Transferable Role Template

Career Framework Level 3

Community Navigator Role
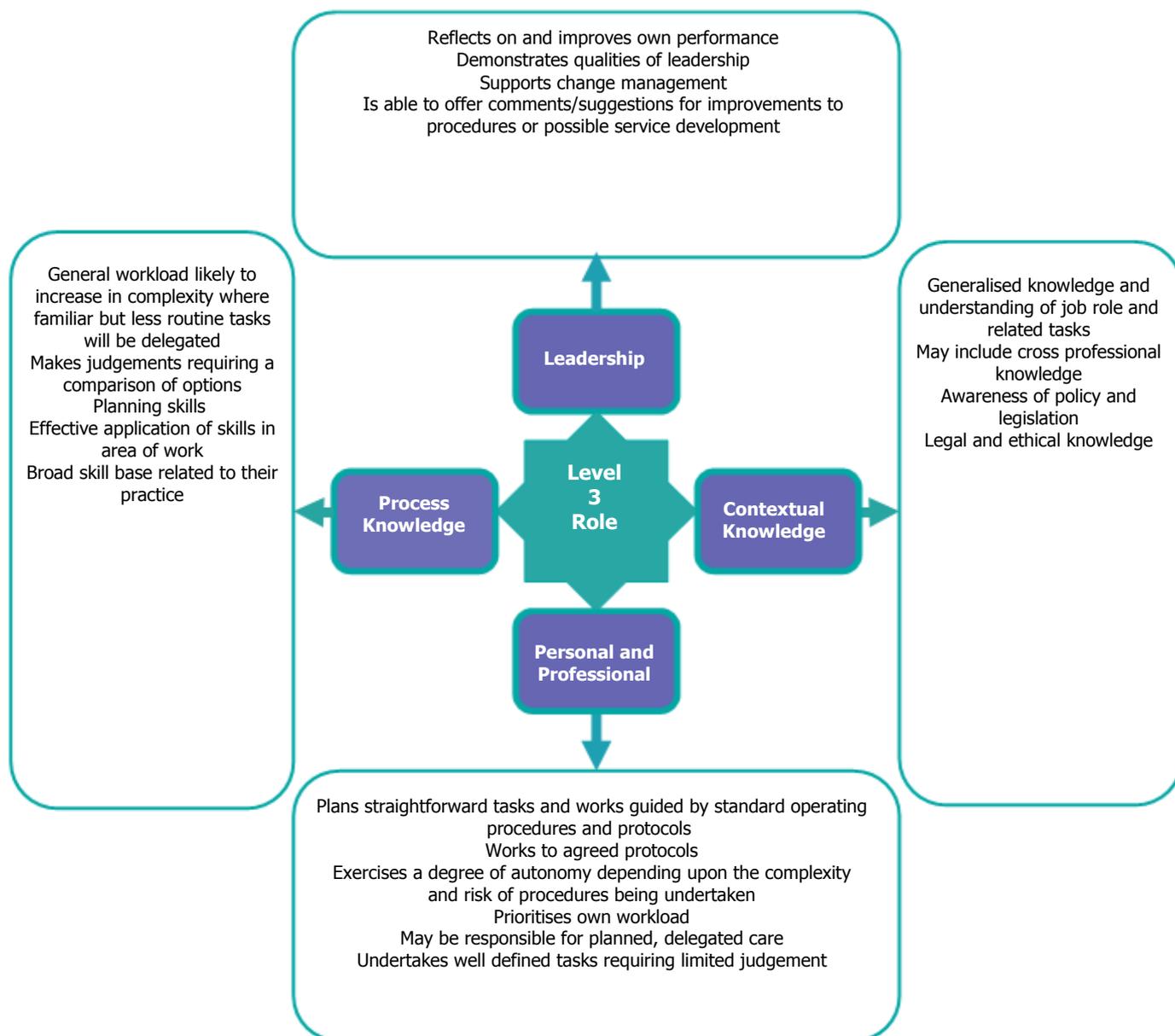
Level Descriptors
Key characteristics of a Level 3 Role

Reflects on and improves own performance
Demonstrates qualities of leadership
Supports change management
Is able to offer comments/suggestions for improvements to
procedures or possible service development

General workload likely to
increase in complexity where
familiar but less routine tasks
will be delegated
Makes judgements requiring a
comparison of options
Planning skills
Effective application of skills in
area of work
Broad skill base related to their
practice

Generalised knowledge and
understanding of job role and
related tasks
May include cross professional
knowledge
Awareness of policy and
legislation
Legal and ethical knowledge

Leadership

Level 3 Role

Process Knowledge

Contextual Knowledge

Personal and Professional

Plans straightforward tasks and works guided by standard operating
procedures and protocols
Works to agreed protocols
Exercises a degree of autonomy depending upon the complexity
and risk of procedures being undertaken
Prioritises own workload
May be responsible for planned, delegated care
Undertakes well defined tasks requiring limited judgement

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	**Community Navigator Role**
Area of work	Community NHS Or Local Authority Or Independent
Role Family	Navigation And Signposting
Experience required	N/A
Career Framework Level	3

Summary of Role

Provide accurate and up to date information and advice to all those referred to the service

First developed 2014

Scope of the Role

The scope of this role is to:

Provide accurate and up to date information and advice to all those referred to the service, signposting relevant care pathways, other organisations and specialist contacts for further support as appropriate.

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	1.2	Communicate effectively	GEN62 Collate and communicate health information to individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/2317
			GEN21.2012 Interact with individuals using telecommunications http://tools.skillsforhealth.org.uk/competence/show/html/id/3380
	1.4	Develop relationships with individuals	SCDHSC0233 Develop effective relationships with individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3505
	1.5	Provide information, advice and guidance	GEN14 Provide advice and information to individuals on how to manage their own condition http://tools.skillsforhealth.org.uk/competence/show/html/id/377
			SCDHSC0419 Provide advice and information to those who enquire about health and social care services http://tools.skillsforhealth.org.uk/competence/show/html/id/3488
			SCDHSC0026 Support individuals to access information on services and facilities http://tools.skillsforhealth.org.uk/competence/show/html/id/3536
2. PERSONAL & PEOPLE DEVELOPMENT	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	3.5.2	Protect individuals from abuse	SS09 Minimise and deal with aggressive and abusive behaviour http://tools.skillsforhealth.org.uk/competence/show/html/id/2161
			SCDHSC0395 Contribute to addressing situations where there is risk of danger, harm or abuse http://tools.skillsforhealth.org.uk/competence/show/html/id/3477
A. ASSESSMENT	A2.8	Prioritise treatment and care for individuals according to their health status and needs	TEL1 Prioritise individuals for treatment and care http://tools.skillsforhealth.org.uk/competence/show/html/id/203

B. HEALTH INTERVENTION	B3.4.1	Receive and direct requests for health care assistance using protocols and guidelines	CHS59 Respond to referrals of individuals with health conditions http://tools.skillsforhealth.org.uk/competence/show/html/id/2235
	B16.5	Support individuals and carers to cope with the emotional and psychological aspects of healthcare activities	SCDHSC0332 Promote individuals' positive self esteem and sense of identity http://tools.skillsforhealth.org.uk/competence/show/html/id/3443
	B16.6	Enable care in the home environment	SCDHSC0229 Maintain safety and security when accessing individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3534
	B17	Work in collaboration with carers in the caring role	SCDHSC0227 Contribute to working in partnership with carers http://tools.skillsforhealth.org.uk/competence/show/html/id/3532
C. HEALTH PROMOTION & PROTECTION	C2.2	Provide information to individuals, groups and communities about promoting health	LSILARIMS07 Help users to access information http://tools.skillsforhealth.org.uk/competence/show/html/id/3337
	C2.4	Enable people to address issues relating to their health and wellbeing	SCDHSC0366 Support individuals to represent their own wishes and needs at decision-making events http://tools.skillsforhealth.org.uk/competence/show/html/id/3459
	C2.6	Act on behalf of an individual, family or community (advocacy)	SCDHSC0410 Advocate with and on behalf of individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3484

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 role	Community Navigator Role
Formal endorsed learning	
Informal learning	
Summary of learning and development including aims and objectives	
Duration	
National Occupational Standards used	
Credits (including framework used)	
Accreditation	
APEL and progression	
Programme structure	
Continuous Professional Development	Not specified
Resources required, e.g. placement learning, preceptors, accredited assessors etc	
Quality Assurance	
Policies included in learning programme documentation	
Funding	
Leading to registration or membership with:	

References & Further Information:

European Commission. (2008). The European Qualifications Framework for Lifelong Learning (EQF). Luxembourg: Office for Official Publications of the European Communities

NHS Education for Scotland (NES). (2009, revised 2010). A Guide to Healthcare Support Worker Education and Role Development http://www.nes.scot.nhs.uk/media/350213/hcsw_report_final.pdf

Skills for Health (2010). Summary of Attributes and Definitions for Career Framework Levels. http://www.skillsforhealth.org.uk/workforce-transformation/customised-career-frameworks-services/