



Skills for  
**Health**

# **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 competences utilised are 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 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.

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

They will work within national and local protocols where these exist.

They recognise the boundaries of their practice and know when and to whom patients should be referred.

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 have some responsibility for team performance and service development, and they consistently undertake self-development.

## Role Profile

<b>Named Role</b>	<b>Clinical Educator</b>
<b>Area of Work</b>	<b>Clinical Homecare</b>
<b>Experience Required</b>	<ul style="list-style-type: none"> <li>• Registered healthcare professional</li> <li>• Broad range of clinical experience (expectation of at least 3 years)</li> <li>• Teaching/assessment qualification or working towards one</li> <li>• Experience of supporting the teaching, supervising and assessing of others in the practice setting</li> <li>• Experience of participating in audits</li> <li>• Demonstrable experience of multidisciplinary working</li> <li>• Practical experience of facilitating change</li> <li>• Demonstrable leadership skills, including staff supervision experience</li> <li>• Demonstrable experience of developing and implementing new systems and procedures</li> <li>• Knowledge and understanding of the wider healthcare system</li> </ul>
<b>Career Framework Level</b>	<b>Enhanced</b>

## 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](#)  
[Synthesise new knowledge into the development of your own practice](#)  
[Develop and maintain your professional connections](#)  
[Monitor your own work practices](#)  
[Develop your practice through reflection and learning](#)  
[Take responsibility for the continuing professional development of yourself and others](#)  
[Perform hand hygiene to prevent the spread of infection](#)  
[Make sure your own actions reduce risks to health and safety](#)  
[Make sure your own actions contribute to a positive and safe working culture](#)  
[Support the safeguarding of individuals](#)  
[Identify and evaluate opportunities for innovation and improvement](#)  
[Act within the limits of your competence and authority](#)  
[Manage and organise your own time and activities](#)  
[Uphold the rights of individuals](#)

Promote the rights and diversity of individuals  
Comply with legal requirements for maintaining confidentiality in healthcare  
Store and retrieve information using a filing system  
Contribute to the effectiveness of teams  
Develop and sustain productive working relationships with colleagues and stakeholders  
Use digital communications

## Core Competences relevant to Role:

### Competences Required

Plan and prepare specific learning and development opportunities  
Plan and prepare learning and development programmes  
Assist learners to review their own progress and implement their development objectives  
Engage and support learners  
Build and maintain relationships with learners to ensure a learner-centred approach  
Develop and apply understanding of theory and effective practice in adult learning  
Assess learner achievement  
Engage and support learners in the learning and development process  
Support learners to achieve their learning goals and objectives  
Identify individual learning and development  
Facilitate individual learning and development  
Develop and prepare resources for learning and development



Plan and deliver learning

Enable learners to identify, reflect and use their learning to enhance their future personal development

Manage learning and development in groups

Evaluate and improve learning and development provision

Identify collective learning and development needs

Peer training and mentoring

Internally monitor and maintain the quality of assessment

Provide supervision to other individuals

Manage conflicts in work environment

Manage lone workers

## Facets (if required):

Competences Required
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>

## 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
<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li></ul>

## 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.

<b>Role template</b>	Clinical Educator
<b>Formal endorsed learning</b>	Post Graduate Certificate in Education or equivalent
<b>Informal learning</b>	Self-directed learning and reflective practice to build on capabilities
<b>National Occupational Standards (competences) used</b>	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
<b>Credits (including framework used)</b>	
<b>Accreditation</b>	Wherever possible learning should be accredited by learning providers, professional bodies or similar
<b>APEL and progression</b>	Wherever possible learning should be transferable through APEL and should enable progression to other formal learning
<b>Leading to registration or membership with:</b>	Relevant professional/regulatory body