

Transferable Role Template National Clinical Homecare

Clinical Educator

Career Framework Level – Enhanced

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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 is a named cluster of competences and related activities that is applicable, relevant and replicable across different teams/organisations and geographic locations for clinical homecare teams, supporting greater workforce flexibility and consistency in care delivery.

All transferable roles will have common competences that are applicable for any role at the defined career framework level, plus core competences which are applicable to a specified role. The term ‘competences’ is used throughout the document. All competences are national occupational standards (NOS).

The template has a range of applications and may successfully be used by commissioners, managers, employers, current and aspiring employees.

It can be used to help define the learning and development needs for staff already working in these roles, as well as help signpost people who want to undertake a particular role to what is required to work successfully in the role defined.

Career Framework Levels and Competences

The Career Framework for National Clinical Homecare, which has five levels, provides a useful insight into what characteristics are required to work at each career framework level and gives examples of the knowledge and skills required, as well as ‘how’ an individual would need to behave and act in order to work at each level.

It is also a method of describing the level of autonomy and responsibility and the kind of decision making required by a role at that level. The level descriptor is intended to be relevant to any role within the health sector, both clinical and non-clinical roles.

The majority competences utilised are National Occupational Standards (NOS), which have been developed by expert groups, have undergone a rigorous nationally determined process to achieve their status, and are approved for use by a panel within the UK NOS governance structure. 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. The NOS 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. Each NOS is listed by its code and title; they are all underpinned by knowledge requirements and performance criteria.

The details behind the small number of clinical homecare service specific competences* are available from NCHA.

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

- **Common to the career framework level** –

  the common competences are intended to be relevant to any role in the health sector, whether it is clinical or not, and therefore are broad based

- **Core to the role** –

  the core competences represent the 'essential' elements of the role and are transferable between clinical homecare teams and/or organisations. It is not an exhaustive list, and is not intended to fully articulate roles at an individual level; rather it articulates the minimum expectation of the role and promotes greater transferability and consistency across teams and organisations

- **Facets** –

  some roles **could** have different facets, each made up of a group of NOS, relevant to different areas of practice

- **Locality Specific** –

  Additional NOS or other competencies/capabilities which are relevant to specific teams can be added 'locally' by individual employers here, however these would only be applicable in that specific circumstance.

Indicative Learning and Development

The learning and development section of the template gives an indication of the style (and possibly type) 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. Individuals can use the role profile - where appropriate with their line manager or potential employer - to identify what their learning needs are to be successful in a particular role and how they will achieve the required learning.

Definition of an Enhanced Level Role

People at this level require a critical understanding of detailed theoretical and practical knowledge, which can be a generalist with a special interest and/or have management and leadership responsibilities.

Likely to have specialist knowledge, skills and competences.

They may consult with patients, their families, and the multi-professional team to undertake assessments of patient need and devise and evaluate complex care plans.

They evaluate and analyse problems using their knowledge, seeking out and applying relevant evidence, enhanced techniques, interventions, and equipment to make clinical decisions.

They deliver enhanced care or services in the context of continual change, challenging environments, different models of care delivery, innovation and rapidly evolving technologies using analysis and their underpinning knowledge to manage complex interventions.

They undertake audits and research projects and implement changes as required, including the development, and updating of practice protocols / guidelines and procedures locally.

They adopt national and local protocols where these exist.

They may delegate work to other members of the Homecare team and take accountability for the delegated activity.

They demonstrate initiative and are creative in finding solutions to problems.

They are likely to have responsibility for team performance and service development, and they consistently undertake self-development.

Role Profile

Named Role	**Clinical Educator**
Area of Work	**Clinical Homecare**
Experience Required	• Registered healthcare professional • Broad range of clinical experience (expectation of at least 3 years, including working autonomously) • Teaching/assessment qualification or working towards one • Experience of supporting the teaching, supervising and assessing of others in the practice setting • Experience of participating in audits • Demonstrable experience of multidisciplinary working • Practical experience of facilitating change • Demonstrable leadership skills, including staff supervision experience • Demonstrable experience of developing and implementing new systems and procedures • Knowledge and understanding of the wider healthcare system • Evidence of excellent communication skills, including verbal, non-verbal and written • Excellent interpersonal skills with professional credibility • Effective time management • IT skills
Career Framework Level	**Enhanced**

Scope of the Role

- To support and develop clinical staff through the promotion, implementation and evaluation of relevant education and development pathways
- To facilitate acquisition of the necessary skills, knowledge and competence of staff and their training supervisors in designated areas within the organisation

- Respond in a timely manner to operational demands and patient safety incidents.
- To promote and facilitate the provision of a high standard of holistic patient-centred care.
- To ensure effective mentoring and support for learners

- To assist in the development and implementation of policies, procedures, guidelines and continual professional development (CPD) strategies as appropriate
- Participate in complex communications with professionals, patients and families, influencing others.
- Have an in-depth understanding of the clinical homecare environment.
- Demonstrable experience of setting up and implementing internal processes and procedures

Common Competences for all Enhanced Level Roles:

Competences Required
Communicate effectively in a healthcare environment
Obtain valid consent or authorisation
Act within the limits of your competence and authority
Manage and organise your own time and activities
Support the effectiveness of teams
Liaise between primary, secondary and community teams
Promote effective communication and relationships with people who are troubled or distressed
Promote people's rights and encourage them to recognise their responsibilities
Promote equality of opportunity, diversity and inclusion in your organisation
Manage conflicts in work environment

Give presentations to groups

Synthesise new knowledge into the development of your own practice

Lead and develop reflective practice

Make use of supervision

Provide supervision to other individuals

Recruit, induct and retain employees into their roles

Support individuals to take their medication as prescribed

Perform hand hygiene to prevent the spread of infection

Understanding clinical homecare services*

Promote your organisation and its services to stakeholders

Monitor and solve customer service problems

Identify and evaluate opportunities for innovation and improvement

Lead the implementation of inter-agency services for addressing health and wellbeing needs

Lead the development of inter-agency services for addressing health and wellbeing needs

Manage business processes

Implement and evaluate change

Receive, transmit, store and retrieve information

Manage and quality assure work in your team

Carry out and participate in quality audits

Support the safeguarding of individuals and others

Understanding Pharmacovigilance and Patient Safety Reporting in Clinical Homecare Services*

Understanding the importance of C&I reporting in Clinical Homecare Services*

Core Competences relevant to Role:

Competences Required
Identify collective learning and development needs
Identify individual learning and development
Develop and prepare resources for learning and development
Plan and deliver training
Assess learner achievement
Build and maintain relationships with learners to ensure a learner-centred approach
Assist learners to review their own progress and implement their development objectives
Provide clinical information to individuals
Prepare and dress for work in healthcare settings
Assess risks associated with health conditions
Assess an individual's health status
Implement a treatment plan
Administer medication to individuals
Establish, sustain and disengage from relationships with the families of individuals with specific health needs
Minimise the risk of spreading infection by cleaning, disinfecting and maintaining environments

Minimise the risk of exposure to blood and body fluids while providing care

Safely dispose of healthcare waste, including sharps to prevent the spread of infection

Contribute to the assessment of needs and the planning, evaluation and review of individualised programmes of care for individuals

Assess the need for intervention and present assessments of individuals' needs and related risks

Manage emergency situations

Receive and store medication and products

Evaluate the delivery of care plans to meet the needs of individuals

Advise on the health status and healthcare needs of individuals at a distant location using electronic communication media

Work in partnership with others to promote health and wellbeing and reduce risks within settings in a defined caseload

Prepare and coordinate operational plans and procedures

Improve the quality of health and healthcare interventions and services through audit and evaluation

Facets (if required):

Competences Required
Lone Worker
Manage the risks of violence and aggression to lone workers
Working with Children and Young People
Communicate with children and young people, and those involved in their care
Administer medication to babies and children
Implement care plans to meet the needs of children and young people
Establish, sustain and disengage from relationships with children and young people
Recognise and respond to possible harm or abuse of children and young people
Ensure systems and procedures for safeguarding children and young people are implemented

Locality Specific Competences:

In this space you can define additional competences which are essential for your local needs. If you intend to use NOS, then go to the Health Functional Map to begin your search for the competences

Competences Required
Quality induction
Service specific pharmacovigilance reporting
Make sure your own actions reduce risks to health and safety
Manual handling
Digital screens and equipment
Home workstation risk assessment
Use of vehicles on company business
Manage budgets
Freedom to speak up
Prevent
Anti-bribery and corruption

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	Clinical Educator
Formal endorsed learning	Post Graduate Certificate in Education or equivalent
Informal learning	Self-directed learning and reflective practice to build on capabilities
National Occupational Standards (competences) used	As detailed within role outline. The performance criteria and knowledge statements in each NOS will form the basis for the development of specific learning outcomes for each person and may be used to develop learning outcomes for subsequent learning activities
Credits (including framework used)	
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
Leading to registration or membership with:	Relevant professional/regulatory body