/10
	F40	ECITB/ECS 1.13 Read and extract information from engineering drawings and specifications (Level unknown)	Read and extract information from engineering drawings and specifications (Level unknown)	Relates to extracting information from technical drawings.		4/10
F25	Carry out	RT1 Prepare and	This workforce competence covers	This relates to a		

Care Pathway	Functions	Identified National Occupational Standards over 50% relevant to AT	Summary/ notes	Gaps/ caveats / comments	Gaps re. knowledge and skills/ understanding	?/10
b	design and manufacture of custom-made AT (routine)	<p data-bbox="747 342 905 651">maintain environments , materials and equipment for the routine design and manufacture of custom made devices (Level 1)</p> <p data-bbox="625 688 905 971">RT11 Advise on the suitability of existing, new and emerging technology and materials for routine custom made devices (Level 4)</p> <p data-bbox="625 1029 905 1284">RT6 Design and manufacture routine custom made devices to fitting stage to meet the prescription (level 4)</p>	<p data-bbox="932 342 1331 570">establishing the necessary materials and equipment needed to carry out the routine manufacture of a custom made device and the preparation and maintenance of the materials and equipment. It also covers the health and safety aspects required, including risk assessment.</p> <p data-bbox="932 688 1331 1024">This workforce competence is concerned with keeping up to date with developments in technology and materials for routine custom made devices and advising colleagues, the prosthetist/ orthotist/ seating clinician and managers about the benefits and advantages of such technology and materials. Suitability refers to indications and contra-indications for use in custom made devices.</p> <p data-bbox="932 1029 1331 1365">This workforce competence covers the design and manufacture of routine custom made devices. The devices are to be manufactured to fitting stage; this is to allow a certain amount of adjustment to be made to the fit of the device for the service user. To manufacture a device that meets the prescription you will have to take into account the materials being used in the construction of the device and the methods used to join</p>	<p data-bbox="1367 342 1598 683">specific job role - that of rehab technician working in prosthetics, orthotics and specialist seating. Need to explore how much (a simplified version) would be relevant to custom-made devices in other areas of AT.</p>		

Care Pathway	Functions	Identified National Occupational Standards over 50% relevant to AT	Summary/ notes	Gaps/ caveats / comments	Gaps re. knowledge and skills/ understanding	?/10
		RT5 Prepare routine components for custom made devices (Level 1)	<p>and fix the materials to the various components being used in the device.</p> <p>This workforce competence is about determining from the job sheet/card supplied by the prescribing clinician what components will be needed to manufacture the routine custom made device. The competence depends on you being able to understand the format and information supplied and being able to interpret it correctly.</p>			
		RT7 Carry out routine finishing of custom made devices (level 3)	<p>This workforce competence covers the making of any routine adjustments identified at the fitting stage and with carrying out routine finishing processes to the device to make it ready for the delivery stage. The adjustments and finishing processes may be concerned with cosmetic appearance, comfort for the service user and function to be performed. This workforce competence links with RT6 'Design and manufacture custom made devices to fitting stage to meet the prescription' – RT6 and RT7 may be carried out concurrently.</p>			
	Carry out design and manufacture of custom-made AT (non-routine)	RT12 Prepare and maintain environments , materials and equipment for the non-	<p>This workforce competence covers establishing the necessary materials and equipment needed to carry out the non-routine manufacture of a custom made device and the preparation and maintenance of the materials and equipment. It also</p>			

Care Pathway	Functions	Identified National Occupational Standards over 50% relevant to AT	Summary/ notes	Gaps/ caveats / comments	Gaps re. knowledge and skills/ understanding	?/10
		<p>routine design and manufacture of custom made devices (level 2)</p>	<p>covers the health and safety aspects required, including risk assessment.</p>			
		<p>RT21 Advise on the suitability of existing, new and emerging technology and materials for non-routine custom made devices (Level 4)</p>	<p>This workforce competence is concerned with keeping up to date with developments in technology and materials for non-routine custom made devices and advising colleagues, the prosthetist/ orthotist/ seating clinician and managers about the benefits and advantages of such technology and materials. Suitability refers to indications and contra-indications for use in custom made devices.</p>			
		<p>RT16 Design and manufacture non-routine custom made devices to fitting stage to meet the prescription (Level 4)</p>	<p>This workforce competence covers the design and manufacture of non-routine custom made devices. The devices are to be manufactured to fitting stage; this is to allow a certain amount of adjustment to be made to the fit of the device for the service user. To manufacture a device that meets the prescription you will have to take into account the materials being used in the construction of the device and the methods used to join and fix the materials to the various components being used in the device.</p>			
		<p>RT15 Prepare non-routine components</p>	<p>This workforce competence is about determining from the job sheet/card supplied by the prescribing clinician</p>			

Care Pathway	Functions	Identified National Occupational Standards over 50% relevant to AT	Summary/ notes	Gaps/ caveats / comments	Gaps re. knowledge and skills/ understanding	?/10
F25	Carry out design and manufacture of commercial AT	for custom made devices (Level 2)	what non-routine components will be needed to manufacture the custom made device. The competence depends on you being able to understand the format and information supplied and being able to interpret it correctly.	not sure who this is aimed at - not commercial probably		7/10
		RT17 Carry out non-routine finishing of custom made devices (Level 3)	This workforce competence covers the making of any non-routine adjustments identified at the fitting stage and with carrying out non-routine finishing processes to the device to make it ready for the delivery stage. The adjustments and finishing processes may be concerned with cosmetic appearance, comfort for the user and function to be performed.			
		HCS-Rehab4 Manufacture of assistive devices to specification (Level 2)	This standard relates to the manufacture of assistive devices. This will include manufacture, assembly, modification and adaptation to specification.			
		AHP18 Manufacture assistive devices to specification (Level 3)	version of HCS-Rehab 4			
		Also: EF1 - Systems, vehicles and equipment				
F24 a	Generate and evaluate ideas for novel AT	HCS-EMD17	Generate and evaluate ideas for novel medical	This standard relates to the conceptualisation of possible solutions for the development of medical equipment or related test	Identify problem, evaluate options, model scenarios, draw upon relevant	8/10

Care Pathway	Functions	Identified National Occupational Standards over 50% relevant to AT	Summary/ notes	Gaps/ caveats / comments	Gaps re. knowledge and skills/ understanding	?
F24 b	Design novel AT	equipment	equipment			7/10
		RT22	Determine the suitability of new and emerging technology and materials for custom made devices (Level 4)	This w/c is concerned with trialling and checking new and emerging technology and materials for use in orthotics, prosthetics and special seating. Trials will be conducted to establish if the materials will bond, are sufficiently flexible, are non-allergic, etc and if the technology is compatible with existing materials, components, systems and with the service user.	intellectual property, determine costs. evaluating, prototyping, testing, amending, recommending materials/ methods. limited to prosthetics/ orthotics/ seating- could be transferred to framework	7/10
		HCS_E MD16	This standard relates to the assessment of risks and benefits associated with the introduction and deployment of medical technologies and making recommendations (Level 3)	Assessing emerging technologies, communicate and explain new and emerging technology.	more of an overview	8/10
		HCS-EMD18	Design, construct and test prototypes for novel medical equipment (Level 3)	This standards relates to the design, construction and testing of prototype medical equipment or related test equipment.	brief	7/10
		HCS_E	Clinically trial	This standard relates to the design,	Write appropriate	8/10

Care Pathway	Functions	Identified National Occupational Standards over 50% relevant to AT	Summary/ notes	Gaps/ caveats / comments	Gaps re. knowledge and skills/ understanding	?/10
		MD19	novel medical equipment (Level 3)	construction and testing of prototype medical equipment or related test equipment	evaluation protocols, ethical approval, stakeholders, introduce novel equipment into use; evaluate results, etc.	
		HCS-CM1	Innovate and develop new clinical measurement solutions	Relates to the development of a new solution to an identified diagnostic, monitoring or other investigative need. This may extend or develop an existing discipline or create a new one. The solution may be novel or imported in part or in whole from another discipline or another centre of expertise. This standard would not apply to the local adoption of a clinical measurement solution that is otherwise well established.		
		e-skills UK	Managing software development (Levels 3-5)	Supervision/ control/ overall direction of team of software developers	Management functions software	7/10
		e-skills UK	Software development - design (Levels 1-3)	Software development commences with an agreed requirements definition and covers the creation of software designs, creation of the actual software components and finally installation and testing of the software.	software	7/10
		e-skills UK	Software development - component creation (Levels 1-3)	ditto	The term software components is used to cover process, data structures, inputs such as data entry screens, sensor inputs and	7/10

Care Pathway	Functions	Identified National Occupational Standards over 50% relevant to AT	Summary/ notes	Gaps/ caveats / comments	Gaps re. knowledge and skills/ understanding	?/10
		<p>Also</p> <p>Design Competencies: e.g. Unit 23: develop design responses to meet agreed requirements, Unit 3P Realise design prototypes, Unit 32: Develop alternative design ideas using materials, processes and technology, etc [Also: ECITB/ECS1.05/ 1.09/ 1.07/ 1.25/ 1.27 re. engineering design briefs and 5614-03(??SFEDI) Unit 357:</p>		<p>outputs such as reports, information screens and device controls (eg actuators)</p>		

Care Pathway	Functions	Identified National Occupational Standards over 50% relevant to AT	Summary/ notes	Gaps/ caveats / comments	Gaps re. knowledge and skills/ understanding	?/10
		Furniture design prototypes]				
F42	Commercially exploit novel designs for AT	HCS-EMD20	Negotiate and agree commercial exploitation of novel medical equipment (Level 4)	This standard relates to commercial exploitation of novel equipment, allowing useful local developments to be made generally available.	Brief to point of .. Something.	6/10
Sustaining the use of AT (in a range of environments and over transition periods)						
F23	Modify/ customise/ adjust AT in response to the individual's changing needs and wishes, tasks and environmental factors	RT9	Carry out routine modifications to custom made devices (Level 3)	This w/c is concerned with responding to feedback from the service user to make routine changes, as required, for improvement to the cosmesis, comfort and function of the device.	Relates to prosthetics/ orthotics / specialist seating. restricted due to job role it is related to.	6/10
		RT18	Carry out non-routine modifications to custom made devices (Level 4)	This w/c is concerned with responding to feedback from the service user to make non-routine changes, as required, for improvement to the cosmesis, comfort and function of the device.	Relates to prosthetics/ orthotics / specialist seating. restricted due to job role it is related to.	6/10
		Semta 57	Modifying communication-electronic systems (Level 3)	This unit identifies the competencies you need to carry out efficient and effective fault diagnosis on communication-electronic systems, in accordance with approved procedures. You will be required to	Engineering Maintenance	

Care Pathway	Functions	Identified National Occupational Standards over 50% relevant to AT	Summary/ notes	Gaps/ caveats / comments	Gaps re. knowledge and skills/ understanding	?
F27	Implement a programme using AT to increase an individual's capacity to perform desired activities.	HSC351	Plan, agree and implement development activities to meet individual needs (Level 3)	diagnose faults on a range of communication-electronic systems, sub-systems or assemblies at line replacement unit (LRU) level. You will be expected to use a variety of fault diagnosis methods and techniques, and to utilise a number of diagnostic aids and equipment.	Development activities: intellectual activities and pursuits, activities that enable individuals to retain and regain their skills, activities that enable individuals to keep fit and mobile, activities that enable individuals to participate and interact with others.	8/10
		GEN15	Support individuals in undertaking desired activities	Providing information and advice to help individuals resume desired work, leisure, educational, domestic, leisure or rehabilitation activities, or to identify new activities which will enhance the individuals' health and well-being. It includes working with the individual, their family and/or carers to agree realistic goals and taking action to achieve the desired activities.		7/10
		HSC 343	Support individuals to live at home	Support individuals to identify their personal, physical and safety needs to enable them to live at home. Work		Helping individuals meet agreed needs, manage any risks

Care Pathway	Functions	Identified National Occupational Standards over 50% relevant to AT	Summary/ notes	Gaps/ caveats / comments	Gaps re. knowledge and skills/ understanding	*/10
		(Level 3)	with individuals to identify and access additional support and resources. Support individuals to review their needs and identify changes necessary to enable them to live at home.	involved. Developing skills to manage their domestic, personal, social and financial affairs, and any risks. Fairly basic could relate more to social attitudes of individual skills, but comprehensive		*/10
		HSC28 Support individuals to make journeys				
		HSC 344 Support individuals to retain, regain and develop the skills to manage their lives and environments (Level 3)	Support individuals to identify their personal, physical and safety needs to enable them to live at home. Work with individuals to identify and access additional support and resources. Support individuals to review their needs and identify changes necessary to enable them to live at home.	Helping individuals meet agreed needs, manage any risks involved. Developing skills to manage their domestic, personal, social and financial affairs, and any risks. Fairly basic but comprehensive		7/10
		CM.E4 Provide information and advice to support individuals in undertaking desired occupational and non-occupational	This workforce competence is about providing information and advice to support individuals to undertake 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	not quite sure why it separates out rehab needs.		6/10

Care Pathway	Functions	Identified National Occupational Standards over 50% relevant to AT	Summary/ notes	Gaps/ caveats / comments	Gaps re. knowledge and skills/ understanding	?
		activities	assessment of the individual's rehabilitation needs.			7/10
	AHP1	Implement physiotherapy programmes and treatments under direction with individuals who have severely restricted movement/ mobility	This w/c applies to anyone whose role requires them to work, under the direction of a physiotherapist to support individuals who need significant assistance and who are unable to undertake physiotherapy activities for themselves, for example as a result of a long term neurological or debilitating condition. Typical programmes and treatments could include 24-hour posture management, passive movement, respiratory care and control of oedema.	support workers role		6/10
	AHP2	Implement physiotherapy mobility and movement programmes under direction for individuals to restore optimum movement and functional independence	This w/c applies to anyone whose role requires them to work, under the direction of a physiotherapist to support individuals participating in physiotherapy programmes designed to restore optimum movement and functional independence. Typical programmes and treatments could include exercise regimes and the use of gym equipment.	support workers role		6/10
	HSC 352	Support individuals to continue therapies (level 3)	This w/c covers supporting individuals to continue therapies. This involves identifying the support and skills you need to enable individuals to continue therapies, encouraging individuals to complete	Presumably for therapy support staff. Role specific in relation to therapist but otherwise can be used in this		7/10

Care Pathway	Functions	Identified National Occupational Standards over 50% relevant to AT	Summary/ notes	Gaps/ caveats / comments	Gaps re. knowledge and skills/ understanding	?/10
			activities identified by therapist and observing and evaluating effects of therapies on individuals.	framework.		
		Also: OP_S7, GEN6, CM.C4 (community matron version of HSC343), MH13/CSCY5, MH38_G9, CHD_GA2				
F13	Act on a range of social and environmental barriers which impact on functional ability and the use of AT	<p>CM.D9 Challenge injustice and inequalities in access to mainstream provision for individuals with long term conditions</p> <p>CM.D8 Promote the social inclusion of individuals with long term conditions by enabling them to participate in social, economic and cultural activities and networks</p>	<p>At the centre of the competence is the right of individuals with long term conditions to full social inclusion and the competence covers the role that service providers can playing facilitating this, empowering and enabling individuals with LTC to participate to the extent that they wish.</p> <p>This competence is about encouraging and supporting individuals to participate in social, economic and cultural activities and networks within the community. At the centre of the competence is the right of people with long term conditions to full social inclusion and the competence covers the role that service providers can play in facilitating this, empowering and enabling people with long term conditions to participate to the extent that they wish. This competence</p>	<p>Good on social attitudes etc.</p> <p>Good on social attitudes etc. Need environmental aspects</p>		<p>7/10</p> <p>7/10</p>

Care Pathway	Functions	Identified National Occupational Standards over 50% relevant to AT	Summary/ notes	Gaps/ caveats / comments	Gaps re. knowledge and skills/ understanding	?/10
F46	Provide support to enable an individual, their carer/ family members to manage change, adapt to disability and to the use of AT	<p>(level 3)</p> <p>HSC 382 Support individuals to prepare for, adapt to and manage change.</p>	<p>applies to those who work to promote the social inclusion of people with long term conditions within mainstream communities. This competence covers supporting individuals to prepare for, adapt to, and manage change. This involves supporting individuals to prepare for change, support individuals and key people to cope with and manage change and to review the methods they have used to manage change.</p>			8/10
		<p>HSC 412 Ensure individuals and groups are supported appropriately when experiencing significant life events and transitions</p>	<p>This competence covers ensuring individuals and groups are supported appropriately when experiencing significant life events and transitions. This involves designing and implementing a service which addresses the needs of individuals experiencing significant life events, and ensuring the service responds effectively to individuals experiencing major life changes or losses.</p>			
		<p>HSC332 Support the social, emotional and identity needs of individuals (Level 3)</p>	<p>This competence covers supporting the social, emotional and identity needs of individuals in partnership with them, other workers and organisations. This involves working with individuals to identify their social, emotional and identity needs, supporting individuals to develop</p>			

Care Pathway	Functions	Identified National Occupational Standards over 50% relevant to AT	Summary/ notes	Gaps/ caveats / comments	Gaps re. knowledge and skills/ understanding	?/10
		CHD-HN2	Identify and support carers to meet their needs	and maintain self-esteem and a positive self-image, and supporting individuals to address changing social, emotional and developmental needs This workforce competence is about identifying carers and supporting them to meet their needs by providing appropriate information.	Support to carers to enable them to support individual .based on coronary heart disease management but could be used	7/10
		HSC390	Support families in maintaining relationships in their wider social structures and environments (Level 3)	This competence covers promoting social inclusion through encouraging and supporting families to use services and maintain social contacts within the community. The approach promoted through this unit is collaborative, non-directive and enabling and recognises the rights of families to make their own decisions and choices and to be supported in following these through. The unit recognises the importance of social interactions and relationships within the context of people's lives. This competence is for those who work with individuals and families to enable them to develop and maintain relationships within their communities.		
Reviewing	F28 Identify emerging/ changing needs and	HSC414 b	Support staff, individuals and key people to			

Care Pathway	Functions	Identified National Occupational Standards over 50% relevant to AT	Summary/ notes	Gaps/ caveats / comments	Gaps re. knowledge and skills/ understanding	?/10
	potential problems.	<p>identify changes in the care needs of individuals</p> <p>HSC244 Manage and organise time and activities to support individuals in the community (Level 1)</p>	<p>This workforce competence covers managing and organising your time to enable you to carry out the duties and responsibilities you are responsible for with individuals and key people This involves identifying and organising time to enable you to complete work for individuals, balancing your own duties and responsibilities with the individuals' needs and preferences, and identifying and reporting risks and changes in individuals' needs and preferences.</p>	<p>generic requirements re. working with people and reporting change</p>		
F27	Evaluate the impact of any AT intervention	<p>HCS-RP28 Confirm acceptability of installation by performing critical examination</p> <p>CHD_G A2 Evaluate treatment plans with the individual and those involved in their care</p> <p>HSC 33 Reflect on and develop your knowledge</p>				

Care Pathway	Functions	Identified National Occupational Standards over 50% relevant to AT	Summary/ notes	Gaps/ caveats / comments	Gaps re. knowledge and skills/ understanding	?/10
	F28 Review provision	HSC224 and practice (see also G) Observe, monitor and record the conditions of individuals (Level 2)	This workforce competence covers observing, monitoring and recording the conditions of individuals. This involves observing and monitoring individuals' conditions, recording and reporting changes to the appropriate people and carrying out instructions to meet individuals' changing conditions. It does not include taking and recording physiological measurements. This is covered in CHS19 Undertake physiological measurements			
		HSC414 a Assess individual needs and preferences (Level 4)	Three parts: assess the individual's needs and preferences , monitor changes and evaluate the implications of changes on the individuals' support needs (relevant here).	Does not really touch on negotiating choice, responding to clients priorities. Passive and service process oriented? cf user oriented		5/10
Manage, commission and procure, administer	F29 Manage staff responsible for using AT to provide care for an individual (staff who use AT, including directly employed personal assistants,	HSC446 Manage a dispersed workforce to meet the needs and preferences of individuals at home	This w/c covers managing a dispersed workforce ... This involves managing the work of staff in an individual's home, supervising and supporting staff to ensure that health and care services are meeting individual needs and preferences and responding to day to day changes and emergencies.	Relates to risk management re, use of AT (see F12)		

Care Pathway	Functions	Identified National Occupational Standards over 50% relevant to AT	Summary/ notes	Gaps/ caveats / comments	Gaps re. knowledge and skills/ understanding	?/10
	care workers, etc)					
		Also: HCS_F13 (generic)				
F34	Manage a service which provides AT to clients	HCS_E MD8	Monitor contractors performance for equipment supply, maintenance, and support (Level 3)	This standards relates to the monitoring and supervision of contractors who either supply medical equipment ready for use or supply maintenance and repair services.	Comprehensive Brief	8/10
		HSC413 (also HI5)	Manage requests for health and care services (Level 3)	This unit focuses on your role in evaluating, prioritising and reviewing demands for services to manage overall workload. The workload may be that for an individual worker or be related to the demands on a department or services.	Evaluate demands for services. Negotiate and agree priorities and plans. Monitor and review services in response to emerging needs and issues. v. generic - may drop generic	7/10
		: E3	Management and leadership NOS: Using resources - obtain additional finance for the organisation (level unknown)			7/10
		HCS-EMD4	Manage equipment on	This standard relates to the management of the legal, technical	brief but relevant	7/10

Care Pathway	Functions	Identified National Occupational Standards over 50% relevant to AT	Summary/ notes	Gaps/ caveats / comments	Gaps re. knowledge and skills/ understanding	7/10
		loan to the organisation (Level 3)	and risk issues that arise when equipment is loaned to the organisation for demonstration or other purposes			
		HCS-EMD12 Manage the maintenance and support of medical equipment (Level 3)	This standard relates to the development of best practice in the management of medical equipment maintenance. This may also include taking into account reports and other influences, both within and external to the NHS.	Cuts across issues and relates to embedding good practice in various procedures - bit all over the place.		7/10
		Set in the context of : HCS_F1-F23 (eg Review internal and external factors impacting on healthcare science organisations)				
Commission and procure	F30 Evaluate equipment	HCS-EMD15 Audit and report on current use and effectiveness of medical equipment (level 3)	This standard relates to the process of auditing the medical equipment usage and assessing its effect on clinical care.	Optimal use of equipment in terms of impact on care.	Needs to include cost/benefit (up-front and life-time costs and benefits)	7/10
		HCS-EMD2 Determine needs, or respond to requests for, new or replacement medical equipment (Level 3)	This standard relates to review of existing data and inventories, the conduct of surveys in order to establish needs for new or replacement equipment and the provision of advice and recommendations. This may be done in response to a request for new/replacement equipment, or as part of a regular review process.	Equipment evaluation relating to a service organisation rather than an individual.		8/10

Care Pathway	Functions	Identified National Occupational Standards over 50% relevant to AT	Summary/ notes	Gaps/ caveats / comments	Gaps re. knowledge and skills/ understanding	*/10
		HCS-EMD3	Evaluate new medical equipment for clinical use (Level 3)	This standard relates to evaluation of functionality and performance of new medical equipment. This may take place prior to procurement or commissioning or as part of research or review for replacement	Evaluation process.	8/10
		HCS-EMD16	Advise on the risks and benefits of existing, new and emerging technology (Level 3)	This standard relates to the assessment of risks and benefits associated with the introduction and deployment of medical technologies and making recommendations.	Keeping abreast of emerging technologies which may be relevant.	8/10
		HCS_C11	Select methods, techniques and equipment for planned analysis	This standard relates to the decision making process associated with selection of methods, techniques and equipment for tests to be conducted based on existing capabilities and limitations of laboratory facilities, available external facilities, cost, efficiency and safety as well as clinical need. It requires an understanding of the capabilities and limitations of the laboratory service, the range of equipment available, health, safety and Quality Assurance practices, which support the selection process. It also required competence in the use, care, monitoring, calibration and maintenance of simple and complex laboratory equipment.	Included because analysis of function/ of equipment can be significant element of a job.	6/10
F44	Market the service to commissioners	HCS-EMD1	Initiate change to meet strategic or	This standard relates to the preparation of a formal case for action to meet objectives. This may include the preparation of a business		8/10

Care Pathway	Functions	Identified National Occupational Standards over 50% relevant to AT	Summary/ notes	Gaps/ caveats / comments	Gaps re. knowledge and skills/ understanding	?/10
F39	Procure AT and AT services for individuals	operational objectives for new or modified medical equipment (Level 3)	case, a risk authorisation case or plans for changing the existing medical equipment inventory to meet clinical need.			
		HSC437 Promote your organisation and its services to stakeholders	This competence covers promoting your organisation and the services it provides to a range of stakeholders. This involves planning to promote your organisation and its services, communicating key messages to stakeholders, and evaluating the effectiveness of promotional activities	Covers the ground		9/10
		HCS-Rehab5 Commission and manage assistive devices for individual use (Level 3)	This standard relates to working with individual users, their carers and other members of a multi-disciplinary team to commission assistive devices.. Commissioning will include confirmation of suitability for the prescription, in function, capacity or social interaction of the patient and may include trial use of the device in the user environment . The standard also covers the management of the devices subsequent to their commissioning. Note that the term 'devices' includes software and software-controlled devices	equipment		8/10
		CM.B6 also MH-96 Procure services for individuals (Level 3)	This competence covers procuring specific health and social care services to meet the needs of individual service users. These services may be supplied outside	services		8/10

Care Pathway	Functions	Identified National Occupational Standards over 50% relevant to AT	Summary/ notes	Gaps/ caveats / comments	Gaps re. knowledge and skills/ understanding	?
F31	Purchase/ procure AT (contractual arrangements)	HCS-EMD6	Plan and implement the commissioning and installation of medical equipment for clinical use (Level 3)	<p>the immediate geographical area. This involves being clear about the individual's requirements, identifying and contracting with suitable service providers, and ensuring that the services provided meet the required standard.</p> <p>This standard relates to the preparation of equipment, location, and intended users prior to the introduction of equipment to clinical use.</p>	Designed for equipment in a clinical/ hospital setting. Having said that its appropriate for community setting with tweaking.	8/10
		ENTO AG26	Negotiate and maintain service agreements (Level unknown)	Negotiate service provision with other parties, Monitor and evaluate service agreements with other parties.	Pretty basic	4/10
		HI21	Select and agree a procurement strategy and procedure(s) (Level unknown)	as stated	Pretty basic	4/10
		HCS-EMD5	Procure medical equipment for clinical use (Level 3)	This standard relates to the specification and procurement of equipment, which may include single purchase, multiple purchase, or lease option. It includes involvement in tendering and evaluation of offers.	Designed for equipment in a clinical/ hospital setting. Covers the ground required - may need tweaking.	8/10
						?

Care Pathway	Functions	Identified National Occupational Standards over 50% relevant to AT	Summary/ notes	Gaps/ caveats / comments	Gaps re. knowledge and skills/ understanding	?/10
Research/ Policy						
F32	Conduct and participate in research and audit	<p>HI 85 Appraise information and knowledge resources (level 3)</p> <p>ENTO Unit AG 19 Undertake research for the service and its clients (level unknown)</p> <p>HSC-H13 Present findings of healthcare science research and development activities orally (Level 3)</p> <p>HC2-H2 Investigate sources of funding for selected healthcare science research and development topic (Level</p>	<p>This unit is about appraising health related information and knowledge resources. The appraisal is in connection with the validity, reliability, applicability, timeliness, authority and relevance of these resources. This work could be done in relation to, for example, product evaluation or the critical appraisal of clinical literature.</p> <p>Identify sources and availability of information. Collect information to achieve research objectives. Analyse information collected from research. Report the results of research.</p> <p>This element applies to the preparation and conduct of oral presentations, which may be presented by the researcher themselves or be presented to others in authority as part of a wider presentation of results. Etc</p> <p>This element has broad application and includes investigations for speculative (blue sky) and applied research. Investigations may be undertaken by a single researcher or managed by a single researcher who delegates investigations to a research team. Investigations may range in scale and utility from a</p>	<p>as stated; literature search - widely relevant - too generic?</p> <p>Generic - could relate to evaluation.</p> <p>Too generic?</p> <p>as stated research funding</p>		<p>8/10</p> <p>8/10</p> <p>8/10</p> <p>8/10</p>

Care Pathway	Functions	Identified National Occupational Standards over 50% relevant to AT	Summary/ notes	Gaps/ caveats / comments	Gaps re. knowledge and skills/ understanding	?
		2)	thesis, which adds to the pool of knowledge in a given area to proposed improvements to specific Healthcare Science services. The researcher must clearly identify realistic and valid sources of funding, relevant to research purpose, size, and topic and target audience and provide recommendations to assist the next stage of taking the study forward.			7/10
		HCS-H7 Direct and manage research and development in healthcare science (Level 4)	To provide evidence for this element you will have responsibility for the strategic direction of specified research and development activities. It is expected that you will have appropriate project management skills and expertise in research and development activities. The range of research and development activities is diverse and this element relates to the ability to provide high-level guidance, support and direction to achieve research objectives. This will include building and managing relationships with stakeholders.	High level direction of R&D		7/10
		PH90.0 1 Plan, undertake, evaluate and disseminate research and development about improving health and wellbeing	This unit is about planning, undertaking, evaluating and disseminating research and development about improving health and well being, including the reduction of inequalities.	public health practice - wider scope implied than in other competences		8/10

Care Pathway	Functions	Identified National Occupational Standards over 50% relevant to AT	Summary/ notes	Gaps/ caveats / comments	Gaps re. knowledge and skills/ understanding	?/10
		HCS-H14 Translate healthcare science research and development findings into service	This element has broad application. It will involve the conduct of pilot studies and/or field trials following results of research activities. This will include the conduct of investigations, which may require further approval, including organisational, ethical, regulatory and financial. etc.. This element does not include the conduct of clinical trials, ...	Widely relevant		8/10
		Set in context of HCS_H1-H15 (e.g. Determine healthcare science research and development topic worthy of investigation)				
F33	Create and influence policy	HCS-EMD11 Develop strategy and policy for medical equipment management (Level 4)	This standard relates to the contribution to be made by Clinical Engineering and other healthcare science departments to the development of strategy and policy for medical equipment management throughout the organisation	A vision for equipment management services, etc. combines technical knowledge and understanding and impact on health care.		8/10
		CM.F4 Provide leadership to facilitate the development of organisational policy and practice (Level 3)	Originates from HSC439 but relates to leadership			8/10
		HSC439 Contribute to	This competence covers contributing			8/10

Care Pathway**Functions**

Identified National Occupational Standards over 50% relevant to AT

the development of organisational policy and practice (Level 3)

Summary/ notes

to identifying potential for organisational development and presenting information and ideas on this.

Gaps/ caveats / comments

Gaps re. knowledge and skills/ understanding

?/10