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Transferable Role Template

Career Framework Level 5

Adult Secure and Detained Estate

Primary Care Nurse

June 2021

Developed with the Adult Secure and Detained
Estate 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.

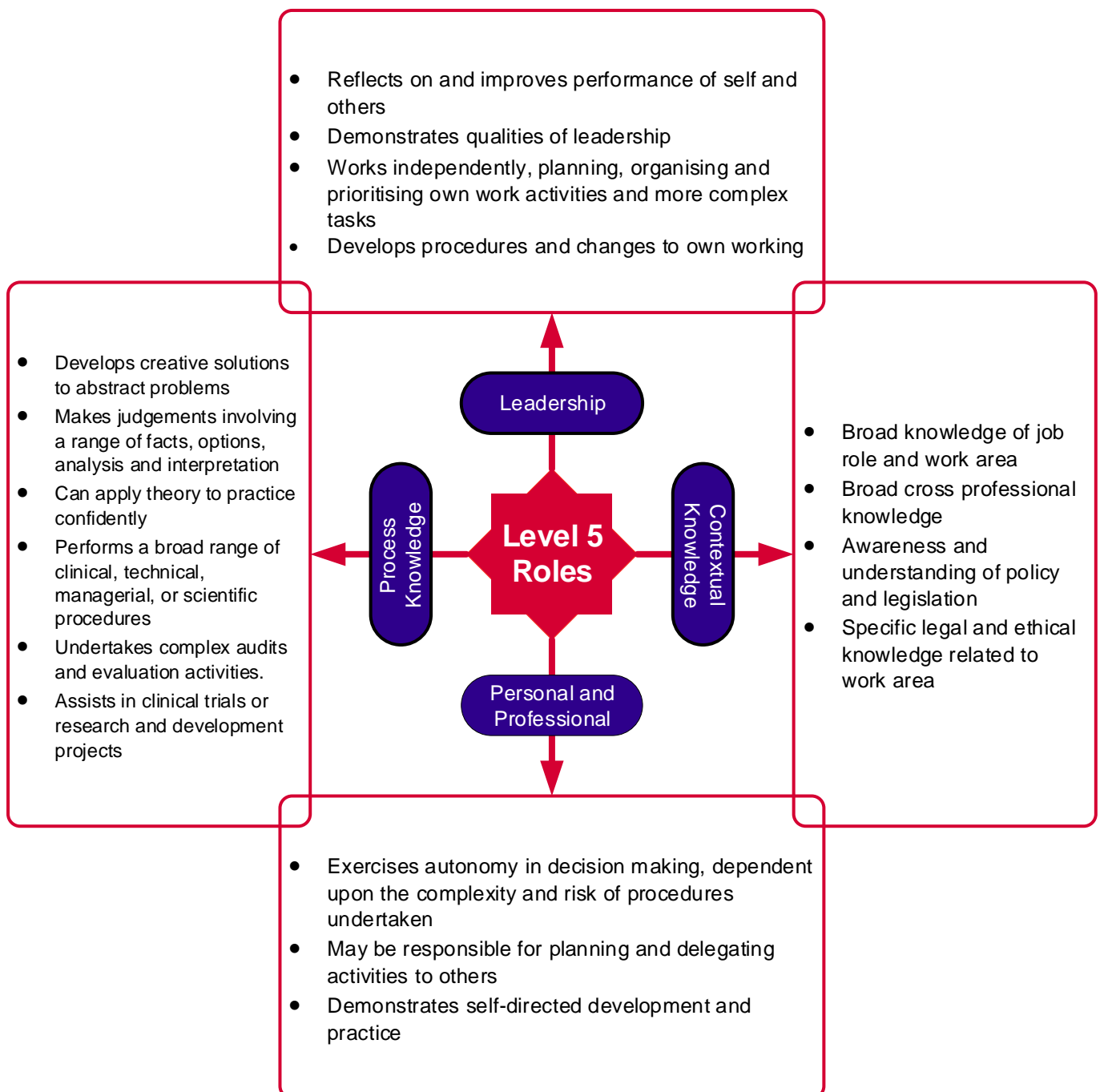
Some people may wish to or need to study whole qualifications - others will not. Some will need to participate in smaller 'bite sized' learning opportunities. Each individual should use the role profile to identify with their line manager what their needs are and how they will achieve them.

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
Area of Work	Adult Secure and Detained Estate
Experience Required	<ul style="list-style-type: none">• Experience as a qualified and registered nurse.• Primary care experience.• 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 scope of this role is to work within a multi-disciplinary team within the Adult Secure and Detained Estate, contributing to team management and the development of innovative practice. Responsible for the assessment of care needs and the development, implementation, and evaluation of holistic care packages.

Responsibility for managing own caseload and working autonomously within limits of own competence and authority. Supporting and mentoring team members and participating in clinical supervision activities.

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 Level 5 Roles:

Underpinning Principles	Reference Function		Competence
1. Communication	1.2	Communicate effectively	GEN97 Communicate effectively in a health care environment
2. Personal and People Development	2.1.1	Develop your own knowledge and practice	GEN13 Synthesise new knowledge into the development of your own practice
			CFAM&LAA3 Develop and maintain your professional networks
	2.1.2	Reflect on your own practice	GEN23 Monitor your own work practices
			SCDHSC0033 Develop your practice through reflection and learning
	2.2.1	Support the development of knowledge and practice of individuals	SCDSC0043 Take responsibility for the continuing professional development of yourself and others
3. Health, Safety and Security	3.5.1	Ensure you own actions reduce risks to health and safety	IPC2.2012 Perform hand hygiene to prevent the spread of infection
			PROHSS1 Make sure your own actions reduce risks to health and safety
			PMVRV1 Make sure your actions contribute to a positive and safe working culture
	3.5.2.	Protect individuals from abuse	SCDHSC0024 Support the safeguarding of individuals
4. Service Improvement	4.6	Promote service improvement	CFAM&LCA1 Identify and evaluate opportunities for innovation and improvement

Underpinning Principles	Reference Function		Competence
5. Quality	5.1.1	Act within the limits of your competence and authority	GEN63 Act within the limits of your competence and authority
	5.1.2	Manage and organise your own time and activities	HT4 Manage and organise your own time and activities
6. Equality & Diversity	6.1	Ensure your own actions support equality of opportunity and diversity	SCDHSC0234 Uphold the rights of individuals
	6.2	Promote equality of opportunity and diversity	SCDHSC3111 Promote the rights and diversity of individuals
B. Health Intervention	2.1	Obtain information from individuals about their health status and needs	CHS169 Comply with legal requirements for maintaining confidentiality in healthcare
D. Information Management / Information and Communication Technology	2.4	Maintain information/record systems	CFA_BAD 332 Store and retrieve information using a filing system
H. Management and Administration	1.3.1	Contribute to the effectiveness of teams	SCDHSC0241 Contribute to the effectiveness of teams
	1.3.2	Develop relationships with individuals	CFAM&LDD1 Develop and sustain productive working relationships with colleagues
	2.6	Receive and pass on messages and information	ESKITU020 Use digital communications

Role Specific Competences

Underpinning Principle	Reference Function	Competence
1. Communication	Communicate effectively	SFJAB1 Communicate effectively with people
		SFJAB8 Communicate with people from vulnerable groups
2. Personal and People Development	Provide information and guidance	SFJ DA1 Obtain, analyse and provide information required for courts and formal hearings
		GEN36 Make use of supervision
3. Health, Safety and Security	Make use of supervision	GEN35 Provide supervision
		FM12 Manage hostility and risks with non-cooperative individuals, families and carers
Equality and Diversity	Ensure your own actions reduce risks to health and safety	FMH5 Minimise the risks to an individual and staff during clinical interventions and violent and aggressive episodes
		CFAPMVW14 Manage lone workers
Assessment (Screening)	Promote safe and effective working	GEN109 Promote people's rights and encourage them to recognise their responsibilities
		GEN108 Challenge injustice and inequalities in access to mainstream provision for people with specific health needs
Assessment (Screening)	Promote equality of opportunity and diversity	SFJFJ1 Screen individuals' health and well-being on reception into a custodial setting
		CHS227 Conduct health screening programmes
Assessment (Screening)	Promote equality of opportunity and diversity	SFJEA2 Assess offenders for risk factors and levels of risk associated with their behaviour
		SFJFJ4 Carry out comprehensive assessments of individuals' health and wellbeing in a custodial setting

Underpinning Principle	Reference Function	Competence
B. Health Intervention	Obtain valid consent	HPC1 Obtain valid consent for healthcare investigations in a custodial setting
	Plan/organize actions to maximise the health of individuals	Ch HM2 Provide a treatment and management plan to meet the needs of the client
		CHS63 Enable individuals with long term conditions to manage their symptoms
		CHS64 Enable individuals to manage changes in their long term conditions
		CM C3 Enable individuals with long term conditions to make informed choices concerning their health and well-being
	Review and modify plans to address specific health goals	MH21.2013 Support people with mental health needs in crisis
	Obtain specimens from individuals	HPC8 Obtain and handle forensic samples
	Manage medication and prescriptions for individuals	CHS3 Administer medication to individuals
	Support individuals during and after clinical/therapeutic activities	GEN5 Support individuals undergoing healthcare activities
C. Health Promotion and Prevention	Enable people to address issues relating to their health and well-being	SCDHSC0330 Support individuals to access and use services and facilities
	Collect and validate data and information for processing	HI7.2010 Collect and validate data and information in a health context
	Provide information to individuals, groups and communities about promoting health	HT2 Communicate with individuals about promoting their health and wellbeing

Underpinning Principle	Reference Function		Competence
F. Education, learning and research		Facilitate learning and development programmes	GEN86 Support individuals with cognition and learning difficulties
H. Management and Administration		Contribute to the effectiveness of teams	SCDHSC3100 Participate in inter-disciplinary team working to support individuals
			SS02 Contribute to the effectiveness of work teams
		Represent your own organisation	SFJ DA2 Present information to courts and formal hearings
		Provide leadership	CFAM&LDD7 Represent your area of responsibility in meetings
		Manage multi-agency collaborative working	PHS09 Develop and sustain cross-sectoral collaborative working for health and wellbeing

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
Formal endorsed learning	<ul style="list-style-type: none"> • A first degree in nursing or equivalent experience • Registered on Part 1 of the Nursing and Midwifery Council (NMC) Register. • Relevant specialist courses • Teaching qualification (developed in post) • RCGP Substance Misuse Level 1 or 2
Informal learning	Research and clinical audit experience Clinical Governance agenda Risk Management agenda
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:	NMC

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		
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

Nursing and Midwifery Council Code: <https://www.nmc.org.uk/standards/code/>

RGN Competency Framework: <https://www.rcn.org.uk/professional-development/publications/pub-005>



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