

Transferable Role Template

Career Framework Level 3

Pregnancy Outreach Worker

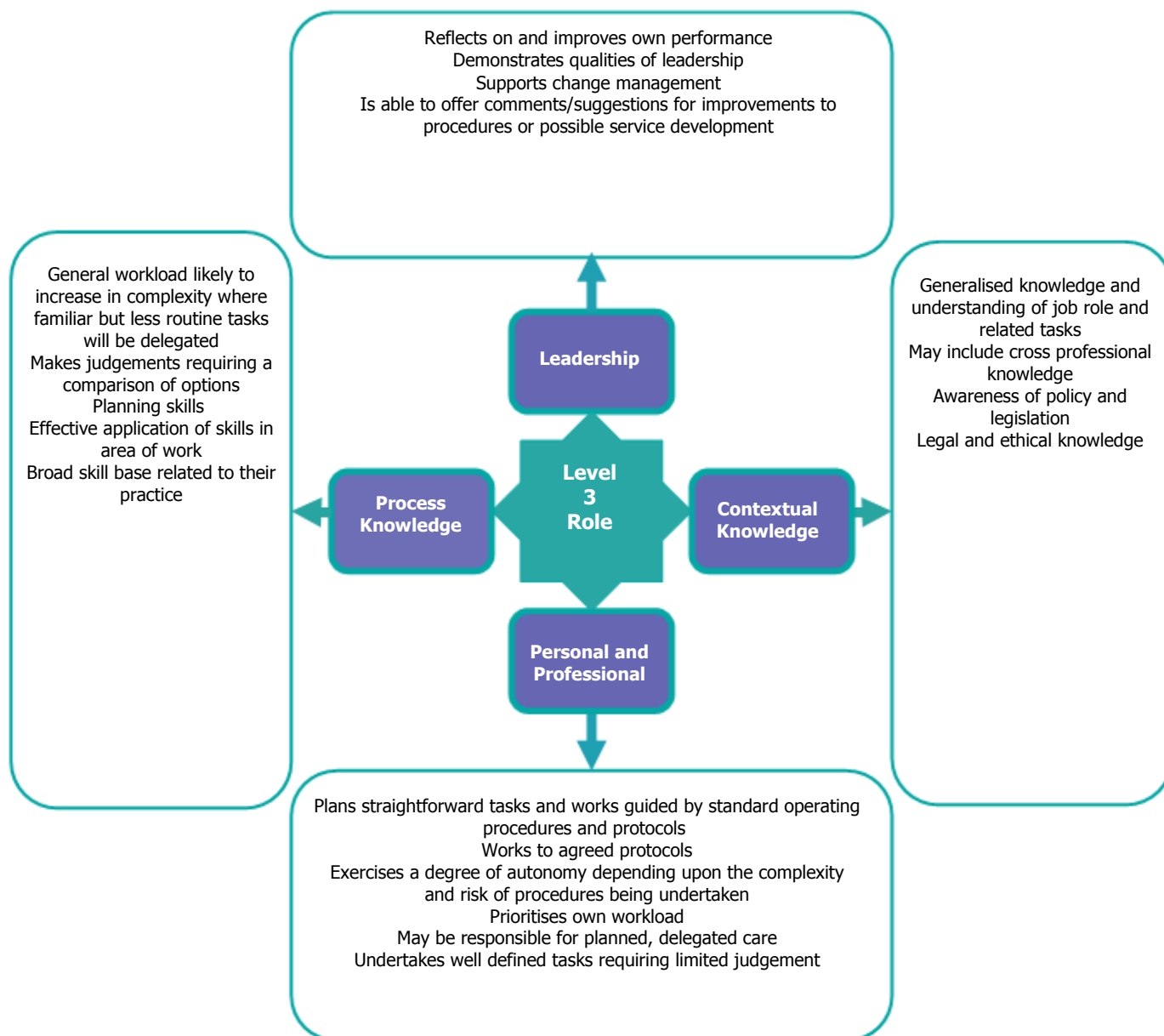
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Level Descriptors

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	Pregnancy Outreach Worker
Area of work	Community NHS Or Local Authority Or Independent, Health Promotion, Integrated Healthcare, Maternity
Role Family	Navigation And Signposting, Wider Healthcare Team
Experience required	Experience of community based working Delivery of one to one/group support. Ability to motivate and influence others
Career Framework Level	3

Summary of Role

This role supports midwives by working with young and/or vulnerable mothers to be.

First developed in 2010

Scope of the Role

Working with young and/or vulnerable mothers to be, this role has an important health promotion and education focus. By working either with individuals or small groups the pregnancy outreach worker will seek to enable individuals to access health services, and make the most of opportunities to maintain their own health throughout pregnancy.

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
2. PERSONAL & PEOPLE DEVELOPMENT	2.2.1	Support the development of the knowledge and practice of individuals SCDHSC0211 Support individuals to take part in development activities http://tools.skillsforhealth.org.uk/competence/show/html/id/3520
6. EQUALITY & DIVERSITY	6.2	Promote equality of opportunity and diversity SCDHSC3111 Promote the rights and diversity of individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3540
	6.3	Develop a culture that promotes equality of opportunity and diversity, and protects individuals SCDHSC0452 Lead practice that promotes the rights, responsibilities, equality and diversity of individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3502
B. HEALTH INTERVENTION	B14.4	Undertake personal care for individuals SCDHSC0218 Support individuals with their personal care needs http://tools.skillsforhealth.org.uk/competence/show/html/id/3526
	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 SCDHSC0344 Support individuals to retain, regain and develop skills to manage their daily living http://tools.skillsforhealth.org.uk/competence/show/html/id/3448
	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

C. HEALTH PROMOTION & PROTECTION	C2.2	Provide information to individuals, groups and communities about promoting health	SCDHSC3103 Contribute to raising awareness of health issues http://tools.skillsforhealth.org.uk/competence/show/html/id/3423
	C2.4	Enable people to address issues relating to their health and wellbeing	SCDHSC3112 Support individuals to manage their own health and social well-being http://tools.skillsforhealth.org.uk/competence/show/html/id/3419
H. MANAGEMENT & ADMINISTRATION	H2.6	Receive and pass on messages and information	SCDHSC0242 Deal with messages and information http://tools.skillsforhealth.org.uk/competence/show/html/id/3510

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	Pregnancy Outreach Worker
Formal endorsed learning	Literacy/Numeracy level 2 Common Assessment Framework (CAF) training
Informal learning	Work based demonstration Shadowing
Summary of learning and development including aims and objectives	The learner will be given the knowledge, understanding and skills required to fulfil their role effectively via various learning methods including work based learning and class room learning and will demonstrate competence in a series of work based assessment, supervision and portfolio submission
Duration	70 guided learning hours
National Occupational Standards used	As outlined in this template
Credits (including framework used)	7
Accreditation	Approved credits with Open College Network
APEL and progression	Modules may be used towards further study in support work.
Programme structure	3 modules Supporting Lifestyle change, Supporting pregnant women and Protecting vulnerable adults
Continuous Professional Development	Not specified
Resources required, e.g. placement learning, preceptors, accredited assessors etc	Classroom based learning, appropriately qualified tutor Work based mentor/supervision Work based assessment
Quality Assurance	In line with Open College Network (OCN) Quality Assurance Benchmark

Policies included in learning programme documentation	Lone Working Health & Safety Equality & Diversity Confidentiality Data Protection
Funding	N/A
Leading to registration or membership with:	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