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Transferable Role Template

Career Framework Level 5

Children and Young People in The Complex
Needs Pathway

Primary Care Nurse (Children and Young
People (CYP)

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Developed with the Children and Young People
Expert Panel

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Introduction to the Template

Transferable Roles

This template is designed to enable a common understanding and communication of transferable roles. A transferable role (TR) is a named cluster of competences and related activities that is applicable, relevant and replicable across different geographic locations in the UK.

It can be used to help define the learning and development needs for staff already working in these roles and to support the establishment of transferable roles where appropriate.

In the development of this template Skills for Health seeks to provide some consistency of approach to defining the skills and competences needed to fulfil the requirements new, hybrid, or existing transferable roles.

All transferable roles will have common or 'core' competences, plus speciality/pathway specific competences. Over time, these will be supported by appropriate national occupational standard based learning and development packages. The term 'competences' is used throughout the document. All competences are national occupational standards (NOS).

The Template

The template has a range of applications and may successfully be used by commissioners, managers, employers, and individual staff members.

In all cases the template is designed to be used as a whole. A role is composed of all components – level descriptors, national occupational standards and indicative learning and development.

Career Framework Levels and National Occupational Standards (NOS)

The Career framework, which has nine levels, is a method of describing the level of autonomy and responsibility and the kind of decision making required by a job. Level descriptors have been established through rigorous discussions and are referenced to and linked with the qualifications frameworks as well as research where available regarding what should be expected of an individual at any given level. The level descriptor is intended to be relevant to any role within the health sector both clinical and non-clinical roles.

It is important to bear in mind that the career framework levels are not intended to be coterminous with the NHS Agenda for Change banding, though there may be some similarities.

National Occupational Standards have been developed by expert groups, have undergone a rigorous nationally determined process to achieve their status and are approved for use in vocational qualifications by the UK Commission for Employment and Skills. Because of this they cannot be changed in terms of content or wording. They focus on what a person needs to be able to do, as well as what they must know and understand to work effectively. They are not in themselves levelled. Some may be more appropriate to a specific level on the career framework others will span all levels. They are all indicatively linked to the NHS Knowledge and Skills Framework.

The reference function they are listed by in the template relates to the Health Functional Map which is a method of categorising the NOS and amongst other things facilitates finding them on the data base.

Each NOS is listed by its code and title, they are all underpinned by knowledge requirements and performance criteria.

The NOS in this template are divided into the following sections:

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- Core to the level – the core is intended to be relevant to any role in the health sector, whether it is clinical or not and therefore is broad based in terms of the NOS it contains.
 - Specific to the role
 - Facets, some roles have different facets, each made up of a group of NOS, relevant to different areas of practice
 - Locality Specific – Additional NOS (competences) may be added here.

Indicative Learning and Development

The learning and development section of the template gives an indication of the level and style of learning relevant to the role. It is very much an indication and is not a comprehensive inventory of learning available.

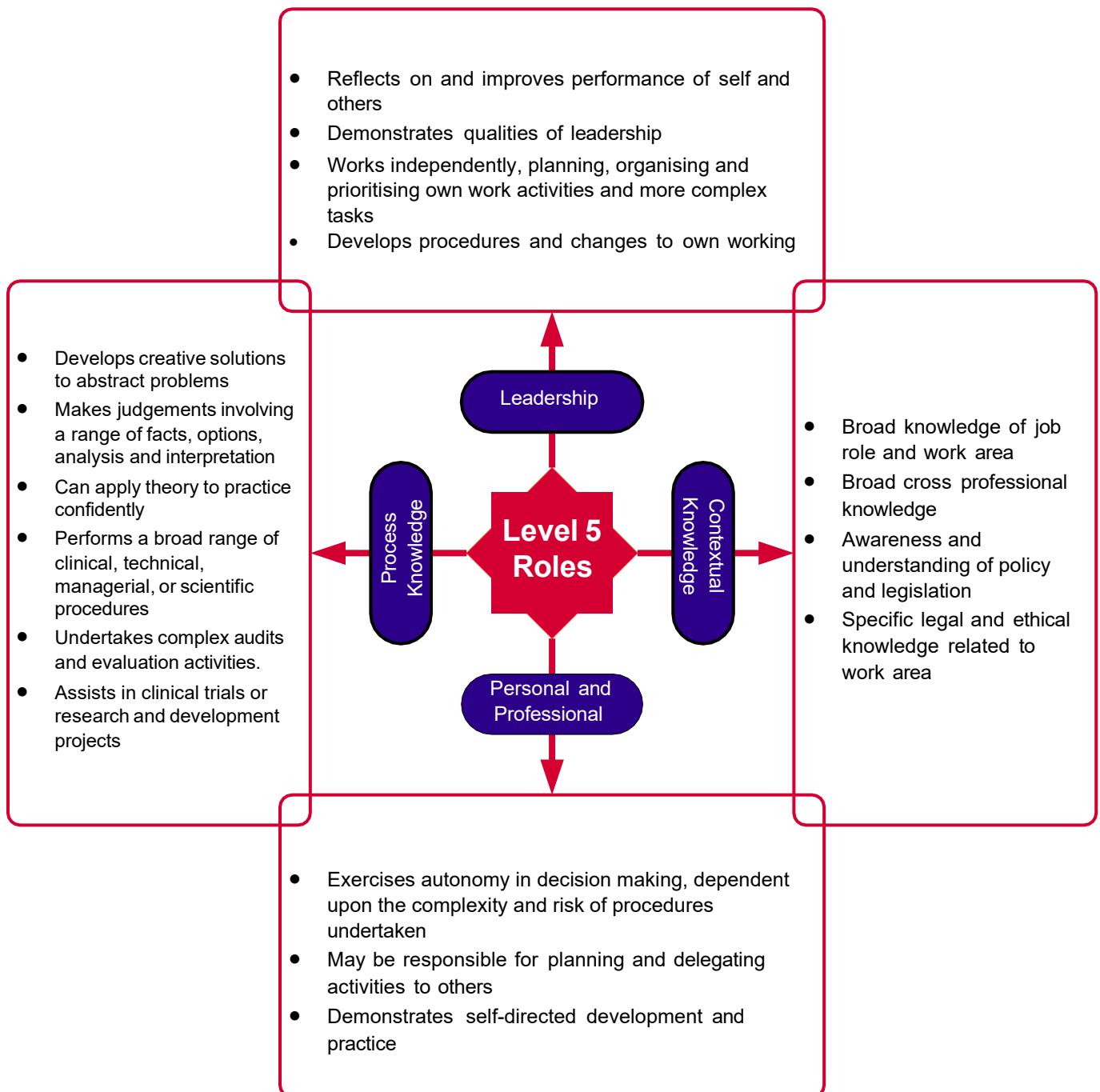
Some people may wish to or need to study whole qualifications - others will not. Some will need to participate in smaller 'bite sized' learning opportunities. Each individual should use the role profile to identify with their line manager what their needs are and how they will achieve them.

The Template

Level Descriptors

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.



The National Occupational Standards

This section of the template has an example of a level 5 role. This example is intended to give core information for the role. The indicative learning and development packages are included.

Basic Information

Named Role	Primary Care Nurse (Children and Young People (CYP)
Area of Work	Children and Young People Complex Needs Pathway
Experience Required	• Experience as a qualified and registered nurse. • Primary care experience. • Experience working with vulnerable children and young people • The role can be undertaken by a newly qualified nurse with the required supervision and mentoring to support them in the role during their period of preceptorship.
Career Framework Level	Level 5

Scope of the Role

The Primary Care Nurse provides healthcare services for children and young people.

Working as part of a multidisciplinary team, the role takes lead responsibilities as agreed and contributing to the development of innovative practice.

Responsible for clinical assessments, identifying and implementing appropriate interventions. These could include administering medication and vaccinations and carrying out care planning. The role can include triaging children and young people and referring them to specialist services as appropriate.

Supporting and mentoring team members and participate in clinical supervision activities.

The role can be based in the community or a secure setting.

All level 5 roles will have the following common/core competences. All competences are national occupational standards (NOS)

Specific competences to the role have then been identified. Any additional competences specific to the locality should then be identified locally using the competence tools and the [health functional map](#) and added to the template using the same format.

Common/Core Competences for all Roles:

Competences common to all roles working with children and young people in the complex needs pathway	
SFHCS1	Communicate with children and young people and those involved in their care
SFHCS19	Develop relationships with children and young people and those involved in their care
HSCCLD434	Advocate with and on behalf of children and young people
HSCCLD310	Promote the social and emotional wellbeing of individuals
SFHCS18	Recognise and respond to possible harm or abuse of children and young people
HSCCLD37	Promote trauma-informed practice
HSCCLD28	Support equity, diversity, inclusion and rights of individuals
HSCCLD350	Promote the physical health and mental wellbeing of children and young people
HSCCLD319	Promote the use of services and facilities
SFJCCBF3.1	Develop and sustain effective working with staff from other agencies
SFHGEN63	Act within the limits of your competence and authority

Role Specific Competences

Principles	Competence	
Communication	Communicate effectively	SFHCS1 Communicate with children and young people and those involved in their care
		SFHCS19 Develop relationships with children and young people, and those involved in their care
	Provide information and guidance	SFHCS30 Provide advice and information to children and young people and those involved in their care on how to manage their own health and wellbeing
Personal and People Development	Make use of supervision	SFHGEN36 Make use of supervision
	Support the development of the knowledge and practice of individuals	SFHGEN35 Provide supervision to other individuals
	Support the development of the knowledge and practice of individuals	HSCCLD340 Supervise and support team members
Health, Safety and Security	Ensure your own actions reduce risks to health and safety	SFHGEN96 Maintain health, safety and security practices within a health setting
	Promote safe and effective working	SFJFJ2 Monitor the health and wellbeing of individuals who have been subject to a physical intervention
Safeguarding	Protect individuals from abuse	SFHCS18 Recognise and respond to possible harm or abuse of children and young people
		HSCCLD35 Promote the care or support planning process
		HSCCLD37 Promote trauma informed practice
Service improvement	Contribute to improving services	SFHCS23 Work with others to improve healthcare services for children and young people and those involved in their care
Assessment	Assess individuals and agree appropriate action	SFHCS3 Work with children and young people to assess their health and wellbeing

Principles	Competence	
	Undertake physiological measurements	SFHCHS19 Undertake routine clinical measurements
	Plan assessment of an individual's health status	SFHCS2 Work with children and young people to agree the nature and purpose of assessment of their health and well-being
		SFHCS4 Plan multi-disciplinary assessment of the health and well-being of children and young people
	Assess an individual's needs arising from their health status	HSCCLD35 Promote the care or support planning process
		SFHMH14 Identify potential mental health needs and related issues
		SFHCS32 Carry out comprehensive assessment for children and young people who use alcohol and other substances
	Risk management	CHS230 Assess the need for intervention and present assessments of individual's needs and related risks
		SFHCMG5 Work in partnership with others to promote health and wellbeing and reduce risks within settings in a defined caseload
Health Intervention	Plan activities, interventions or treatments to achieve specified health goals	SFHCS5 Develop care plans with children and young people
	Enable individuals to make health choices and decisions	SFHCS20 Enable children and young people to understand their health and well-being
	Deliver therapeutic activities	SFHCS13 Deliver interventions for children and young people and those involved in their care
	Managing long-term conditions	SFHCMC3 Enable individuals with long term conditions to make informed choices about their health and wellbeing
	Refer individuals to services for treatment and care	SFHCHS99 Refer individuals to specialist sources of assistance in meeting their health care needs

Primary Care Nurse (secure and community setting) Level 5

Principles	Competence	
	Implement care plans and programmes	SFHCS6 Implement care plans to meet the needs of children and young people
		SFHCM11 Manage a patient caseload which achieves the best possible outcomes for the individual
	Evaluate the effectiveness of specified interventions	SFHCS14 Evaluate interventions with children and young people, and those involved in their care
	Administer medication to individuals including immunisations and vaccinations	SFHCHS3 Administer medication to individuals
	Support individuals to self- medicate	SFHCS15 Enable children and young people, and those involved in their care, to manage prescribed medication
	Prepare a discharge or transfer plan	SFHCS10 Prepare a discharge or transfer plan with children and young people and those involved in their care
Health Promotion and Prevention	Enable people to address issues relating to their health and well-being	HSCCLD319 Promote the use of services and facilities
		HSCCLD350 Promote the physical health and mental wellbeing of children and young people
	Implement strategies to promote health and wellbeing	SFHCS21 Monitor the health and well-being of children and young people
	Collect and validate data and information for processing	SFHHI7 Collect and validate data and information in a health context
	Advocacy	HSCCLD434 Advocate with and on behalf of children and young people
	Transition to adult healthcare services	SFHCS11 Support young people to prepare for and make the transition to adult healthcare services

Primary Care Nurse (secure and community setting) Level 5

Principles	Competence	
Input data/information for processing	Collect and validate data and information for processing	ESKIUUF2 IT User fundamentals
Management, Administration and Team Working	Contribute to the effectiveness of teams	HSCCLD330 Promote care or support packages through partnership working
	Provide leadership	SFJAD3 Represent one's own agency at other agencies' meetings
	Manage multi-agency collaborative working	SFPHPS09 Develop and sustain cross-sectoral collaborative working for health and wellbeing
	Receive and pass on messages and information	HSCCLD338 Process decision making information
Additional competences in a secure setting		
Investigations	Obtain valid consent for interventions or investigations	SFHHPC1 Obtain valid consent for healthcare interventions in a custodial setting
Assessment (Screening)	Screening	SFJFJ1 Screen individual' health and wellbeing on reception into custodial setting
		SFJF4 Carry out comprehensive assessments of individuals' health and wellbeing in a custodial setting
Health intervention	Monitor and manage the environment to optimise the health of others	SFHFMH3 Observe an individual who presents a significant imminent risk to themselves or others

Locality Specific Competences

In this space you can define additional competences which are essential for your local needs.

Go to the [Health Functional Map](#) to begin your search for the competences related to the additional tasks or functions you have identified.

All competences are cross referenced to the NHS knowledge and skills framework (KSF).

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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 within the template is by nature indicative. In some cases, it is endorsed by professional bodies and/or special interest groups and accredited by an awarding body.

Role template	Level 5 Primary Care Nurse (CYP)
Formal endorsed learning	• A first degree in nursing or equivalent experience • Registered on Part 1 of the Nursing and Midwifery Council (NMC) Register. • Undertake a period of preceptorship of, on average, 6-12 months if newly qualified. • Personal and professional development since Registration For all roles working in the CYP Complex Needs pathway: • Level 3 Safeguarding training for children and contextual safeguarding • PREVENT • Trauma-informed/systemic practice • De-escalation • Understanding of: • professional boundaries • vicarious trauma • the complexity of the CYP pathway For roles working in the CYP secure estate: • SECURE STAIRS Integrated Care Framework training Other training which may be formal or informal: • Sexual Health • Blood borne viruses. • Risk management • Clinical supervision • Trauma-informed care risk formulation • Collaborative care planning • Intermediate life support • Advocacy • IT skills • Record keeping • Information governance
Informal learning	As above
National Occupational Standards used	Learning should be based on the NOS listed above, and should be contextualised
Credits (including framework used)	Wherever possible learning should be credit rated to enable transferability and progression
Accreditation	Wherever possible learning should be accredited by education providers, professional bodies or similar

APEL and progression	Wherever possible learning should be transferable through APEL and should enable progression to other formal learning
Leading to registration or membership with:	

Continuing 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.

The following is considered the minimum required to maintain competence within this role. 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 learning may be used e.g. learning contracts, reflective accounts, productivity measures, appraisals systems and processes.

Wherever possible learning should be accredited and/or credit rated and should focus on the needs of the individual in the role.

Statutory and Mandatory learning of particular relevance to the role	For example,	
Formal endorsed learning	Title	
	Awarding body	
	Credit	
	Level	
Informal learning	Negotiated at appraisal/performance review.	
Method of capturing impact	Annual appraisal	
Funding required	Dependent upon agreed CPD plan and negotiated locally	
Frequency required (once a year, once every two years, twice or more a year)	Annual learning needs will be identified and planned as part of the appraisal process. Specific goals will be agreed and the best method for achieving them negotiated.	

References:

2010 Skills for Health Summary of Attributes and Definitions for Career Framework Levels

2014 Skills for Health Employability Skills Matrix

2018 Healthcare Standards for Children and Young People in Secure Settings (Royal College of Paediatrics and Child Health, 2019) HMIP Expectations: Criteria for assessing the treatment of children and conditions in prisons Version 4, (2018)

2020 NHSE&I Framework for Integrated Care-Community

2021 NHSE&I *Framework for Integrated Care for the Children and Young People Secure Estate (CYPSE) (SECURE STAIRS)*

