

Transferable Role Template

Career Framework Level 7

Midwife Sonographer

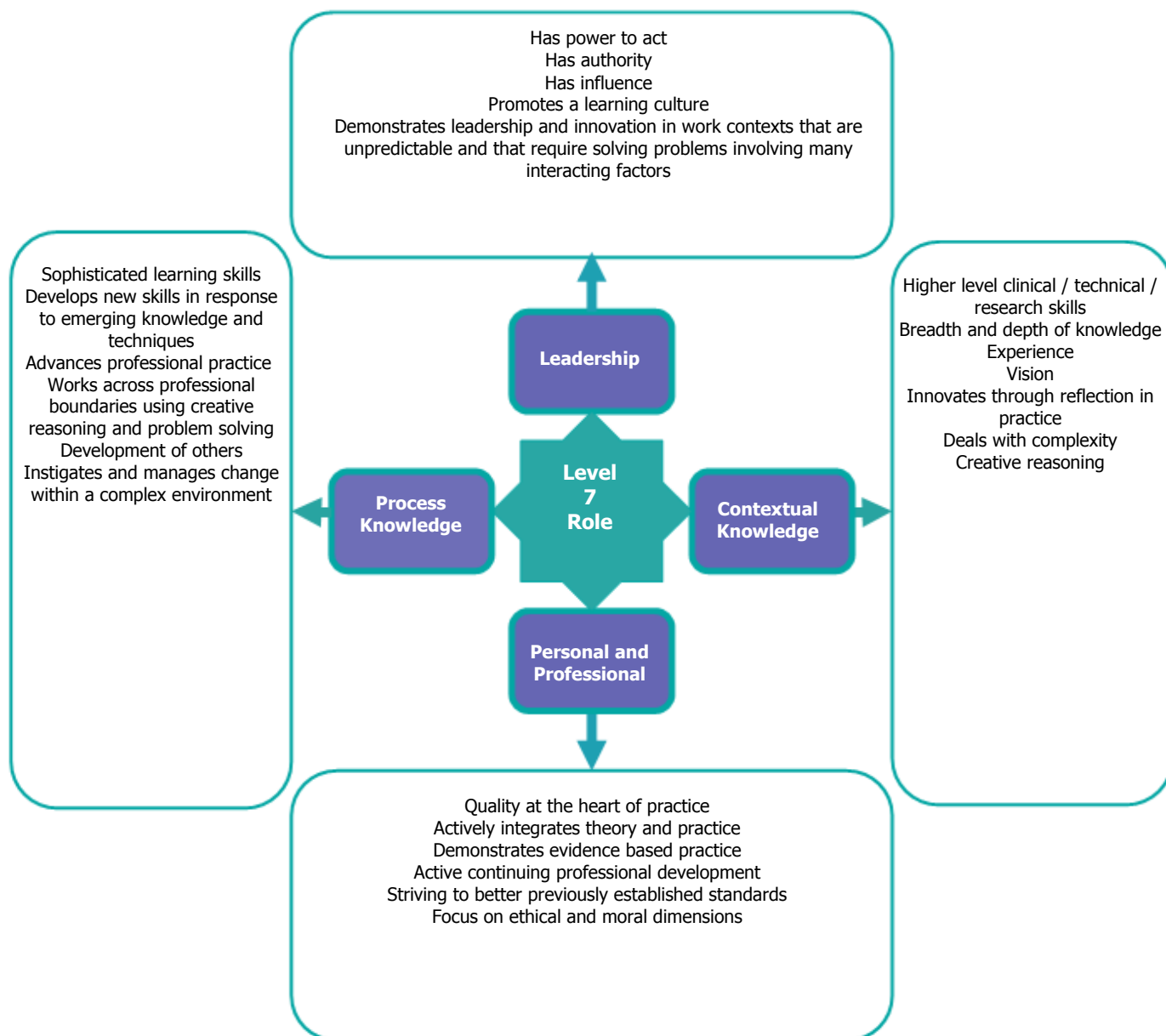
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Developers

Skills for Health

Level Descriptors

Key characteristics of a Level 7 Role



Definition of the Level 7 Role

People at level 7 of the career framework have a critical awareness of knowledge issues in the field and at the interface between different fields. They are innovative and have a responsibility for developing and changing practice and/or services in a complex and unpredictable environment.

Example of Role at Level 7

Advanced Practitioner:

Whilst recognising that some professions have already defined the advanced practitioner: the definition of an advanced practitioner used in this template is intended to be applicable to all professional and occupational groups. This definition is based on the level 7 descriptors that inform the career framework for health and therefore is useful to employers.

Advanced practitioners are experienced professionals who have developed their skills and theoretical knowledge to a very high standard, performing a highly complex role and continuously developing their practice within a defined field and/or having management responsibilities for a section/small department. They will have their own caseload or work area responsibilities.

Further information regarding the role of the advanced practitioner has been used to support these findings

Basic Information:

Named Role	Midwife Sonographer
Area of work	Maternity
Role Family	Midwifery
Experience required	Previous midwifery experience
Career Framework Level	7

Summary of Role

First developed in 2011, a midwife sonographer expands the midwives' practice beyond the scope of basic midwifery.

Scope of the Role

A midwife sonographer expands the midwives' practice beyond the scope of basic midwifery. They are able to use ultrasound equipment and Dopplers to monitor fetal heart rate and movement. Using this technology also allows the midwife to detect the possibility of twins, determine placenta location, and help detect possible problems and complications.

All level 7 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 health functional map and added to the template using the same format.

Level 7 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	GEN13 Synthesise new knowledge into the development of your own practice http://tools.skillsforhealth.org.uk/competence/show/html/id/376
			CFAM&LAA3 Develop and maintain your professional networks http://tools.skillsforhealth.org.uk/competence/show/html/id/3770
	2.1.2	Reflect on your own practice	GEN23 Monitor your own work practices http://tools.skillsforhealth.org.uk/competence/show/html/id/2051
			SCDHSC0033 Develop your practice through reflection and learning http://tools.skillsforhealth.org.uk/competence/show/html/id/3415
	2.2.1	Support the development of the knowledge and practice of individuals	SCDHSC0043 Take responsibility for the continuing professional development of yourself and others http://tools.skillsforhealth.org.uk/competence/show/html/id/3481
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
4. SERVICE IMPROVEMENT	4.6	Promote service improvement	CFAM&LCA1 Identify and evaluate opportunities for innovation and improvement http://tools.skillsforhealth.org.uk/competence/show/html/id/3783
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
	6.2	Promote equality of opportunity and diversity	SCDHSC3111 Promote the rights and diversity of individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3540
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	H1.2.4	Implement change	CFAM&LCA4 Implement change http://tools.skillsforhealth.org.uk/competence/show/html/id/3786
	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
	H1.3.2	Develop relationships with individuals	CFAM&LDD1 Develop and sustain productive working relationships with colleagues http://tools.skillsforhealth.org.uk/competence/show/html/id/3787
	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
		MCN24 Provide advice and information to enable parents to promote the health and well-being of their newborn babies http://tools.skillsforhealth.org.uk/competence/show/html/id/1415
A. ASSESSMENT	A2.1	Plan assessment of an individual's health status
		CHS38 Plan assessment of an individual's health status http://tools.skillsforhealth.org.uk/competence/show/html/id/1040
	A2.5	Agree courses of action following assessment
		MCN6 Agree courses of action following assessment of the health and well-being of women and their babies http://tools.skillsforhealth.org.uk/competence/show/html/id/1420

B. HEALTH INTERVENTION	B3.1.1	Plan activities, interventions or treatments to achieve specified health goals	MCN7 Develop and agree individualised antenatal care plans http://tools.skillsforhealth.org.uk/competence/show/html/id/1421
			MCN8 Develop and agree individualised care plans for labour and birth http://tools.skillsforhealth.org.uk/competence/show/html/id/1422
			MCN9 Develop and agree individualised postnatal care plans http://tools.skillsforhealth.org.uk/competence/show/html/id/1423
	B4.2	Evaluate the delivery of care plans to meet the needs of individuals	MCN11 Review and revise individualised maternity care plans http://tools.skillsforhealth.org.uk/competence/show/html/id/1401
	B9.1	Obtain images and impressions of organs and tissues	CI.C3 Perform, interpret and report on ultrasound examinations in pregnancy http://tools.skillsforhealth.org.uk/competence/show/html/id/1197
	B10.4	Manage emergency situations	CHS163 Manage Emergency Situations http://tools.skillsforhealth.org.uk/competence/show/html/id/2792
	B11.2	Maintain fluid levels and balance in individuals	EUSC20 Use pre-planned methods to manage blood loss http://tools.skillsforhealth.org.uk/competence/show/html/id/965
	B11.5	Reverse anaesthesia/sedation	EUSC24 Bring an individual back to consciousness following an intervention http://tools.skillsforhealth.org.uk/competence/show/html/id/969
	B14.2	Implement care plans/programmes	MCN10 Implement individualised maternity care plans http://tools.skillsforhealth.org.uk/competence/show/html/id/1400
	B14.3	Deliver therapeutic activities	MCN17 Implement interventions for babies and their families http://tools.skillsforhealth.org.uk/competence/show/html/id/1407
B15.1	Prescribe medication and treatments for individuals	CHD HK1 Prepare prescriptions for prescription-only medicines http://tools.skillsforhealth.org.uk/competence/show/html/id/699	
B15.6	Administer medication to individuals	CHS3 Administer medication to individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/356	
		MCN21 Administer medication to babies http://tools.skillsforhealth.org.uk/competence/show/html/id/1412	

	B16.1	Support individuals during and after clinical/therapeutic activities	SCDHSC0224 Monitor the condition of individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3529
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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	Midwife Sonographer
Formal endorsed learning	<p>In addition to a professional midwifery qualification leading to registration with the NMC the following is required</p> <ul style="list-style-type: none"> - post-graduate certificate/diploma in obstetric ultrasound <p>or</p> <ul style="list-style-type: none"> - masters degree in ultrasound
Informal learning	<p>A range of informal learning opportunities will be appropriate including reflective practice, job shadowing, attendance only courses.</p> <ul style="list-style-type: none"> - Supervised hands on experience in midwifery and ultrasound examinations - Monitoring and supervision by trained ultrasonography profession in accurately obtaining and recording readings and interpreting and presenting information to mother <p>This learning supplements the formal qualification</p>
Summary of learning and development including aims and objectives	<ul style="list-style-type: none"> - Demonstrate knowledge in proper use of ultrasound equipment - Understand the advantages/disadvantages, benefits and risks of investigation - Understand equipment limitations and know when to seek outside referral - Needs to accurately perform and interpret examinations as is evident by written or verbal examinations and physical demonstration

Duration	<p>Normally part time studies will require up to</p> <ul style="list-style-type: none"> - 12 months for post graduate certificate - 18 months for post graduate diploma - 24 months for masters degree
National Occupational Standards used	<p>Wherever possible learning and development should be based on national occupational standards</p>
Credits (including framework used)	<p>Normally 60 credits Post Graduate Certificate Normally 120 credits Post Graduate Diploma</p>
Accreditation	<p>All programmes of learning should be accredited by</p> <p>The Consortium for the Accreditation of Sonographic Education (CASE)</p> <ul style="list-style-type: none"> - Membership of which includes the following organisations - British Medical Ultrasound Society (BMUS) - British Society of Echocardiography (BSE) - College of Radiographers (CoR) - Institute of Physics and Engineering in Medicine (IPEM) - Royal College of Midwives (RCM) - Society of Vascular Technology of Great Britain and Ireland (SVT)
APEL and progression	<p>In modular programmes the successful completion of the modules alone will result in either the post graduate certificate or post graduate diploma.</p> <p>Some programmes offer progression to a masters degree. To achieve a masters degree the learner must complete a dissertation in addition to the post graduate diploma.</p>

Programme structure	<p>Day release to attend taught components plus placement experience in a recognised ultrasound department. In some cases this placement must be negotiated and secured by the learner before acceptance onto the programme of learning.</p> <p>Blended learning including a significant work based learning and assessment component.</p> <p>In addition the learner should expect to use</p> <ul style="list-style-type: none"> - e learning, web based resources - workshops, lectures and tutorials - reflective practice
Continuous Professional Development	<p>Not specified</p>
Resources required, e.g. placement learning, preceptors, accredited assessors etc	<ul style="list-style-type: none"> - Formal, protected study time will be required - Work based mentor/supervision in ultrasonography - Work based assessment on accurately performing and interpreting examinations.
Quality Assurance	<ul style="list-style-type: none"> - Through HEI - Consortium for the Accreditation of Sonographic Education
Policies included in learning programme documentation	<ul style="list-style-type: none"> - Equal opportunities, equality & diversity and accessibility - Complaints and appeals processes - Plagiarism <p>In addition the learner will need to be aware of the following</p> <ul style="list-style-type: none"> - British Medical Ultrasound Society (BMUS) policies and procedures - NMC Midwives Rules and Standards - Trusts Risk Management Strategy and local operational policies
Funding	<p>To be agreed locally</p>
Leading to registration or membership with:	<p>The College of Radiographers (incorporating UKAS) are currently working with the HPC to achieve recognition for sonography as a separate profession in the UK.</p>

References & Further Information:

Brown G., Esdaile S.A., Ryan S.E., (eds) (2004) *Becoming an Advanced Healthcare Practitioner* Butterworth Heinemann London

The Department of Health (2006) *The National Education and Competence Framework for Advanced Critical Care Practitioners A discussion document*

Royal College of Nursing (2008) *Advanced Nurse Practitioners, An RCN Guide to the Advanced Nurse Practitioner Role, Competences and Programme Accreditation*

College of Occupational Therapists (2006) *Post qualifying framework: a resource for occupational therapists (core)* London: COT