

## Appendix 1. Foot Health Support Workers Qualifications Framework (FHEQ, RQF, FHSWS & AHPSWs Mapping)

### Foot Health Support Workers Qualifications Framework Guidance

Typical Job Title	Foot care Assistant (FCA) / Foot Health Practitioner (FHP)	Foot Health Practitioner (FHP)	Assistant Practitioner
AHP Framework support worker title	Senior support worker	Senior support worker	Assistant Practitioner
AHP support worker framework stages	Support workers at this stage require knowledge and understanding of facts, principles, processes and general concepts in their field of work. They may carry out a wider range of delegated duties than the person working at entry level, and will have more responsibility, with supervision and guidance available when needed. They contribute to service development and are responsible for their own development. Support workers at this level might carry their own caseloads that have already been seen by a registered professional, prioritise their own workload, and work with service users under a range of supervisory arrangements while undertaking routine processes	As for previous level	At this stage there is a requirement for factual and theoretical knowledge of principles, procedures, processes, and concepts in broad contexts within a field of work. Work is guided by standard operating procedures, protocols or systems of work, but people must make judgements, plan activities, contribute to service development and demonstrate self-development. They will provide practical training to less experienced staff, including students.
Descriptor for regulated qualifications framework or higher education qualification as applicable	RQF 3 A levels Or Health and science T-level Or apprenticeship Level 3	FHEQ Cert of Higher Education Or apprenticeship level 4	FHEQ Foundation Degree Or apprenticeship Level 5
Holders of this award:	Will have factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks and address problems. Provides and receives routine and straightforward information in a timely and effective manner to and from service users, carers, members of staff	Will have a sound knowledge of the basic concepts of a subject and will have learned how to take different approaches to solving problems. They will be able to communicate accurately and will have the qualities needed for employment requiring the exercise of	Will have developed a sound understanding of the principles in their field of study and will have learned to apply those principles more widely. Through this, they will have learned to evaluate the appropriateness of different approaches to solving problems. Their studies

	and others. Holder can interpret and evaluate relevant information and ideas. Holder is aware of the nature of the area of study or work. Holder is aware of different perspectives or approaches within the area of study or work.	some personal responsibility. The Certificate of Higher Education may be a first step towards obtaining higher level qualifications.	may well have had a vocational orientation, for example HNDs, enabling them to perform effectively in their chosen field. Holders of qualifications at this level will have the qualities necessary for employment in situations requiring the exercise of personal responsibility and decision-making.
<b>Awarded to students who have demonstrated:</b>	<ul style="list-style-type: none"> <li>i) Knowledge and understanding of ideas, processes, techniques, procedures and how they relate to each other</li> <li>ii) An ability to present ideas through written material, oral presentations and perform calculations demonstrating proficiency in mathematical operations</li> <li>iii) Knowledge of the main methods to analyse, interpret and evaluate ideas, scientific information and evidence in the subject(s) relevant to the named award</li> </ul>	<ul style="list-style-type: none"> <li>i) Knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study</li> <li>ii) An ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study</li> </ul>	<ul style="list-style-type: none"> <li>i) Knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed</li> <li>ii) Ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context</li> <li>iii) Knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study</li> <li>iv) An understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge</li> </ul>
<b>Awarded to students who will be able to:</b>	<ul style="list-style-type: none"> <li>i) Identify, select and use appropriate cognitive and practical skills, methods and procedures to address problems that while well-defined, may be complex and non-routine</li> <li>ii) Use appropriate investigation to inform actions and review how effective methods and actions have been</li> </ul>	<ul style="list-style-type: none"> <li>i) Evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work</li> <li>ii) Communicate the results of their study/work accurately and reliably, and with structured and coherent arguments</li> <li>iii) Undertake further training and develop new skills within a structured and managed environment</li> </ul>	<ul style="list-style-type: none"> <li>i) Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis</li> <li>ii) Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences and deploy key techniques of the discipline effectively</li> </ul>

	iii) Communicate the results of their study/work accurately and reliably iv) Undertake further training and develop new skills within a structured and supervised environment		iii) Undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations
<b>Awarded to students who have:</b>	i) The qualities and transferable skills necessary for employment	i) The qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility	i) The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making
<b>Practical Skills</b>	Subject specific – refer to standards for FHSWs – FCA/FHP	Subject specific – refer to standards for FHSWs – FHP	Subject specific – refer to standards for FHSWs – Assistant Practitioner

<b>Educational Competency Outcomes</b>	<b>Foot care Assistant (FCA) / Foot Health Practitioner (FHP)</b>	<b>Foot Health Practitioner (FHP)</b>	<b>Assistant Practitioner</b>
<b>Key and Transferable skills</b>	Adhere to relevant professional standards for conduct and ethics, such as those provided by professional bodies		
	Apply problem-solving skills in practice settings taking account of relevant social, cultural, psychological and ethical issues		
	Promote equality of opportunity and respect diversity of patients, carers and the wider healthcare team		
	Have a commitment to quality and care for patients and their relatives ensuring patient-outcomes are maximised		Demonstrate appropriate leadership within the scope of the role to effectively manage their own defined caseload

	Be open and honest with individuals choosing the most appropriate way of communicating	Use effective communication skills to support patients with different cultural and socioeconomic needs, dealing with both straightforward and complex clinical scenarios
	Respect confidentiality and personal information about patients and others	Communicate complex, sensitive information to a wide variety of professionals using a variety of methods including the use of interpersonal skills, written and verbal effectiveness
	Work closely and collaboratively in an open/honest and supportive way, acting in the best interest of patients and others	Apply interdisciplinary skills for both straightforward and complex work, in one-to-one and in group and team situations in order to plan, organise, allocate, review and evaluate their own practice in a variety of settings
	Take a personal responsibility for the quality of care they provide within their own role boundaries and scope of practice	Demonstrate a professional value base, and through self-reflection take professional responsibility for their own role boundaries and scope of practice
	Maintain and further develop own skills and knowledge through reflective practice and recognised continued professional development activities within a structured and managed framework	Maintain and further develop their own skills and knowledge, and that of others, through recognised Continued Professional Development (CPD) activities enabling flexibility in practice and in response to changing service needs
<b>Practical Skills</b>	Provide and promote holistic patient/person-centred care and support, demonstrating duty of care and safeguarding of individuals	
	Demonstrate competence in a range of relevant technical and administrative procedures relevant to their role boundaries and scope of practice	
	Appropriately, refer patients to members of the wider healthcare team in order to maximise outcomes for patients	

	Maintain a safe clinical environment in clinical and domiciliary settings		
	Take a detailed patient history		Take a detailed patient history, using local protocols to refer when necessary
	Follow a stepwise and holistic approach to patient assessment	Follow a stepwise and holistic approach to patient assessment, undertaking relevant physiological measurements using appropriate equipment in a safe and effective manner	
	Safely and effectively provide a defined range of footcare interventions that fall within their own role boundaries and scope of practice	Safely and effectively provide a range of footcare interventions that fall within their own role boundaries and scope of practice	
	Communicate clinical findings accurately and reliably to patients, carers and health care professionals, using structured protocols and maintain accurate records	Communicate clinical findings accurately and reliably to patients, carers and health care professionals, using structured protocols	
		Provide patients with information about how to maintain their foot health. Provide patients with information	
		Maintain accurate and detailed patient records about all aspects of a patient's history assessment, treatment and ongoing advice	
	Keep information confidential and make appropriate use of technology		
			Apply problem-solving and critical thinking skills in practice settings taking account of relevant social, cultural, psychological and ethical issues
Knowledge and understanding - the practitioner will know and understand	The common disorders affecting skin and nails of the foot and lower limb		
	The legal and ethical frameworks in which patient care is provided		
	The different forms of communication used with patients, carers and the wider healthcare team		
	The basic structure and function of the healthy foot and lower limb		How to integrate principles, theory and practice in the context of health and social care utilising information from a wide

			variety of sources including current research
		How to integrate theory and practice in the context of health and social care utilising information from a wide variety of sources	Apply interdisciplinary skills for both straightforward and complex work, in one-to-one and in group and team situations in order to plan, organise, allocate, review and evaluate their own practice
		The common localised and systemic health conditions that affect the foot and lower limb	
	The concepts that underpin infection control and how to prevent cross-infection and the importance of health and safety in all practice settings		
		How to evaluate the effectiveness of the care provided	The physiology, organisation and function of the human body and healthcare needs across the lifespan in health and disease
		How to use clinical guidance to inform patient care	How to critically analyse current practice-based evidence to improve the quality of patient care
		How to present basic qualitative and quantitative data in patient notes and when communicating with your supervisor*	How to present qualitative and quantitative data when making referrals