

Transferable Role Template

Career Framework Level 3

Bowel Screening Administrator

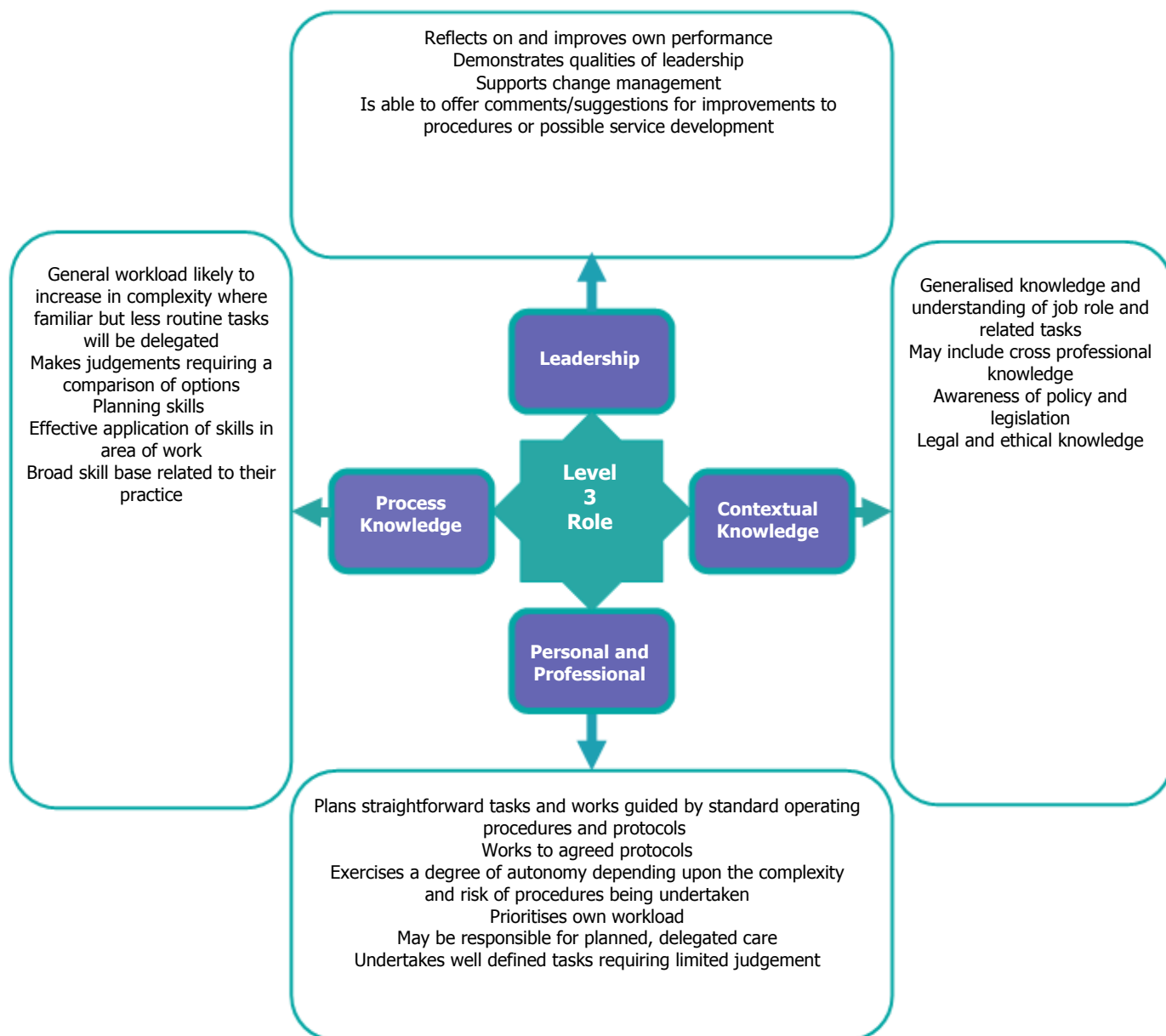
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Developers

Skills for Health
National Bowel Screening Group

Level Descriptors

Key characteristics of a Level 3 Role



Definition of the Level 3 Role

People at level 3 require knowledge of facts, principles, processes and general concepts in a field of work. They may carry out a wider range of duties than the person working at level 2 and will have more responsibility with guidance and supervision available when needed. They will contribute to service development and are responsible for self-development.

Example of Role at Level 3

Senior Healthcare Assistant:

Senior healthcare assistants or technicians support the work of practitioners at all levels and may work as part of a team. They demonstrate an ability to carry out tasks, solving straightforward problems and making some judgements, with guidance and supervision available. They have skills in specific focussed aspects of service delivery.

These characteristics have been developed by Skills for Health working with employers and other stakeholders.

Basic Information:

Named Role	Bowel Screening Administrator
Area of work	Community NHS Or Local Authority Or Independent, Hospital NHS Or Independent, Primary Care
Role Family	Admin & Clerical
Experience required	Considerable experience in a health care environment
Career Framework Level	3

Summary of Role

This role was first developed in 2009 by a national working group. It is intended that this template is the basis for all bowel screening administrators

Scope of the Role

Working as part of a team this role helps to ensure an effective bowel screening service is place.

All level 3 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.

Level 3 Core Competences / National Occupational Standards:

Underpinning Principle	Reference Function		Competence
1. COMMUNICATION	1.2	Communicate effectively	GEN97 Communicate effectively in a healthcare environment http://tools.skillsforhealth.org.uk/competence/show/html/id/3001
2. PERSONAL & PEOPLE DEVELOPMENT	2.1.1	Develop your own practice	SCDHSC0023 Develop your own knowledge and practice http://tools.skillsforhealth.org.uk/competence/show/html/id/3517
	2.1.2	Reflect on your own practice	GEN23 Monitor your own work practices http://tools.skillsforhealth.org.uk/competence/show/html/id/2051
3. HEALTH SAFETY & SECURITY	3.5.1	Ensure your own actions reduce risks to health and safety	IPC2.2012 Perform hand hygiene to prevent the spread of infection http://tools.skillsforhealth.org.uk/competence/show/html/id/3309
			PROHSS1 Make sure your own actions reduce risks to health and safety http://tools.skillsforhealth.org.uk/competence/show/html/id/3327
			PMWRV1 Make sure your actions contribute to a positive and safe working culture http://tools.skillsforhealth.org.uk/competence/show/html/id/4027
	3.5.2	Protect individuals from abuse	SCDHSC0024 Support the safeguarding of individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3518
5. QUALITY	5.1.1	Act within the limits of your competence and authority	GEN63 Act within the limits of your competence and authority http://tools.skillsforhealth.org.uk/competence/show/html/id/85
	5.1.2	Manage and organise your own time and activities	HT4 Manage and organise your own time and activities http://tools.skillsforhealth.org.uk/competence/show/html/id/2501
6. EQUALITY & DIVERSITY	6.1	Ensure your own actions support equality of opportunity and diversity	SCDHSC0234 Uphold the rights of individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3506
B. HEALTH INTERVENTION	B2.1	Obtain information from individuals about their health status and needs	CHS169 Comply with legal requirements for maintaining confidentiality in healthcare http://tools.skillsforhealth.org.uk/competence/show/html/id/2820
D. INFORMATION MANAGEMENT / INFORMATION AND COMMUNICATION TECHNOLOGY	D2.4	Maintain information / record systems	CFA_BAD332 Store and retrieve information using a filing system http://tools.skillsforhealth.org.uk/competence/show/html/id/4104

H. MANAGEMENT & ADMINISTRATION	H1.3.1	Contribute to the effectiveness of teams	SCDHSC0241 Contribute to the effectiveness of teams http://tools.skillsforhealth.org.uk/competence/show/html/id/3509
	H2.6	Receive and pass on messages and information	ESKITU020 Use digital communications http://tools.skillsforhealth.org.uk/competence/show/html/id/4150

Role Specific Competences / National Occupational Standards:

Underpinning Principle	Reference Function		Competence
1. COMMUNICATION	1.5	Provide information, advice and guidance	CHS174 Advise and inform others on services http://tools.skillsforhealth.org.uk/competence/show/html/id/2316
			CHS177 Advise on access to and use of services http://tools.skillsforhealth.org.uk/competence/show/html/id/2320
4. SERVICE IMPROVEMENT	4.7	Contribute to improving services	CFACSD8 Work with others to improve customer service http://tools.skillsforhealth.org.uk/competence/show/html/id/3602
5. QUALITY	5.3.1	Comply with an audit/inspection of data and information	HI10.2010 Comply with an external audit of data and information in a health context http://tools.skillsforhealth.org.uk/competence/show/html/id/2983
B. HEALTH INTERVENTION	B3.2.3	Develop and optimise methods and techniques for the delivery of healthcare services	CHS172 Develop and optimise methods and techniques for delivery of services http://tools.skillsforhealth.org.uk/competence/show/html/id/2314
H. MANAGEMENT & ADMINISTRATION	H1.1.5	Provide leadership	CFAM&LBA3 Lead your team http://tools.skillsforhealth.org.uk/competence/show/html/id/3776
	H1.2.1	Develop the culture of an organisation	GEN29 Promote an information culture http://tools.skillsforhealth.org.uk/competence/show/html/id/2289
	H1.3.1	Contribute to the effectiveness of teams	GEN44 Liaise between primary, secondary and community teams http://tools.skillsforhealth.org.uk/competence/show/html/id/2222
	H1.5.7	Manage information and knowledge	GEN32 Search information, evidence and knowledge resources and communicate the results http://tools.skillsforhealth.org.uk/competence/show/html/id/2291
			CFAM&LEC2 Manage information, knowledge and communications systems http://tools.skillsforhealth.org.uk/competence/show/html/id/3757
	H2.1	Administer diary appointment systems	GEN25 Administer appointments http://tools.skillsforhealth.org.uk/competence/show/html/id/2292

	H2.5	Produce documents to an agreed specification	CFABAA211 Produce documents in a business environment http://tools.skillsforhealth.org.uk/competence/show/html/id/3712
	H2.6	Receive and pass on messages and information	CFABAA621 Make and receive telephone calls http://tools.skillsforhealth.org.uk/competence/show/html/id/3693

Facets of Role (National Occupational Standards):

Underpinning Principle	Reference Function		Competence
		None Assigned	

Locality Specific Competences / National Occupational Standards:

Underpinning Principle	Reference Function		Competence
		None Assigned	

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.

Transferable role	Bowel Screening Administrator
Formal endorsed learning	<ul style="list-style-type: none"> - Literacy & Numeracy Key Stage Level 2 - ECDL - NVQ level II - RSA II or equivalent
Informal learning	<p>Work based demonstration of competence against agreed criteria</p> <p>Locally provided and driven programmes of learning related to individually identified learning needs</p>
Summary of learning and development including aims and objectives	To provide learners with the knowledge, understanding and skills required to fulfil their role effectively
Duration	Variable
National Occupational Standards used	<ul style="list-style-type: none"> - Institute of Leadership and Management standards - Skills for Health National Occupational Standards
Credits (including framework used)	Key Skills tariff points
Accreditation	N/A
APEL and progression	Wherever possible learning should be transferable through APEL and should enable progression to other formal learning
Programme structure	Modular structure with blended learning approach
Continuous Professional Development	Not specified
Resources required, e.g. placement learning, preceptors, accredited assessors etc	<ul style="list-style-type: none"> - Study time - Ongoing developmental supervision

Quality Assurance	Through FE/HEI quality systems for formal learning opportunities
Policies included in learning programme documentation	Equal opportunities, diversity and accessibility Appeals procedure
Funding	N/A
Leading to registration or membership with:	N/A

References & Further Information:

2008 NHS Education for Scotland, A Guide to Health Care Support Worker Education and Role Development Consultation Document

2010 Skills for Health Summary of Attributes and Definitions for Career Framework Levels