Transferable Role Template

Career Framework Level 2

Marie Curie Volunteer Compassionate Carer
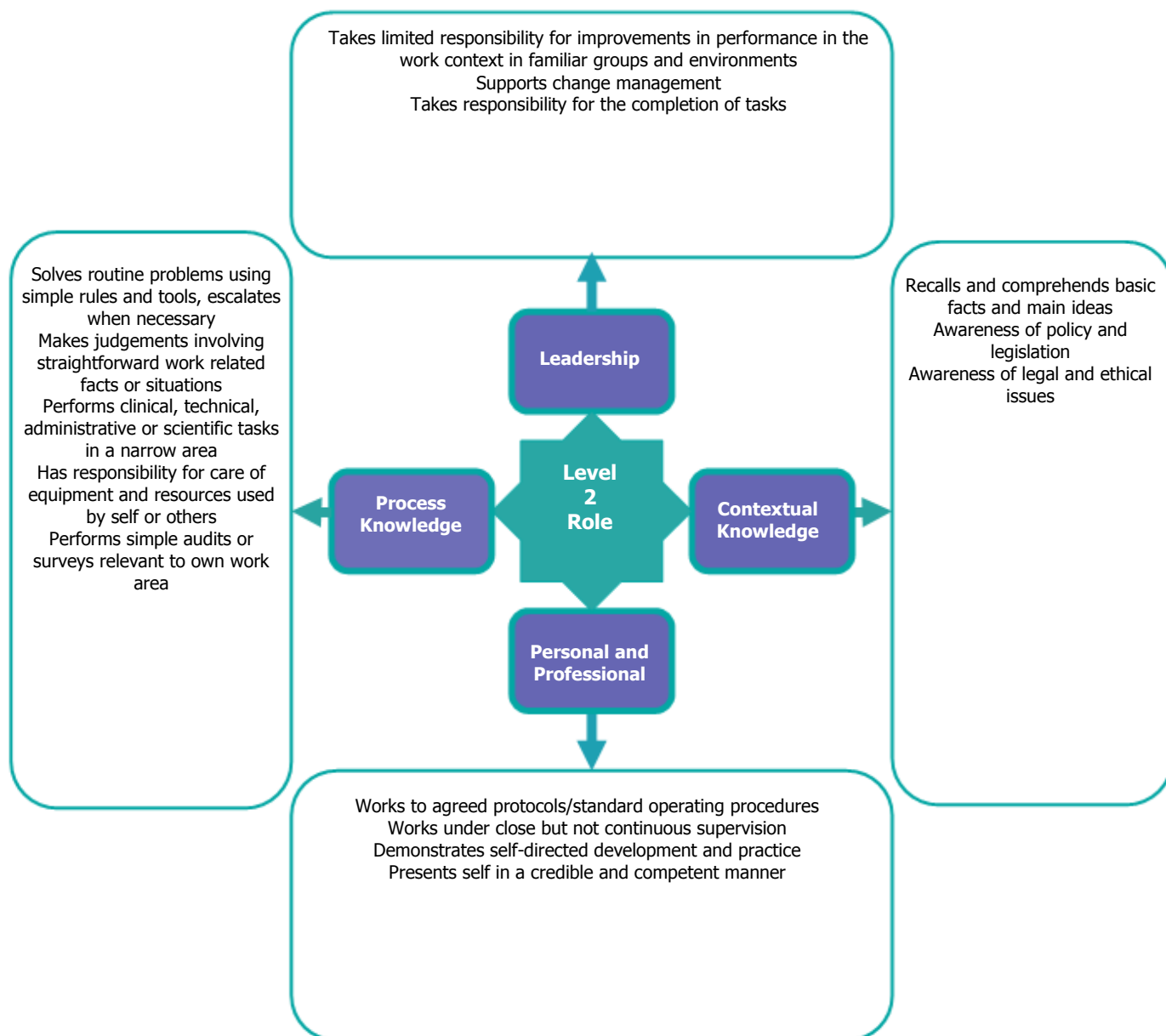
Level Descriptors
Key characteristics of a Level 2 Role

Takes limited responsibility for improvements in performance in the work context in familiar groups and environments
Supports change management
Takes responsibility for the completion of tasks

Solves routine problems using simple rules and tools, escalates when necessary
Makes judgements involving straightforward work related facts or situations
Performs clinical, technical, administrative or scientific tasks in a narrow area
Has responsibility for care of equipment and resources used by self or others
Performs simple audits or surveys relevant to own work area

Recalls and comprehends basic facts and main ideas
Awareness of policy and legislation
Awareness of legal and ethical issues

Leadership

Level 2 Role

Process Knowledge

Contextual Knowledge

Personal and Professional

Works to agreed protocols/standard operating procedures
Works under close but not continuous supervision
Demonstrates self-directed development and practice
Presents self in a credible and competent manner

Definition of the Level 2 Role

People at level 2 require basic factual knowledge of a field of work. They may carry out clinical, technical, scientific or administrative duties according to established protocols or procedures, or systems of work

Example of Role at Level 2

Support Worker:

Support workers work to agreed protocols and procedures. They are able to solve routine problems and make straightforward judgements. They have general skills across a range of aspects of service delivery and work under close supervision.

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

Basic Information:

Named Role	**Marie Curie Volunteer Compassionate Carer**
Area of work	Community NHS Or Local Authority Or Independent
Role Family	Cross Cutting (Any Inter Disciplinary)
Experience required	Must be at least 18 years old and from the local community with an understanding of the culture and religious beliefs of the community. Language skills relevant to the community DBS clearance Able to offer minimum of 3 hours a week for at least 6 months IT literate to Key Stage 1
Career Framework Level	2

Summary of Role

A volunteer role working within the Asian Muslim community.The purpose of this role is to help improve the quality of life for Asian Muslim individuals living with a life limiting condition and their families and carers.

Scope of the Role

Background to the Marie Curie Volunteer Compassionate Carer (VCC) Role

Evidence shows that Asian Muslim communities are not accessing the full range of palliative care services available that can support them and their families when facing a diagnosis of, or living with a life limiting condition. The purpose of this role is to help improve the quality of life for both Asian Muslim individuals living with a life limiting condition and their families and carers. It is hoped this role will go some way to bridging any gap between the services available and their take up by Asian Muslim communities. It is anticipated the volunteer compassionate carer role will not only provide support and information to Muslims and their carers, but also provide valuable information to statutory and not for profit service providers to assist in enabling the development and/or redesign of services to better meet the needs of Asian Muslim communities.

Scope

Marie Curie volunteer compassionate carers are trained volunteers (usually from) and working within the Asian Muslim communities whose role is;

i)   To increase awareness and understanding of the range of health and care services that are available to support individuals with life limiting conditions and their families. The services include those available from local health and social care organisations, the hospice and other not for profit organisations in the locality.

ii)   To increase service providers awareness of Asian Muslim community issues and challenges that currently prevent them from accessing services appropriately, so that service changes can be made to improve services and make them more accessible for the Asian Muslim community.

iii)   To visit individuals with life limiting conditions and/or their families in their own homes and communities to provide support, information and sign posting to services that may be of benefit.

A VCC will have a good understanding and respect of Asian Muslim traditions, customs and culture and will be supported to develop a good knowledge of the palliative care help, support and information available to the Muslim community, from independent, charitable and statutory services, free at the point of delivery.

VCCs will initially be supported and supervised by the Marie Curie Helper Service Manager and will be provided with appropriate training for the role.

Level 2 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
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	1.3	Support individuals to communicate	SCDHSC0370 Support the use of technological aids to promote independence http://tools.skillsforhealth.org.uk/competence/show/html/id/3464
	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	CHS58 Provide information and support to carers of individuals with long term conditions http://tools.skillsforhealth.org.uk/competence/show/html/id/2234
			CHS177 Advise on access to and use of services http://tools.skillsforhealth.org.uk/competence/show/html/id/2320
			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	SFTMVD4 Provide one-to-one support to help volunteers develop http://tools.skillsforhealth.org.uk/competence/show/html/id/3007
3. HEALTH SAFETY & SECURITY	3.5.2	Protect individuals from abuse	SCDHSC0395 Contribute to addressing situations where there is risk of danger, harm or abuse http://tools.skillsforhealth.org.uk/competence/show/html/id/3477
6. EQUALITY & DIVERSITY	6.2	Promote equality of opportunity and diversity	GEN109 Promote peoples' rights and encourage them to recognise their responsibilities http://tools.skillsforhealth.org.uk/competence/show/html/id/3875
B. HEALTH INTERVENTION	B3.1.1	Plan activities, interventions or treatments to achieve specified health goals	GEN112 Work with people to identify their needs for safety, support and engagement and how these needs can best be addressed http://tools.skillsforhealth.org.uk/competence/show/html/id/3878
	B16.2	Support individuals who are distressed	SCDHSC0226 Support Individuals who are distressed http://tools.skillsforhealth.org.uk/competence/show/html/id/3531

	B16.4	Support individuals to retain, regain and develop the skills to manage their lives and environment	SCDHSC0426 Empower families, carers and others to support individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3494
			GEN111 Enable individuals, their family and friends to explore and manage change http://tools.skillsforhealth.org.uk/competence/show/html/id/3877
	B17	Work in collaboration with carers in the caring role	CHD HN3 Enable carers to access and assess support networks and respite services http://tools.skillsforhealth.org.uk/competence/show/html/id/706
			MH11.2012 Enable families to address issues with individuals' behaviour http://tools.skillsforhealth.org.uk/competence/show/html/id/3379
			SCDHSC0387 Work in partnership with carers to support individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3472
	B17	(Contd..) Work in collaboration with carers in the caring role	SCDHSC0427 Assess the needs of carers and families http://tools.skillsforhealth.org.uk/competence/show/html/id/3495
	B18.3	Support individuals through bereavement	SCDHSC0384 Support individuals through bereavement http://tools.skillsforhealth.org.uk/competence/show/html/id/3470
C. HEALTH PROMOTION & PROTECTION	C2.1	Encourage behavioural change in people and agencies to promote health and wellbeing	PHP42 Enable people to improve others' health and wellbeing http://tools.skillsforhealth.org.uk/competence/show/html/id/2450
	C2.3	Facilitate the development of community groups / networks	SCDHSC0331 Support individuals to develop and maintain social networks and relationships http://tools.skillsforhealth.org.uk/competence/show/html/id/3442
	C2.4	Enable people to address issues relating to their health and wellbeing	SCDHSC0330 Support individuals to use services and facilities http://tools.skillsforhealth.org.uk/competence/show/html/id/3441
			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)	SCDHSC0368 Present individuals' preferences and needs http://tools.skillsforhealth.org.uk/competence/show/html/id/3461
			SCDHSC0410 Advocate with and on behalf of individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3484
F. EDUCATION LEARNING & RESEARCH	F1.1.3	Develop learning and development sessions	LSILADD04 Plan and prepare specific learning and development opportunities http://tools.skillsforhealth.org.uk/competence/show/html/id/3170
	F4.1	Determine the learning needs of individuals to enable management of their health & well being	PE6 Identify the learning needs of patients and carers to enable management of a defined condition http://tools.skillsforhealth.org.uk/competence/show/html/id/2106

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	Marie Curie Volunteer Compassionate Carer
Formal endorsed learning	
Informal learning	Existing Marie Curie Helper in service training Statutory and Mandatory training including Data Protection, Health & Safety, and Safeguarding An additional day focussed on Muslim and Asian cultural beliefs, services available in the locality and how to access these services Additional options available: Shadowing Induction to local services e-learning using existing modules via Marie Curie
Summary of learning and development including aims and objectives	To equip the volunteer with sufficient knowledge and skill to ensure competence in the role. To safeguard the service user, their family/carers, the volunteer and the employer.
Duration	Two days for the in service helper training plus at least one additional day
National Occupational Standards used	As detailed within role outline. 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.
Credits (including framework used)	Wherever possible learning should be credit rated to enable transferability and progression
Accreditation	Wherever possible learning should be accredited by education providers, professional bodies or similar

APEL and progression	Wherever possible learning should be transferable through APEL and should enable progression to other formal learning
Programme structure	A blended approach to learning with on site taught sessions and e learning Two full days plus an extra day of learning e learning modules for health & safety, safeguarding, confidentiality, and record keeping
Continuous Professional Development	It is recognised that continuing professional development is an essential component to maintaining competent, safe practice at all levels of the career framework. Learning should be active, with the impact on service delivery clearly defined and agreed between the learner and their line manager. A range of methods for capturing the impact of learning may be used e.g. learning contracts, reflective accounts, productivity measures, appraisals systems and processes.
Resources required, e.g. placement learning, preceptors, accredited assessors etc	Ongoing supervision Access the internet and e learning modules
Quality Assurance	Quality assurance of the learning available should be an intrinsic component of delivery.
Policies included in learning programme documentation	Policies relate to the education provided not the clinical, health, or social service provided and so have an education bias. For example: Equal opportunities Accessibility Teaching and learning Assessment internal verification and moderation Appeals procedure APEL processes Staff development Academic standards Equality and diversity E-safeguarding and Safeguarding Health and safety Grievance and disciplinary procedures

Funding	Agreed locally
Leading to registration or membership with:	N/A

References & Further Information: