

Transferable Role Template National Clinical Homecare

Registered Nurse

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 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 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 provide care or services for people who could have complex and concurrent mental, physical, cognitive, and behavioural care needs and for people at the end of their life. 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	Registered Nurse
Area of Work	Clinical Homecare
Experience Required	<ul style="list-style-type: none"> • Registration with UK/ROI Nursing Regulator or equivalent (applicable to the jurisdiction of work setting) • Evidence of post-registration experience • 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

- To function as a competent clinical practitioner within their designated clinical area; delivering patient care whilst, coordinating and supporting and mentoring colleagues.
- To be responsible for ensuring the delivery of clinical activities during their span of duty.
- To ensure that there is efficient and effective utilisation of resources to deliver optimum quality care to their client group.
- To drive forward evidence-based practice and taking responsibility for the supervision of staff and the policies and practices that operate within the clinical area.
- To be responsible for & accountable for your ongoing personal development.
- To ensure compliance within your role; aligned to internal and external governance and regulatory requirements/bodies.

Common Competences for all Autonomous 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 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 working relationships with colleagues and stakeholders

Use digital communications

Core Competences relevant to Role:

Competences Required

Foster people's equality, diversity and rights

Manage conflicts in work environment

Obtain venous blood samples

Fit healthcare equipment, device, product and/or system to meet clinical and individual needs

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

Monitor infusions delivered subcutaneously by a syringe driver or infusion device

Move and position individuals

Assess risks associated with health conditions

Minimise the risk of spreading infection by cleaning, disinfecting and maintaining environments

Manage Emergency Situations

Control adverse events which arise during an individual's healthcare procedure

Receive, transmit, store and retrieve information

Facilitate individual learning and development

Implement a treatment plan

Provide basic life support

Promote effective communication and relationships with people who are troubled or distressed

Advise on access to and use of services

Advocate with and on behalf of individuals

Work in partnership with carers to support individuals

Provide guidance, resources and support to enable staff to minimise the risk of spreading infection

Plan assessment of an individual's health status

Determine a treatment plan for an individual

Manage an individual's medication to achieve optimum outcomes

Administer medication to individuals

Carry out extended feeding techniques to ensure individuals nutritional and fluid intake

Deliver subcutaneous treatments using syringe drivers or infusion devices

Perform intravenous cannulation

Carry out intravenous infusion

Receive and store medication and products

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

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

Carry out remote online working and collaboration

Manage lone workers

Manage personal development and reflect on current practice

Carry out and participate in quality audits

Contribute to the improvement of services

Facets (working with children):

Competences Required

Implement care plans to meet the needs of children and young people

Administer medication to babies and children

Communicate with children and young people, and those involved in their care

Provide advice and information to children and young people and those involved in their care on how to manage their own health and well-being

Ensure systems and procedures for safeguarding children and young people are implemented (safeguarding)

Recognise and respond to possible harm or abuse of children and young people

Support the families of children and young people in their own homes

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

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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	Registered Nurse
Formal endorsed learning	NMC/NMBI registration with corresponding degree or equivalent
Informal learning	<p>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.</p> <p>Core areas of learning should focus on:</p> <ul style="list-style-type: none"> • Acquisition of requisite clinical skills/disease management • Clinical supervision/mentorship • Train the trainer • Health and wellbeing • Diversity and Inclusion • Communication • Care Navigation • Multidisciplinary & Interagency working • Progression planning • Communication skills
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)	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/regulators and supports appropriate revalidation of professional registration Appropriate records of learning should be maintained following standards set by regulatory and professional bodies
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/NMBI