Transferable Role Template
Career Framework Level 5

Transition Coordinator
Children to Adult Services

Definition of the Level 5 Role

People at level 5 will have a comprehensive, specialised, factual and theoretical knowledge within a field of work and an awareness of the boundaries of that knowledge.

They are able to use knowledge to solve problems creatively, make judgements which require analysis and interpretation, and actively contribute to service and self-development. They may have responsibility for supervision of staff or training.

Example of Role at Level 5

Practitioner

Practitioners have a broad knowledge base in a particular field of practice which enables them to work with a considerable degree of autonomy. They may have line management responsibilities but will not be responsible for service delivery. They actively use research findings to enhance and underpin their practice. A practitioner is competent in their area of practice and will seek opportunities to improve the service they offer.

These characteristics have been developed by Skills for Health working with employers and other stakeholders.

Basic Information

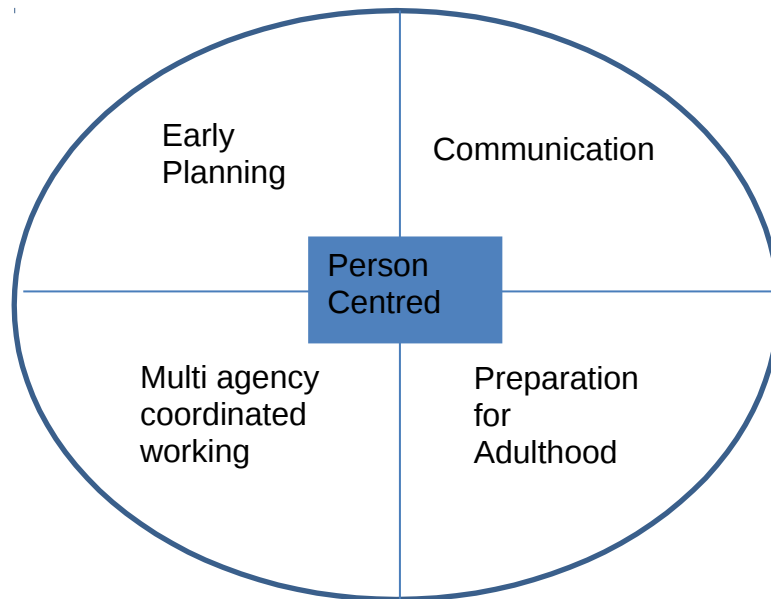| Named Role	**Transition Coordinator: Children To Adult Services**
Area of work	Charity Or Voluntary Organisation, Children And Young People, Community NHS Or Local Authority Or Independent
Role Family	Integrated Role
Experience required	
Career Framework Level	5

Summary of Role

This role encompasses the activities which might be undertaken by a person working at Level 5 in relation to the transition of young people with learning disabilities to adult services.

Scope of the Role

This Role includes a range of activities at Level 5 which will be required to support a young person with learning disabilities in the transition to adult services. The provision of this support may be only one aspect of the overall job carried out by a worker. Support for the transition to adult services may be provided by several members of an integrated care team and/or by a range of agencies.

Key Elements for a Successful Transition

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              Early                  Communication
              Planning

                        Person
                        Centred

              Multi agency           Preparation
              coordinated            for
              working                Adulthood
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The activities in this Role are linked to National Occupational Standards (NOS). NOS define the knowledge, understanding required and the criteria for competent performance of each activity. The NOS within this Role have been taken from the Learning Disability Transition Pathway Competency Framework developed by Health Education England in the West Midlands in partnership with Skills for Health.

The lists of NOS within this role refer to the function of supporting transition to adult services and they do not necessarily include all of the other activities which a person supporting transition may carry out when performing other aspects of their job. The lists of NOS are intended as a guide to commissioners, leaders and education providers and articulate the skills required at Level 5 within a team/service in order to support a young person with learning disabilities in the transition to adult services.

Core Competences / National Occupational Standards			
Underpinning Principle	**Reference**	**Function**	**Competence**
1. Communication	1.2	Communicate effectively	GEN97 Communicate effectively in a healthcare environment https://tools.skillsforhealth.org.uk/competence/show/html/id/3001/
2. Personal and people development	2.1.1	Develop your own practice	GEN13 Synthesise new knowledge into the development of your own practice https://tools.skillsforhealth.org.uk/competence/show/html/id/376/
			CFAM&LAA3 Develop and maintain your professional networks https://tools.skillsforhealth.org.uk/external/CFAM&LAA3
	2.1.2	Reflect on your own practice	GEN23 Monitor your own work practices https://tools.skillsforhealth.org.uk/competence/show/html/id/2051/
	2.2.1	Support the development of the knowledge and practice of individuals	SCDHSC0033 Develop your practice through reflection and learning https://tools.skillsforhealth.org.uk/external/SCDHSC0033.pdf
3. Health safety and Security	3.5.1	Ensure your own actions reduce risks to health and safety	SCDHSC0043 Take responsibility for the continuing professional development of yourself and others https://tools.skillsforhealth.org.uk/external/SCDHSC0043.pdf
			PROHSS1 Make sure your own actions reduce risks to health and safety https://tools.skillsforhealth.org.uk/external/PROHSS1.pdf

Underpinning Principle	Reference Function		Competence
			PMWRV1 Make sure your actions contribute to a positive and safe working culture https://tools.skillsforhealth.org.uk/external/PMWRV1.pdf
	3.5.2	Protect individuals from abuse	SCDHSC0024 Support the safeguarding of individuals https://tools.skillsforhealth.org.uk/external/SCDHSC0024.pdf
4. Service improvement	4.6	Promote service improvement	CFAM&LCA1 Identify and evaluate opportunities for innovation and improvement https://tools.skillsforhealth.org.uk/external/CFAM&LCA1
5. Quality	5.1.1	Act within the limits of your competence and authority	GEN63 Act within the limits of your competence and authority https://tools.skillsforhealth.org.uk/competence/show/html/id/85/
	5.1.2	Manage and organise your own time and activities	HT4 Manage and organise your own time and activities https://tools.skillsforhealth.org.uk/competence/show/html/id/2501/
6. Equality and diversity	6.1	Ensure your own actions support equality of opportunity and diversity	SCDHSC0234 Uphold the rights of individuals https://tools.skillsforhealth.org.uk/external/SCDHSC0234.pdf
	6.2	Promote equality of opportunity and diversity	SCDHSC3111 Promote the rights and diversity of individuals https://tools.skillsforhealth.org.uk/external/SCDHSC3111.pdf
B. Health intervention	B2.1	Obtain information from individuals about their health status and needs	CHS169 Comply with legal requirements for maintaining confidentiality in healthcare https://tools.skillsforhealth.org.uk/competence/show/html/id/2820/

Underpinning Principle	Reference Function		Competence
D. Information management / information and communication technology	D2.4	Maintain information / record systems	CFA_BAD332 Store and retrieve information using a filing system https://tools.skillsforhealth.org.uk/external/CFA_BAD332.pdf
H. Management and administration	H1.3.1	Contribute to the effectiveness of teams	SCDHSC0241 Contribute to the effectiveness of teams https://tools.skillsforhealth.org.uk/external/SCDHSC0241.pdf
	H1.3.2	Develop relationships with individuals	CFAM&LDD1 Develop and sustain productive working relationships with colleagues https://tools.skillsforhealth.org.uk/external/CFAM&LDD1
	H2.6	Receive and pass on messages and information	ESKITU020 Use digital communications https://tools.skillsforhealth.org.uk/external/ESKITU020.pdf

Role Specific Competences / National Occupational Standards			
Underpinning Principle	**Reference Function**		**Competence**
1. Communication	1.5	Provide information, advice and guidance	CHS174 Advise and inform others on services https://tools.skillsforhealth.org.uk/competence/show/html/id/2316/
			CHS177 Advise on access to and use of services https://tools.skillsforhealth.org.uk/competence/show/html/id/2320/
			SCDHSC0026 Support individuals to access information on services and facilities https://tools.skillsforhealth.org.uk/external/SCDHSC0026.pdf
2. Personal and people development	2.1.1	Develop your own practice	GEN12 Reflect on and evaluate your own values, priorities, interests and effectiveness https://tools.skillsforhealth.org.uk/competence/show/html/id/375/
	2.2.1	Support the development of the knowledge and practice of individuals	GEN132 Support and challenge workers on specific aspects of their practice https://tools.skillsforhealth.org.uk/competence/show/html/id/3898/
	2.2.2	Support the development of knowledge and practice of teams and agencies	GEN40 Contribute to the development of the multidisciplinary team and its members https://tools.skillsforhealth.org.uk/competence/show/html/id/2213/
			SFJ HF26 Contribute to the development and promotion of the organisation and its services https://tools.skillsforhealth.org.uk/external/SFJ%20HF26.pdf

Underpinning Principle	Reference Function		Competence
3. Health safety and security	3.5.2	Protect individuals from abuse	SCDHSC0034 Promote the safeguarding of children and young people https://tools.skillsforhealth.org.uk/external/SCDHSC0034.pdf
			SCDHSC0035 Promote the safeguarding of individuals https://tools.skillsforhealth.org.uk/external/SCDHSC0035.pdf
			GEN134 Contribute to the prevention and management of abusive, aggressive and challenging behaviour https://tools.skillsforhealth.org.uk/competence/show/html/id/3927/
4. Service improvement	4.2	Develop strategies for improving services	PSL9 Implement and evaluate joint operational policies and care pathways https://tools.skillsforhealth.org.uk/competence/show/html/id/3927/
	4.3	Implement strategies for improving services	GEN117 Monitor, evaluate and improve processes for delivering health and wellbeing services to a population https://tools.skillsforhealth.org.uk/competence/show/html/id/3883/
5. Quality	5.2.5	Evaluate the quality of healthcare services	SCDHSC0442 Evaluate the effectiveness of health, social or other care services https://tools.skillsforhealth.org.uk/external/SCDHSC0442.pdf
			GEN126 Monitor, evaluate and improve inter-agency services for addressing health and wellbeing needs https://tools.skillsforhealth.org.uk/competence/show/html/id/3892/
A. Assessment	A2.1	Plan assessment of an individual's health status	CHS52 Plan inter-disciplinary assessment of the health and well-being of individuals

Underpinning Principle	Reference Function		Competence
			https://tools.skillsforhealth.org.uk/competence/show/html/id/2229/
	A2.3	Assess an individual with a suspected health condition	CHS229 Assess individuals' needs and circumstances and evaluate the risk of abuse, failure to protect and harm to self and others https://tools.skillsforhealth.org.uk/competence/show/html/id/3856/
	A2.7	Undertake a risk assessment in relation to a defined health need	CHS230 Assess the need for intervention and present assessments of individuals' needs and related risks https://tools.skillsforhealth.org.uk/competence/show/html/id/3857/
B. Health intervention	B1.1	Obtain valid consent for interventions or investigations	CHS167 Obtain valid consent or authorisation https://tools.skillsforhealth.org.uk/competence/show/html/id/2818/
	B3.1.2	Enable individuals to make health choices and decisions	PE1 Enable individuals to make informed health choices and decisions https://tools.skillsforhealth.org.uk/competence/show/html/id/2101/
	B3.4.2	Refer individuals to services for treatment and care	GEN123 Work with others to facilitate the transfer of individuals between agencies and services https://tools.skillsforhealth.org.uk/competence/show/html/id/3889/
			SCDHSC0386 Assist in the transfer of individuals between agencies and services https://tools.skillsforhealth.org.uk/external/SCDHSC0386.pdf
	B4.2	Evaluate the delivery of care plans to meet the needs of individuals	CHS53 Evaluate the delivery of care plans to meet the needs of individuals https://tools.skillsforhealth.org.uk/competence/show/html/id/2230/
	B4.3	Evaluate treatment plans with individuals	CHS233 Contribute to the assessment of needs and the planning, evaluation

Underpinning Principle	Reference Function		Competence
		and those involved in their care	and review of individualised programmes of care for individuals https://tools.skillsforhealth.org.uk/competence/show/html/id/3860/
	B16.3	Assist individuals in undertaking activities	SCDHSC0347 Support individuals to access employment https://tools.skillsforhealth.org.uk/competence/show/html/id/3860/
	B16.4	Support individuals to retain, regain and develop the skills to manage their lives and environment	SCDHSC0349 Support individuals to access housing and accommodation services https://tools.skillsforhealth.org.uk/external/SCDHSC0349.pdf
			SCDHSC0382 Support individuals to manage change in their lives https://tools.skillsforhealth.org.uk/external/SCDHSC0382.pdf
			SCDHSC0383 Support individuals to move into new living environments https://tools.skillsforhealth.org.uk/external/SCDHSC0383.pdf
	B17	Work in collaboration with carers in the caring role	SCDHSC0387 Work in partnership with carers to support individuals https://tools.skillsforhealth.org.uk/external/SCDHSC0387.pdf
			SCDHSC0427 Assess the needs of carers and families https://tools.skillsforhealth.org.uk/external/SCDHSC0427.pdf
C. Health promotion and protection	C2.4	Enable people to address issues relating to their health and wellbeing	SCDHSC0330 Support individuals to use services and facilities https://tools.skillsforhealth.org.uk/external/SCDHSC0330.pdf

Underpinning Principle	Reference Function		Competence
			Support individuals to represent their own wishes and needs at decision-making events https://tools.skillsforhealth.org.uk/external/SCDHSC0366.pdf
			CS11.2015 Support young people to prepare for and make the transition to adult healthcare services https://tools.skillsforhealth.org.uk/competence/show/html/id/4001/
			CS12.2015 Support young people to adapt to adult healthcare services https://tools.skillsforhealth.org.uk/competence/show/html/id/4002/
H. Management and administration	H1.1.5	Provide leadership	CFAM&LBA2 Provide leadership in your area of responsibility https://tools.skillsforhealth.org.uk/external/CFAM&LBA2
	H1.3.1	Contribute to the effectiveness of teams	GEN39 Contribute to effective multidisciplinary team working https://tools.skillsforhealth.org.uk/competence/show/html/id/2212/
			GEN41 Identify team members need for psychological support https://tools.skillsforhealth.org.uk/competence/show/html/id/2217/
			SCDHSC3100 Participate in inter-disciplinary team working to support individuals https://tools.skillsforhealth.org.uk/external/SCDHSC3100.pdf
			CFAM&LDC5 Help individuals address problems affecting their performance https://tools.skillsforhealth.org.uk/external/CFAM&LDC5

Underpinning Principle	Reference Function		Competence
			CFAM&LDB2 Allocate work to team members https://tools.skillsforhealth.org.uk/external/CFAM&LDB2
	H1.3.2	Develop relationships with individuals	CFAM&LDD1 Develop and sustain productive working relationships with colleagues https://tools.skillsforhealth.org.uk/external/CFAM&LDD1
			CFAM&LDD2 Develop and sustain productive working relationships with stakeholders https://tools.skillsforhealth.org.uk/external/CFAM&LDD2
	H1.3.3	Manage multi-agency collaborative working	CFAM&LDD4 Develop and sustain collaborative relationships with other organisations https://tools.skillsforhealth.org.uk/external/CFAM&LDD4
			GEN122 Enable workers and agencies to work collaboratively https://tools.skillsforhealth.org.uk/competence/show/html/id/3888/
			SFJ_CCAA1 Work in co-operation with other organisations https://tools.skillsforhealth.org.uk/external/SFJ_CCAA1.pdf
			SFJ_CCAA2 Share information with other organisations https://tools.skillsforhealth.org.uk/external/SFJ_CCAA2.pdf

Facets of Role (National Occupational Standards)

Underpinning Principle	Reference Function		Competence
		None Assigned	

Locality Specific Competences / National Occupational Standards

Underpinning Principle	Reference Function		Competence
		None Assigned	

Indicative Learning and Development

Transferable roles may be underpinned by a range of learning and development activities to ensure both competence and role confidence. The learning and development included in this template is, by nature, indicative. In some cases it is endorsed by professional bodies and/or special interest groups and accredited by an awarding organisation.

It is recommended that learning and development for staff supporting the transition of children to adult services is most effective when undertaken in a joint or multi-agency setting, taking account of local policies, procedures and protocols.

Transferable role	Transition Coordinator: Children to Adult Services
Formal endorsed learning	Formal learning normally has an assessment component and should lead to a recognised qualification or be part of learning with is endorsed by a recognised authority.
Informal learning	Informal learning opportunities may include work shadowing, self directed study and non assessed taught sessions. All learning should be negotiated and include learning outcomes which impact upon practice.
Summary of learning and development including aims and objectives	
Duration	Variable depending on the needs of the learning and the programme of learning.
National Occupational Standards used	As detailed within this role outline. The performance criteria and knowledge statements in each NOS form the basis for the development of specific outcomes for each person and they may be used to develop generic learning outcomes for each module/unit of learning.

Credits (including framework used)	Wherever possible learning should be credit rated to enable transferability and progression.
Accreditation	Wherever possible learning should be accredited by learning providers, professional bodies or similar.
APEL and progression	Wherever possible learning should be transferable through APEL and should enable progression to other formal learning.
Programme structure	Most programmes of learning are built around a flexible blended learning experience. Modules of learning enable choice and therefore a tailored learning experience.
Continuous Professional Development	It is recognised that continuing professional development is an essential component to maintaining competent, safe practice at all levels of the Career Framework. Learning should be active with the impact on service delivery clearly defined and agreed between the learner and their line manager. A range of methods for capturing the impact of the learning may be used e.g. learning contracts, reflective accounts, productivity measures, appraisals systems and processes.
Resources required, e.g. placement learning, preceptors, accredited assessors etc	Learners may need to access learning materials in a variety including online, taught sessions and self directed study. Wherever possible protected time within their work schedule should be considered. Assessors will be required where work based assessment is needed. There will be a need for ongoing supervision and review.
Quality Assurance	Learning should be quality assured to ensure fitness for purpose and efficacy.

Policies included in learning programme documentation	Policies included in learning programme documentation Policies should be related to the learning rather than to service delivery. Where formal learning is offered some of the following policies may apply:- Equal opportunities Accessibility Teaching and learning Assessment, internal verification and moderation Appeals procedure APEL processes Staff development Academic standards Equality and Diversity E-safeguarding and Safeguarding Health & Safety Grievance and Disciplinary procedures
Funding	Funding for learning should be negotiated locally and should be sustainable to fulfil service needs.
Leading to registration or membership with:	Some learning may result in the learner being registered or being able to join a professional body or similar organisation.

References and Further Information

Care Act 2014

Children and Families Act 2014

NICE Guidance: Transition from Childrens to Adult Services [NG43], February 2016