

Role of the Therapy Assistant Practitioner

Unit Code: PJ14CY010
Level: Four
Credit Value: 10
Unit ID: CDN187
LDCS: PJ1
Sector: 1.2
Last registration date: 31/10/2024

Purpose and Aim

This unit will enable the learner to explore and consider the expectations and skills required to work as a Therapy Assistant Practitioner (TAP).

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand the expectations of the Therapy Assistant Practitioner (TAP) role.	1.1 Explain the scope and parameters of the TAP role.
2. Understand how personal skills and attributes support professional practice as a TAP.	2.1 Analyse utilisation of own personal skills and attributes that promote own professional role as a TAP.
3. Understand how practice is adapted to promote person centred care.	3.1 Explain how own practice is adapted to promote person centred care.
4. Understand how to improve quality and safety in practice.	4.1 Evaluate own practice to identify how quality and safety can be improved.
5. Understand how patient data contributes to assessment and improvement of individual and service performance.	5.1 Analyse performance data within own service area. 5.2 Draw conclusions from the data analysed in 5.1 to improve individual or service improvement.
6. Understand aspects of leadership required within own TAP role.	6.1 Explain the importance of leadership within a TAP role. 6.2 Explain how leadership skills are practiced in own TAP role. 6.3 Reflect on own leadership skills and style. 6.4 Develop a plan to enhance own leadership skills.

Assessment Methods:

There are no prescribed assessment methods for this unit. Assessments used should be fit for purpose for the unit and learners, and generate evidence of achievement for all the assessment criteria.

Assessment Information:

AC1.1: The learner must demonstrate that they can analyse the scope and parameters of a specific TAP role using national and local standards. They must consider the following factors:

- Breadth and scope of practice including independent practice
- Limits of practice
- Adherence to professional standards
- Delegated duties
- Systems of accountability
- Policy and practice guidance
- The wider role of professionals to address health and social care needs.

AC2.1: The learner must analyse how they use personal skills and attributes to promote a professional image as a TAP. This will include:

- Principles of caseload management including prioritisation
- Developing therapeutic relationships with individuals requiring care
- Justification of actions and articulating this justification if challenged
- Principles of emotional resilience and stress management to ensure that they remain healthy and cope with the demands of their work role
- Engaging in productive relationships with colleagues inside and outside their organisation
- Reflection during and following practice to identify strengths and areas for development
- Using supervision and guidance
- Managing personal development and practice limitations.

AC3.1 The learner will explore a wide range of ways that promote person centred care and identify how these can be used in their own practice; this will include:

- ‘What Matters’ conversations
- Choices and preferences
- Collaborative decision making
- Personal goals
- Positive risk management.

AC4.1 The learner will consider how they currently ensure that their own practice is safe and meets quality standards to include:

- Systems that support safety
- Formal and informal risk assessment
- Governance of clinical practice
- Measurement of quality
- Outcome and experience measures
- The use of data to inform quality and safe practice
- Recommendations for improvement to their practice to enhance quality and safety.

AC5.1 The learner will demonstrate the wide use of data within their practice area that is, or could be, collected to inform service performance or individual practice. This must include numerical data and include examples of data submission and analysis.

AC6.3 Including cost-benefit analysis of own leadership style.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

Assessor Requirements:

Assessors must be current registered practitioners with a minimum of two years experience in practice.

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