

Transferable Role Template

Career Framework – Cross Cutting

Information, Advice and Guidance Support Worker

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Developers

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Definition of Cross Cutting Roles

Cross cutting roles are those which occur at multiple points on the career framework and/or which appear in a number of clinical pathways. They are usually but not exclusively a sub set of an existing role or job. They may be very specific in nature e.g. delivering a specific test or intervention.

Basic Information:

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| Named Role | Information, Advice And Guidance Support Worker |
| Area of work | Community NHS Or Local Authority Or Independent, Hospital NHS Or Independent |
| Role Family | Cross Cutting (Any Inter Disciplinary) |
| Experience required | Work in any aspect of healthcare Level 3 qualification relevant to the role desirable |
| Career Framework Level | N/A |

Summary of Role

The role will particularly support staff from levels 1 to 4 but will work across all levels of staff within the workplace

Scope of the Role

The role will particularly support staff from levels 1 to 4 but will work across all levels of staff within the workplace to support seamless working relationships and provide appropriate levels of support within the workforce particularly related to learning and development activities.

It will:

- Provide additional and appropriate support for learners and new starters in the workplace.
- Act as a learning champion and support buddy and mentor both with learning and in everyday practice
- Constructively challenge inappropriate practice including attitudes, behaviours and skills through advocacy, championship and role modelling
- Provide effective peer support
- Support leadership skills
- Encourage the development of other learning champions

This will be achieved by:

- Providing information, advice and guidance
- Mentorship

All cross cutting roles will have the following common/core competences. All competences are national occupational standards (NOS).

Specific competences to the role have been identified for the work based learning and assessment role. 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.

Cross Cutting 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 |
| 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 |

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| 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 |
|---|--------------------|--|--|
| 2. PERSONAL & PEOPLE DEVELOPMENT | 2.1.1 | Develop your own practice | GEN12 Reflect on and evaluate your own values, priorities, interests and effectiveness http://tools.skillsforhealth.org.uk/competence/show/html/id/375 |
| | 2.1.2 | Reflect on your own practice | LSILADD10 Reflect on, develop and maintain own skills and practice in learning and development http://tools.skillsforhealth.org.uk/competence/show/html/id/3176 |
| | 2.2.1 | Support the development of the knowledge and practice of individuals | GEN33 Enable other individuals to reflect on their own values, priorities, interests and effectiveness http://tools.skillsforhealth.org.uk/competence/show/html/id/1795 |
| | | | SCDHSC0043 Take responsibility for the continuing professional development of yourself and others http://tools.skillsforhealth.org.uk/competence/show/html/id/3481 |
| 4. SERVICE IMPROVEMENT | 4.7 | Contribute to improving services | CFACSD9 Promote continuous improvement http://tools.skillsforhealth.org.uk/competence/show/html/id/3603 |
| F. EDUCATION LEARNING & RESEARCH | F2.2 | Assist in the delivery of learning and development for others | GEN84 Contribute to the planning and evaluation of learning activities http://tools.skillsforhealth.org.uk/competence/show/html/id/2757 |
| H. MANAGEMENT & ADMINISTRATION | H1.1.5 | Provide leadership | CFAM&LBB4 Ensure compliance with legal, regulatory, ethical and social requirements http://tools.skillsforhealth.org.uk/competence/show/html/id/3779 |

Facets of Role (National Occupational Standards):

| Underpinning Principle | Reference Function | | Competence |
|--|--------------------|---|--|
| SPECIFIC COMPETENCES FOR BRIDGEWATER FACET1 | FACE T | A facet of the role. | |
| 2. PERSONAL & PEOPLE DEVELOPMENT | 2.2.1 | Support the development of the knowledge and practice of individuals | GEN35 Provide supervision to other individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/2295 |
| | | | SFJGL102 Provide support and review achievements through mentoring/befriending http://tools.skillsforhealth.org.uk/competence/show/html/id/3311 |
| | | | GEN132 Support and challenge workers on specific aspects of their practice http://tools.skillsforhealth.org.uk/competence/show/html/id/3898 |
| | 2.2.2 | Support the development of knowledge and practice of teams and agencies | PHS21 Develop capacity and capability to improve health and wellbeing http://tools.skillsforhealth.org.uk/competence/show/html/id/2483 |
| | 2.3.1 | Evaluate another's performance in the workplace | LSILADD08 Engage and support learners in the learning and development process http://tools.skillsforhealth.org.uk/competence/show/html/id/3174 |
| 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 |

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.

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| Transferable role | Information, Advice and Guidance Support Worker |
| Formal endorsed learning | Information, advice and guidance (IAG) e.g. Level 3 NVQ in Advice and Guidance or equivalent |
| Informal learning | <p>Informal learning is appropriate to support ongoing development of skills and abilities. Specific learning to include:</p> <ul style="list-style-type: none"> - Leading an empowered organisation - Mentorship awareness - Difficult conversations |
| Summary of learning and development including aims and objectives | <p>All learning should meet the requirements of the above National Occupational Standards, enabling demonstration of competence.</p> <p>Assessment by observation, examination of work products, witness testimony and professional discussion, reflective statements e.g. a case history</p> <p>In many aspects learning is transferable and cross cutting, across professions, work areas and hierarchies.</p> <p>The application of learning will be contextualised by the area of work or professional background of the learner.</p> |
| Duration | Variable depending upon the structure and level of the learning. |

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| National Occupational Standards used | <p>As detailed within the role outline.</p> <p>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 generic learning outcomes for each module/unit of learning</p> <p>Facet includes:</p> <p>LSIAG01 Establish communication with clients for advice and guidance http://nos.ukces.org.uk/NOS%20Directory/NOS%20PDF%20%20LLUK/Imports/LSIAG01.pdf</p> <p>LS1AG2 Support clients to make use of advice and guidance service http://nos.ukces.org.uk/NOS%20Directory/NOS%20PDF%20%20LLUK/Imports/LSIAG2.pdf</p> |
| Credits (including framework used) | <p>Wherever possible learning should be credit rated to facilitate portability and progression.</p> <p>21 credits -Level 3 NVQ in Advice and Guidance. Or similar equivalent qualification</p> |
| Accreditation | <p>Wherever possible learning should be accredited</p> |
| APEL and progression | <p>Learning should fit within a qualification framework and therefore enable progression to the next level of learning</p> |
| Programme structure | <p>Variable depending upon the structure and level of learning</p> |
| Continuous Professional Development | <p>Not specified</p> |
| Resources required, e.g. placement learning, preceptors, accredited assessors etc | <ul style="list-style-type: none"> - Protected study time - Work based assessment - Ongoing development opportunities - Application of learning close to the learning event |
| Quality Assurance | <p>For formal learning quality assurance will be determined by the provider or awarding body.</p> |

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| Policies included in learning programme documentation | For example <ul style="list-style-type: none"> - Learning Environment - Equal opportunities, - Accessibility - Teaching and learning - Assessment, internal verification and moderation - Appeals procedure - APEL processes - Staff development - Academic standards - Equality and diversity and Inclusion - E-safeguarding and Safeguarding - Health and safety - Grievance and disciplinary |
| Funding | To be agreed locally |
| Leading to registration or membership with: | N/A |

References & Further Information:

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