

Transferable Role Template National Clinical Homecare

Clinical Trainer

Career Framework Level – Autonomous

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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 Autonomous Level Role

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

They use knowledge to solve problems creatively, make judgements which require analysis and interpretation, and actively contribute to service and self-development.

They play a vital role in providing, leading, coordinating and evaluating care that is compassionate, evidence based, and personalised.

They are accountable for their own actions and those who they delegate to, and must be able to work autonomously, or as an equal partner with a range of other professionals.

They make an important contribution to the promotion of health, health protection and the prevention of ill health by empowering people to exercise choice, take control of their own health decisions and behaviours and by supporting people to manage their own care where possible.

They may have responsibility for supervision of staff and/or may teach and advise patients and their families on how to manage their condition.

Role Profile

Named Role	**Clinical Trainer**
Area of Work	**Clinical Homecare**
Experience Required	• Registered healthcare professional • Teaching/assessment qualification or working towards one • Evidence of post-registration experience • Demonstrable experience of working autonomously • Effective time management • IT skills • Ability to work and communicate effectively within a multidisciplinary team setting with people directly and indirectly • Evidence of excellent communication skills including verbal, non-verbal and written • Excellent interpersonal skills with professional credibility • Positive attitude to change with a proven ability to assist senior staff in the implementation of change and practice development
Career Framework Level	**Autonomous**

Scope of the Role

The purpose of the role is to plan, organise, co-ordinate, implement and evaluate clinical skills training for staff. Deliverling high quality clinical training sessions, ensuring consistency throughout and that training is conducted in accordance with SOPs and national guidelines and standards. There will be a requirement to assess and maintain accurate records of clinical assessments and interventions, with the expectation that the postholder is competent in all the clinical skills they will be assessing.
The ability to work independently and autonomously, manage own workload, and prioritise activities, whilst ensuring the needs of the service are met, are key requirements.

Common Competences for all Autonomous 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
Synthesise new knowledge into the development of your own practice
Lead and develop reflective practice
Make use of supervision
Provide supervision to other individuals
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

Identify and evaluate opportunities for innovation and improvement

Monitor, evaluate and improve inter-agency services for addressing health and wellbeing needs

Receive, transmit, store and retrieve information

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 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

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
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 Trainer
Formal endorsed learning	NMC approved degree in Nursing with corresponding registration with the regulator Registered healthcare professional Assessor qualification, or working towards
Informal learning	In addition to the formal endorsed learning, Knowledge and skills developed should enable the individual to undertake their duties in a safe and competent manner.
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)	For pre-registration programmes 360 undergraduate credits The 'volume' of learning for informal learning should be assessed by those designing learning activities based on the suite of NOS for the role
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:	Nursing and Midwifery Council Relevant professional body