

# Transferable Role Template

## Career Framework Level 3

### Maternity Support Worker

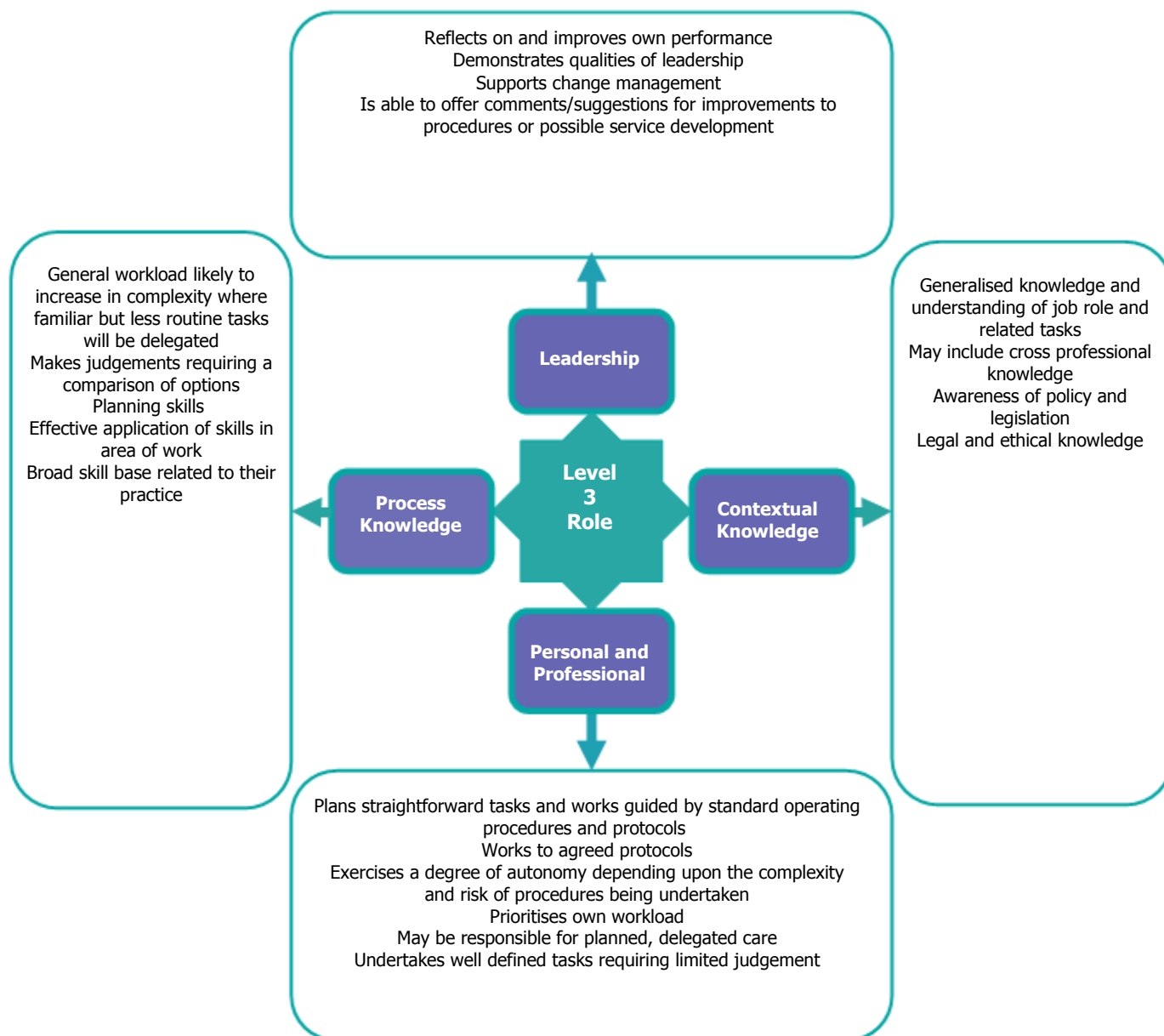
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## Level Descriptors

### 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	<b>Maternity Support Worker</b>
Area of work	Hospital NHS Or Independent
Role Family	Midwifery
Experience required	Previous experience in a health care setting
Career Framework Level	3

## Summary of Role

Maternity support workers complement the role of the midwife in provision of care and support to women and their families.

First developed 2011

## Scope of the Role

Maternity support workers complement the role of the midwife in provision of care and support to women and their families. They support midwives by undertaking non midwifery specific tasks.

Ultimate responsibility for care of the mother and baby lies with the delegating midwife and under her supervision the MSW can provide care for which she/he has received training. The band 3 support worker may provide care as outlined in the care plan devised by the midwife and may make decisions within the context of designated work whilst working toward the aims of the plan devised by the midwife. MSW care may include performance of observations, provide basic care, maintain and safe and pleasant environment, give advice and support, document care given and undertake clerical tasks under indirect supervision of the midwife. Care may be provided in a range of settings including community and may include some element of specialism - for example in support of breast feeding or bereavement care.

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

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

### Role Specific Competences / National Occupational Standards:

Underpinning Principle	Reference Function		Competence
<b>3. HEALTH SAFETY &amp; SECURITY</b>	3.5.1	Ensure your own actions reduce risks to health and safety	GEN96 Maintain health, safety and security practices within a health setting <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2859">http://tools.skillsforhealth.org.uk/competence/show/html/id/2859</a>
<b>B. HEALTH INTERVENTION</b>	B3.3.2	Prepare individuals for health care actions	GEN4 Prepare individuals for healthcare activities <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/386">http://tools.skillsforhealth.org.uk/competence/show/html/id/386</a>
	B5.1	Obtain specimens from individuals	CHS132.2012 Obtain venous blood samples <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3383">http://tools.skillsforhealth.org.uk/competence/show/html/id/3383</a>
	B8.1	Undertake physiological measurements	CHS19.2012 Undertake routine clinical measurements <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3399">http://tools.skillsforhealth.org.uk/competence/show/html/id/3399</a>
	B10.2	Provide first aid to an individual	CHS35 Provide first aid to an individual needing emergency assistance <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/905">http://tools.skillsforhealth.org.uk/competence/show/html/id/905</a>
	B10.4	Manage emergency situations	GEN60 Support individuals during emergency situations <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/2586">http://tools.skillsforhealth.org.uk/competence/show/html/id/2586</a>
	B14.4	Undertake personal care for individuals	SCDHSC0218 Support individuals with their personal care needs <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3526">http://tools.skillsforhealth.org.uk/competence/show/html/id/3526</a>
	B16.1	Support individuals during and after clinical/therapeutic activities	GEN5 Support individuals undergoing healthcare activities <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/312">http://tools.skillsforhealth.org.uk/competence/show/html/id/312</a>
	B16.2	Support individuals who are distressed	SCDHSC0226 Support Individuals who are distressed <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3531">http://tools.skillsforhealth.org.uk/competence/show/html/id/3531</a>
	B16.7	Care for and protect babies	SCDHSC0314 Care for a newly born baby when the birth parents are unable to do so <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3429">http://tools.skillsforhealth.org.uk/competence/show/html/id/3429</a>
	B17	Work in collaboration with carers in the caring role	SCDHSC0320 Support professional advice to help parents interact with and take care of their newly born baby <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3435">http://tools.skillsforhealth.org.uk/competence/show/html/id/3435</a>

			SCDHSC0389 Work with carers, families and key people to maintain contact with individuals <a href="http://tools.skillsforhealth.org.uk/competence/show/html/id/3473">http://tools.skillsforhealth.org.uk/competence/show/html/id/3473</a>
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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.

<b>Transferable role</b>	<b>Maternity Support Worker</b>
<b>Formal endorsed learning</b>	<ul style="list-style-type: none"> <li>- Level 3 certificate</li> <li>- Pre course reading materials</li> <li>- In house training programme</li> </ul>
<b>Informal learning</b>	Informal learning would include access to in house training sessions, involvement in skills drills in the workplace, opportunities to observe clinical procedures and interactions with service users. Also may include access to observe those professional undertaking specialist role and specialist areas such as theatres and community.
<b>Summary of learning and development including aims and objectives</b>	The learner will demonstrate competence through completion of training, completion of competency framework assessments and demonstration of ability to work within the parameters set out in the skills passport
<b>Duration</b>	Variable.
<b>National Occupational Standards used</b>	Learning opportunities which should be based on national occupational standards or national workforce standards
<b>Credits (including framework used)</b>	Local variation according to HEI/FE institution
<b>Accreditation</b>	May be accredited as part of Apprenticeship framework via EDEXCELL BTEC level 3 certificate in maternity support work (QCF)
<b>APEL and progression</b>	May progress to foundation degree.
<b>Programme structure</b>	May be delivered in house with input from local further education provider
<b>Continuous Professional Development</b>	Not specified

<b>Resources required, e.g. placement learning, preceptors, accredited assessors etc</b>	Clinical placement to include different settings and areas of speciality, need to in house trained assessors
<b>Quality Assurance</b>	Through FE college
<b>Policies included in learning programme documentation</b>	Trust policies and procedures e.g. infection control, safeguarding In community setting this will include Lone Worker Policy and procedures.
<b>Funding</b>	Local arrangement
<b>Leading to registration or membership with:</b>	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