Transferable Role Template

Career Framework Level 2

Nail Carer

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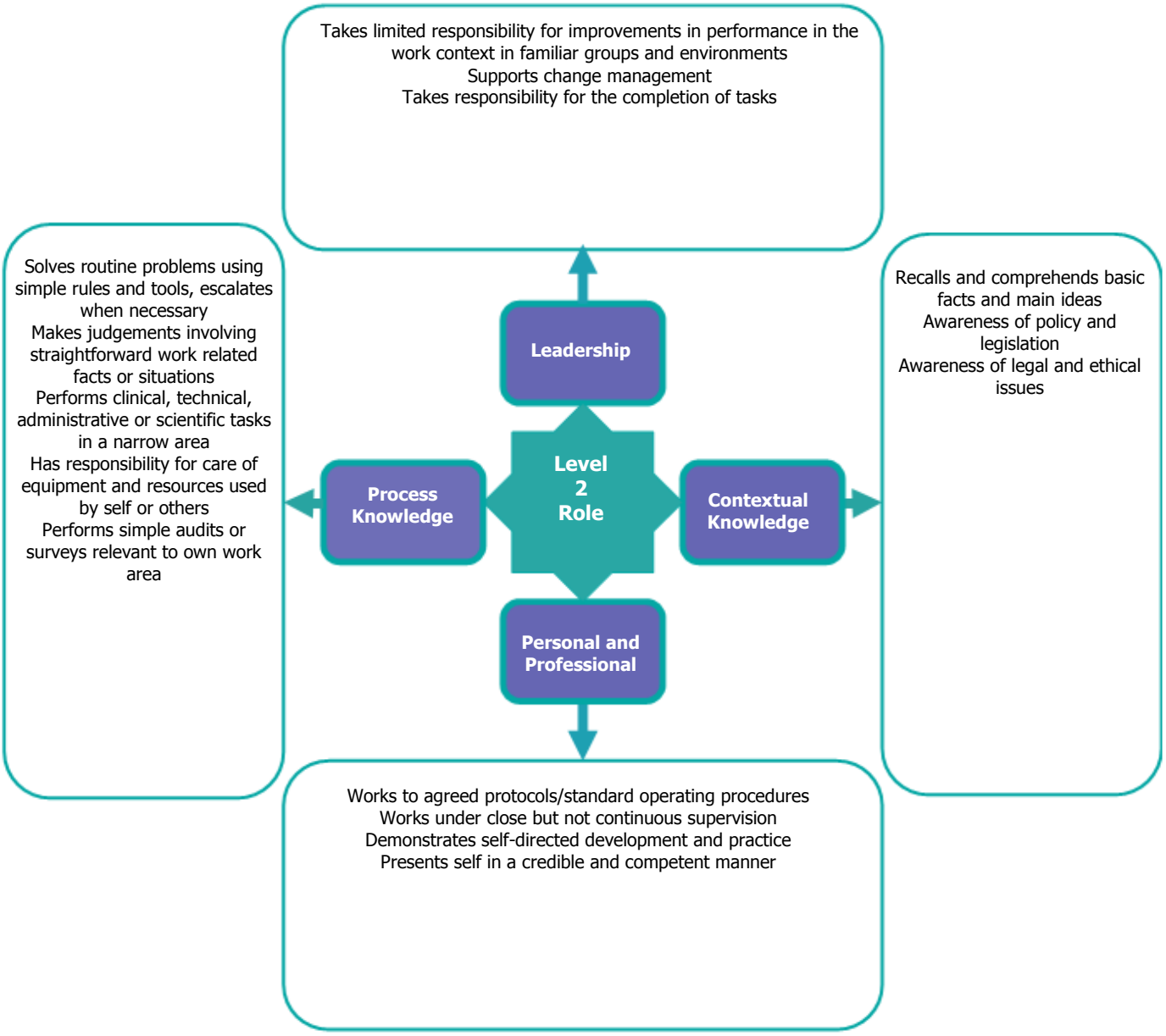
Level Descriptors

Key characteristics of a Level 2 Role



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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	**Nail Carer**
Area of work	Community NHS Or Local Authority Or Independent
Role Family	Wider Healthcare Team
Experience required	Completion of accredited nail carer course
Career Framework Level	2

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Summary of Role

Nail care is not a podiatry service; it provides routine care for normal toe nails and feet as well as finger nails and hands.

The nail carer will also be taught to give low level falls prevention advice and encouraged to signpost to appropriate health promotion type services.

Scope of the Role

Required for this role:

- CRB practitioner compliance
- Continuous professional development
- Local NHS podiatry referral procedure
- Public liability insurance

The service is for the provision of nail care. It is intended to help those people who cannot manage the task for themselves. Nail care is not a podiatry service; it provides routine care for normal toe nails and feet as well as finger nails and hands. This will include nail cutting, gentle hand and foot massage and nail painting. Foot and/or hand bathing may take place if required.

Nail carers will cut the toe nails of clients who have diabetes but are low risk, following receipt of a GP or podiatrist referral. They will also be able to manage the nails of those clients with fungal infections.

The nail carer will also be taught to give low level falls prevention advice and encouraged to signpost to appropriate health promotion type services.

Should there be any signs of infection or foot disorder foot care will not be given and the client will be advised to seek professional help.

There will be a help line for the nail carer to obtain advice directly from a qualified podiatrist. The nail carer will work in various locations to include community venues and clients own home.

All level 2 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 added to the template using the same format.

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	1.4	Develop relationships with individuals	CHS100 Develop relationships with individuals with long term conditions http://tools.skillsforhealth.org.uk/competence/show/html/id/2263
	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
			CHS174 Advise and inform others on services http://tools.skillsforhealth.org.uk/competence/show/html/id/2316
2. PERSONAL & PEOPLE DEVELOPMENT	2.1.3	Make use of supervision	GEN36 Make use of supervision http://tools.skillsforhealth.org.uk/competence/show/html/id/2296
5. QUALITY	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
B. HEALTH INTERVENTION	B3.3.1	Prepare and dress for specified health care roles	GEN2 Prepare and dress for work in healthcare settings http://tools.skillsforhealth.org.uk/competence/show/html/id/383
	B16.6	Enable care in the home environment	SCDHSC0229 Maintain safety and security when accessing individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3534
C. HEALTH PROMOTION & PROTECTION	C2.2	Provide information to individuals, groups and communities about promoting health	PHP13 Provide information to individuals, groups and communities about promoting health and wellbeing http://tools.skillsforhealth.org.uk/competence/show/html/id/2413
D. INFORMATION MANAGEMENT / INFORMATION AND COMMUNICATION TECHNOLOGY	D2.1	Collect and validate data and information for processing	HI7.2010 Collect and validate data and information in a health context http://tools.skillsforhealth.org.uk/competence/show/html/id/2980
H. MANAGEMENT & ADMINISTRATION	H1.5.4	Monitor and address customer service problems	CFACSD1 Develop customer relationships http://tools.skillsforhealth.org.uk/competence/show/html/id/3606

Facets of Role (National Occupational Standards):

Underpinning Principle	Reference Function		Competence
		None Assigned	

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Locality Specific Competences / National Occupational Standards:

Underpinning Principle	Reference Function		Competence
		None Assigned	

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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	**Nail Carer**
Formal endorsed learning	Certificate in Nail Care Therapy Learner assessments are recorded via assessment documentation within a portfolio of evidence, including consultation sheets and assignments. MQCs are issued and located following awarding body procedures. Centralised summative record sheets are completed by tutors and assessors in accordance with internal and external verification procedures.
Informal learning	Work shadowing, supervision by podiatrists and reflective evaluations following client interaction.

Summary of learning and development including aims and objectives	- Practical demonstrations underpin theory delivery, assessment is on-going throughout the course, both within realistic salon environments and work experience locations. All assessments are either -competent- or -not yet competent-. Learners complete assignments to reinforce essential knowledge and are required to achieve a final multiple-choice question paper. - Understand and apply health, safety, and hygiene in accordance with legislation, safe working environments and exemplary standards of professional appearance. - Comprehend the anatomy, physiology, terminology and basic microbiology of the skin, foot and nail, recognising basic skin disorders and diseases including factors which affect the feet of older people and people with disabilities, including contra-indications which restrict treatments. - Provide essential nail treatment services, consultation, cutting / filing nails, hard skin removal, massage, nail painting, alongside referral to other agencies, developing an excellent service. - Establish and retain an accurate, efficient and up to date record keeping system; evaluating and responding to client feedback. The following policies and legislation will be included in the syllabus: - Manual handling - Personal protective equipment - Management of health and safety at work - Provision and use of work equipment - COSHH / material safety data sheets (MSDS) - CQC - Local government regulations eg Trading Standards - Fire precaution - Electricity at work - First aid at work - Reporting injuries, diseases and dangerous occurrences - Lone Worker - Recognised hand washing regime (Ayliffe et al 1978) - Safeguarding of vulnerable groups act 2006

Duration	70 hours 14 weeks @ 5 hours per week 2 weeks at 35 hours per week
National Occupational Standards used	The performance criteria and the knowledge statements of the NOS will form the basis of the learning outcomes developed by the learning provider and the individual learner. ESSENTIAL NOS: No reference function for health functional map as NOS from Hair and Beauty Industry Authority (HABIA) SKABT7v2 Provide Manicure Treatment SKABT8v2 Provide Pedicure Treatment
Credits (including framework used)	To be confirmed
Accreditation	To be confirmed
APEL and progression	- APEL opportunities in accordance with awarding body processes and procedures as promoted by Ofqual recommendations. - Level 3 foot care specialist programme - Level 2 Certificate in Pedicure
Programme structure	- Practical demonstrations and individual nail care treatments are completed on a range of clientele within a range of real settings e.g. local care homes and are assessed either formatively or summatively. - Theory sessions are delivered by both podiatrists and pedicure specialists and underpin all aspects of the work of a nail care therapist. Client records are completed and a portfolio of evidence generated. Assignment work is completed for all essential knowledge requirements with a final multiple choice knowledge paper.
Continuous Professional Development	Annual CPD session / supervision via NHS podiatry services and work shadowing

Resources required, e.g. placement learning, preceptors, accredited assessors etc	- Realistic salon/classroom environment and client opportunities - Placement visits - Accredited assessors - Qualified podiatrists
Quality Assurance	As guided by awarding body processes and procedures, following Ofqual recommendations
Policies included in learning programme documentation	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	To be confirmed Learner responsive preferred (LR)
Leading to registration or membership with:	CRB practitioner compliance

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References & Further Information:

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