

Transferable Role Template

Career Framework Level 3

Community Nursery Nurse

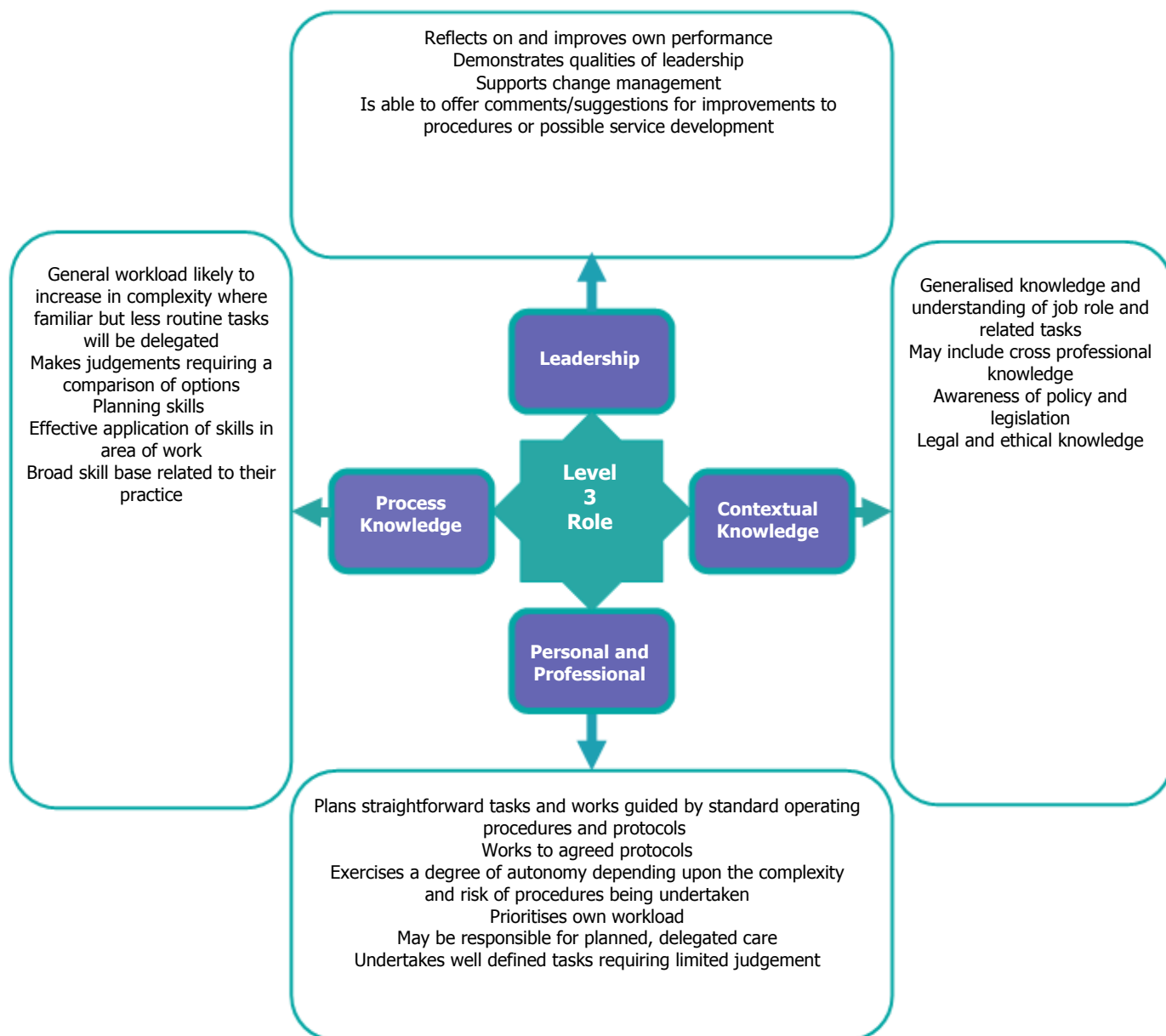
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Level Descriptors

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	Community Nursery Nurse
Area of work	Children And Young People, Community NHS Or Local Authority Or Independent
Role Family	Midwifery, Wider Healthcare Team
Experience required	Significant experience as a nursery nurse in education or health setting
Career Framework Level	3

Summary of Role

The community nursery nurse will participate in the implementation and review of programmes of care and promote the health and wellbeing of families.

First developed 2011

Scope of the Role

The community nursery nurse will participate in the implementation and review of programmes of care and promote the health and wellbeing of families. This post follows agreed programmes and refers non routine issues to the supervisor.

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	1.5	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
			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
			CHS174 Advise and inform others on services http://tools.skillsforhealth.org.uk/competence/show/html/id/2316
			CHS177 Advise on access to and use of services http://tools.skillsforhealth.org.uk/competence/show/html/id/2320
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
	2.1.3	Make use of supervision	GEN36 Make use of supervision http://tools.skillsforhealth.org.uk/competence/show/html/id/2296
A. ASSESSMENT	A1.2	Manage health screening programmes	CHS227 Conduct health screening programmes http://tools.skillsforhealth.org.uk/competence/show/html/id/2852
B. HEALTH INTERVENTION	B3.1.1	Plan activities, interventions or treatments to achieve specified health goals	CHS44 Plan activities, interventions and treatments to achieve specified health goals http://tools.skillsforhealth.org.uk/competence/show/html/id/2221
	B3.1.2	Enable individuals to make health choices and decisions	PE1 Enable individuals to make informed health choices and decisions http://tools.skillsforhealth.org.uk/competence/show/html/id/2101
	B3.2.5	Arrange services and support with other healthcare and service providers	CHS98 Arrange services and support with other health care providers http://tools.skillsforhealth.org.uk/competence/show/html/id/2261

	B3.3.6	Support others in providing health care actions	GEN8 Assist the practitioner to implement healthcare activities http://tools.skillsforhealth.org.uk/competence/show/html/id/389
	B3.4.2	Refer individuals to services for treatment and care	CHS99 Refer individuals to specialist sources of assistance in meeting their health care needs http://tools.skillsforhealth.org.uk/competence/show/html/id/2262
	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
	B14.3	Deliver therapeutic activities	MCN17 Implement interventions for babies and their families http://tools.skillsforhealth.org.uk/competence/show/html/id/1407
C. HEALTH PROMOTION & PROTECTION	C1.1.1	Agree priorities and targets for improving public health	PHS10 Advise others on health and wellbeing, related issues and their impact http://tools.skillsforhealth.org.uk/competence/show/html/id/2472
	C1.1.5	Develop marketing / promotional materials	HP8 Develop materials for information and education for specific audiences to support their engagement and participation in health protection processes http://tools.skillsforhealth.org.uk/competence/show/html/id/2644
	C1.2.3	Implement health protection programmes	HP1 Identify hazards and assess risks to health, wellbeing and safety from information provided by individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/2637
			HP6 Communicate risks to health, wellbeing and safety to a range of individuals and advise how the risks can be prevented, reduced or controlled http://tools.skillsforhealth.org.uk/competence/show/html/id/2642
	C1.3.3	Monitor health protection programmes	HP3 Monitor and analyse routine surveillance data to assess risks to health, wellbeing and safety http://tools.skillsforhealth.org.uk/competence/show/html/id/2639
D. INFORMATION MANAGEMENT / INFORMATION AND COMMUNICATION TECHNOLOGY	D2.1	Collect and validate data and information for processing	HP5 Gather specific information from individuals to contribute to assessing risks to health and wellbeing http://tools.skillsforhealth.org.uk/competence/show/html/id/2641
F. EDUCATION LEARNING & RESEARCH	F4.4	Enable individuals to develop the knowledge and skills to manage their own health needs	PE5 Develop relationships with individuals that support them in addressing their health needs http://tools.skillsforhealth.org.uk/competence/show/html/id/2105

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	Community Nursery Nurse
Formal endorsed learning	<ul style="list-style-type: none"> - BTEC National Diploma in Early Years. Awarded by EDEXEL or - NNEB/Diploma in Childcare & Education (DCE) awarded by CACHE or - NVQ Level 3 in Early Years & ~Education awarded by C&G, CACHE, EDEXEL or OU
Informal learning	<ul style="list-style-type: none"> - Development through supervision - Shadowing
Summary of learning and development including aims and objectives	<p>These programmes support the learner to undertake this role by:</p> <ul style="list-style-type: none"> - Providing a sound knowledge base regarding child development - Explore issues related to child protection - Understand how children learn through play - Develop and engage families with services - Identify a supervisor who will progress the nursery nurse through the competencies identified in the preceptor programme The Healthy Child Programme 2009 - Health Gain Schedule 2009-2010 (public health priorities) eg programmes linked to breast feeding, obesity, safety etc - Childrens Centre Strategic priorities eg breast feeding, obesity, emotional health and support activities - Protection of vulnerable children - Organisational Continuing professional development and supervision policies support the programme documentation - Trained and implementing key departmental policies as per national standards through the staff development unit (for example Common Assessment Framework)

Duration	<ul style="list-style-type: none"> - Full time or part time formal learning - 2 years part time in service in an education or health setting - 6 month local preceptorship programme
National Occupational Standards used	Yes all programmes are mapped to NOS
Credits (including framework used)	Credits will be available for these programmes from next year
Accreditation	Not accredited
APEL and progression	BTEC National certificate in early years and NVQ level 4 in child care and education
Programme structure	<p>These programmes have significant elements of work based learning.</p> <ul style="list-style-type: none"> - Work based learning supported by organisational policies; Supervision, mentoring, continuing professional development. - Programme developed by supervisor with post holder to meet individual learning needs required by the job role and building on previous knowledge and experience
Continuous Professional Development	Not specified
Resources required, e.g. placement learning, preceptors, accredited assessors etc	<ul style="list-style-type: none"> - Comprehensive induction and preceptorship programme with competences specific to job role signed off by 6 months - Need to include information about how much time out, and how much ongoing supervision. - Negotiated protected study time based on individuals learning needs with continuous supervision available. - Progression onto working without direct supervision in clients home as assessed by supervisor depending on previous experience (2 weeks to a month)

Quality Assurance	<ul style="list-style-type: none"> - The preceptorship model follows the DoH Guidelines for preceptorship (March 2010). - The competency framework has been developed based on the Community Practitioners and Health Visitor Association 2005 and NCH (document available) - Through HEI and/or FE college delivering the formal learning
Policies included in learning programme documentation	<ul style="list-style-type: none"> - Equal opportunities, equality & diversity and accessibility - Appeals procedure
Funding	<p>Local funding may be secured from a range of places an example of which may be:</p> <ul style="list-style-type: none"> - NCH for Sure Start Childrens centre and Northumberland Care Trust
Leading to registration or membership with:	<p>N/A</p>

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