Transferable Role Template

Career Framework Level 3

Support Worker, Neonatal Care
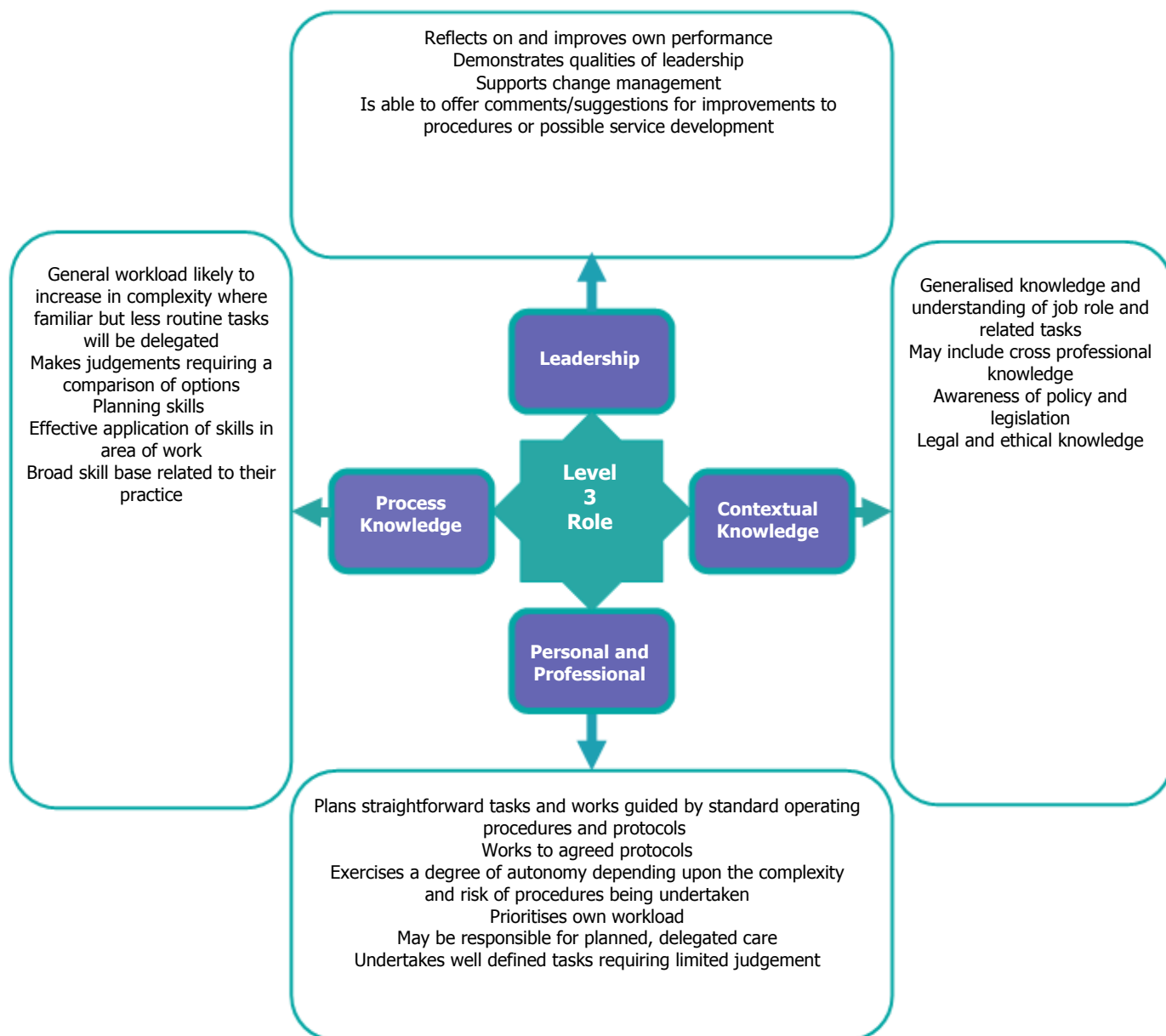
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Developers

Skills for Health and Developed with NHS Fife

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	**Support Worker, Neonatal Care**
Area of work	Hospital NHS Or Independent, Maternity
Role Family	Midwifery
Experience required	Work in the health sector or with children
Career Framework Level	3

Summary of Role

The neonatal health care support worker (NHCSW) acts as a member of the care team within the Special Care Baby Unit (SCBU) and maternity under the supervision of midwives, neonatal nurses and other professional staff.

Scope of the Role

The neonatal health care support worker (NHCSW) acts as a member of the care team within the Special Care Baby Unit (SCBU) and maternity under the supervision of midwives, neonatal nurses and other professional staff. NMCSW will assist in the planning, evaluation and delivery of care for babies requiring special care. They will provide support to the multidisciplinary team, babies and their families. This will be achieved through the performance of specific care activities, carried out after completing a programme of formal training and assessment. This role assists registered nursing staff in achieving and monitoring a safe and secure environment for patients, staff and visitors. The role will also assist in related clerical duties within the SCBU and participate in training and continuing education programmes. 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	MCN1 Communicate and interact with babies http://tools.skillsforhealth.org.uk/competence/show/html/id/1399
	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
3. HEALTH SAFETY & SECURITY	3.5.1	Ensure your own actions reduce risks to health and safety	IPC3.2012 Clean, disinfect and remove spillages of blood and other body fluids to minimise the risk of infection http://tools.skillsforhealth.org.uk/competence/show/html/id/3362
			IPC4.2012 Minimise the risk of spreading infection by cleaning, disinfection and storing care equipment http://tools.skillsforhealth.org.uk/competence/show/html/id/3363
	3.5.2	Protect individuals from abuse	SCDHSC0034 Promote the safeguarding of children and young people http://tools.skillsforhealth.org.uk/competence/show/html/id/3416
A. ASSESSMENT	A2.3	Assess an individual with a suspected health condition	CHS168 Obtain a patient/client history http://tools.skillsforhealth.org.uk/competence/show/html/id/2819
	A2.4	Assess an individual's needs arising from their health status	MCN5 Assess the health and well-being of babies http://tools.skillsforhealth.org.uk/competence/show/html/id/1419
B. HEALTH INTERVENTION	B3.1.1	Plan activities, interventions or treatments to achieve specified health goals	MCN12 Develop and agree individualised care plans for babies and families http://tools.skillsforhealth.org.uk/competence/show/html/id/1402
	B3.3.5	Monitor and manage the environment and resources during and after health care actions	MCN18 Operate equipment for the care of babies http://tools.skillsforhealth.org.uk/competence/show/html/id/1408

	B3.5.1	Prepare a discharge plan	CS10 Prepare a discharge plan with children and young people and those involved in their care http://tools.skillsforhealth.org.uk/competence/show/html/id/2172
	B3.6.2	Monitor an individual's progress in managing health conditions	CS24 Contribute to meeting the nutritional needs of babies, children and young people http://tools.skillsforhealth.org.uk/competence/show/html/id/494
	B5.1	Obtain specimens from individuals	CHS131 Obtain and test capillary blood samples http://tools.skillsforhealth.org.uk/competence/show/html/id/2710
	B5.3	Package biomedical/clinical parcels for transportation	GEN24 Despatch biomedical samples http://tools.skillsforhealth.org.uk/competence/show/html/id/2204
	B8.2	Investigate system/organ function	CHS18 Undertake a newborn hearing screen http://tools.skillsforhealth.org.uk/competence/show/html/id/347
	B10.2	Provide first aid to an individual	CHS36 Provide basic life support http://tools.skillsforhealth.org.uk/competence/show/html/id/906
	B11.1	Insert and secure medical devices to enable administration or drainage of fluids/air/other substances	CHS15 Insert and secure nasogastric tubes http://tools.skillsforhealth.org.uk/competence/show/html/id/344
	B11.2	Maintain fluid levels and balance in individuals	CHS17.2012 Carry out extended feeding techniques to ensure individuals nutritional and fluid intake http://tools.skillsforhealth.org.uk/competence/show/html/id/3398
	B14.2	Implement care plans/programmes	MCN13 Implement individualised care plans to meet the needs of babies http://tools.skillsforhealth.org.uk/competence/show/html/id/1403
	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
	B16.7	Care for and protect babies	SCDHSC0314 Care for a newly born baby when the birth parents are unable to do so http://tools.skillsforhealth.org.uk/competence/show/html/id/3429
	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 http://tools.skillsforhealth.org.uk/competence/show/html/id/3435

G. MEDICAL DEVICES PRODUCTS & EQUIPMENT	G3.6	Set up equipment, medical devices and products	CHS224 Set up equipment to monitor physiological function http://tools.skillsforhealth.org.uk/competence/show/html/id/2849

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	Support Worker, Neonatal Care
Formal endorsed learning	Workbook mapped to competences delivered through in house provision
Informal learning	Mentorship, clinical supervision, reflective practise and shadowing.
Summary of learning and development including aims and objectives	To develop knowledge base and skills enabling safe and competent practice at level 3 of the Career Framework for Health
Duration	Induction package, initial supernumerary for period of one month with ongoing education and review at 1/12, 3/12 and 6/12
National Occupational Standards used	As detailed within the 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 Learning should be at Level 7 of the Scottish Credit & Qualifications Framework for example SVQ3
Accreditation	Wherever possible learning should be accredited by education providers, professional bodies or similar. This programme is investigating accreditation with the Scottish Neonatal Nurses Group (SNNG)
APEL and progression	Wherever possible learning should be transferable through APEL and should enable progression to other formal learning

Programme structure	An in house programme with a blended approach to learning. The worker is supernumerary for the first month during which time they will learn the underpinning theory, have demonstration, and will be assessed against the competencies in their workbook.
Continuous Professional Development	NOT SPECIFIED
Resources required, e.g. placement learning, preceptors, accredited assessors etc	Clinical educator, mentors, other disciplines, advanced neonatal nurse practitioners (ANNP) Dedicated study time
Quality Assurance	Competency booklet, feedback from mentors, PPDU, Observations of care, patient stories.
Policies included in learning programme documentation	For example - 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 procedures
Funding	Service redesign, from existing budget (To be agreed locally)
Leading to registration or membership with:	Scottish Neonatal Nurses Group (SNNG)

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.

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