

## Matching nursing and midwifery clinical support worker roles Advice for job evaluation panels

This advice supplements the [clinical support worker employer guidance](#) issued following the revision of the national profiles in June 2021.

### Assessing knowledge, training and experience

In the NHS Job Evaluation Handbook, [chapter 5, factor 2 - knowledge, training and experience \(KTE\)](#) states:

“It is very important to get the KTE factor level right. Care must be taken to recognise all knowledge, skills and experience required irrespective of whether a formal qualification is required. General education, previous skills or experience and the amount of in-house or mandatory training needed must be taken into account.”

[Section 2.4 of this factor](#) states:

“It is important that panels clarify what qualifications and/or experience are actually needed for a job and ensure they understand what the qualification or experience is – this may involve asking questions of the job advisors to ensure that the level expected of someone is the level at which the job will be carried out competently, rather than that relating to recruitment level. It is sometimes useful to match or evaluate the other job factors first prior to the KTE factor in cases where there is doubt about the level for factor 2, because a better idea of the job demands will emerge from this process.”

### Job description content and panel questions and seeking clarification

To assist NHS organisations when updating job descriptions and matching panels to complete job evaluation exercises, the following questions may be helpful. These questions can also be used more generally to help assess knowledge, training and experience requirements particularly when there are no commonly accepted equivalent qualifications.

- What prior knowledge, training and/or experience is required to carry out the role?
- How would the prior knowledge have been gained?
- What is the typical induction period?
- What is included in the induction programme?
- Are there any local mandatory training or other competency frameworks which need to be completed before carrying out certain tasks or activities?
- What types of formal training and/or ‘on the job’ learning is required in the role?

- If training is provided, what is the typical learning period or duration and how is knowledge assessed? This should be described in timescales of days, weeks or months.
- What knowledge of policies, procedures, safe healthcare practices are needed to perform the role competently?
- How long does it take to learn how to carry out the full range of duties and responsibilities of the role?
- What processes, procedures or assessment measures are in place to ensure the organisation knows that staff are safe and competent to complete their duties?
- Is competency regularly assessed e.g. after completion of a training programme, on an annual basis or similar?

In clinical support worker (CSW) and maternity support worker (MSW) roles, patient client care, physical skills and knowledge and training and experience levels should be carefully checked to ensure these are consistent and relative to the activities carried out. Results can be consistency checked with similar roles, for example in allied health professionals sub-job families.

Matching panels can use the crosscheck report in the Computer Aided Job Evaluation system (CAJE) where this is available to complete this activity or carry out manual checks.

When patient client care is assessed at level 4 and knowledge, training and experience is assessed at level 2, this should be carefully checked as it may indicate that either:

- The patient client care factor level is too high or;
- The knowledge, training and experience factor level is too low.

## Job description examples and sample panel questions

A good job description is needed for a robust job matching outcome, which should clearly articulate the requirements and competence for the role and include the essential qualifications and/or experience required to be employed in the role.

Nursing and midwifery clinical support worker job descriptions may contain broad statements similar to the list in the examples below. Job descriptions in other job roles may also have similar content and this advice can be applied when matching those posts.

The areas highlighted **in bold** indicate content that matching panels may want to seek clarification on or further information.

Job matching panels should always consider whether job descriptions sufficiently describe the activities carried out and check that the knowledge, training and

experience requirements stated in the job description reflect the overall demands of the role.

Matching panels should also consider if they have sufficient information in the job description to fully assess the patient/client care, physical skills and knowledge training and experience required to carry out the role.

The examples below show job description content and suggests questions matching panels may ask to gain additional information and/or clarification. When job information is not clear in the job description, matching panels can put questions to the job advisors (representatives of the post(s) being considered and of their line management):

Example 1:	
<b>Job description content</b>	To assist in the <b>delivery of patient/client care and participate in the safe and effective management of the nursing services</b> under the supervision of registered nurses and midwives.
<b>Questions</b>	<ol style="list-style-type: none"> <li>1. What specific patient/client care activities are carried out?</li> <li>2. How often are the tasks carried out?</li> <li>3. What training is provided to enable the CSW to carry out the activities?</li> </ol>

Example 2:	
<b>Job description content</b>	The clinical support worker will <b>contribute in a variety of activities of patient/client care to the level of experience and assessed competence that he/she has acquired.</b>
<b>Questions</b>	<ol style="list-style-type: none"> <li>1. What specific patient/client care activities are carried out?</li> <li>2. What knowledge is gained through experience?</li> <li>3. What competencies are required to be met and how are these measured/assessed?</li> <li>4. How long does it take to acquire the level of competence required for the role?</li> </ol>

Example 3:	
<b>Job description content</b>	You will work to the <b>level of your experience, assessed competence and skills acquired within the post.</b>
<b>Questions</b>	<ol style="list-style-type: none"> <li>1. What does this mean when the role is carried out in practice?</li> <li>2. What competencies and skills are acquired within the post and how long does it take to obtain these?</li> </ol>

#### Example 4:

<b>Job description content</b>	Once <b>training and assessment of competence is obtained carrying out tasks and planned care</b> as designated by a registered nurse/midwife, for example, baseline observations, bathing and toileting
<b>Questions</b>	<ol style="list-style-type: none"><li>1. What is included in the training provided?</li><li>2. How much time does it typically take to complete the training programme and acquire competency?</li></ol>

#### Example 5:

<b>Job description content</b>	Willingness to undertake an <b>apprenticeship</b> .
<b>Questions</b>	<ol style="list-style-type: none"><li>1. Can details of the apprenticeship programme be provided with timeframes for completion?</li></ol>

#### Example 6:

<b>Job description content</b>	<b>NVQ level 2/3 or an apprenticeship in care (desirable)</b>
<b>Questions</b>	<ol style="list-style-type: none"><li>1. What does desirable mean in this context? (Panels should refer to the guidance note in the factor plan knowledge, training and experience factor on the use of desirable in job descriptions and person specifications).</li><li>2. Two levels of vocational qualification are noted in the job description. What knowledge would a postholder require to be considered as equivalent to this if gained through experience?</li><li>3. What vocational qualification subject or topic area would be required for the post?</li><li>4. Can you provide more information on the apprenticeship in care and the content of the programme and duration?</li></ol>

## Changes to nursing and midwifery clinical support worker national profiles, band 2 and 3

Summary and description of the changes to the profiles	
<b>Assessing patient care and knowledge, training and experience factors in CSW/MSW roles</b>	<p>Some changes to the CSW/MSW band 2 and band 3 profiles have been made to ensure that the differences between these are clear.</p> <p>The non-bold elements of the profiles have been updated to assist panels when they are assessing the patient care aspects of the role and related knowledge, training and experience requirements.</p>
<b>What type of activities are defined as personal care?</b>	<p>Personal care broadly means daily activities of living. This can include toileting, bathing, dressing, feeding and assisting patients with their appearance including for example brushing hair.</p>
<b>What does recording patient information mean?</b>	<p>Recording patient information means activities such as fluid balance (intake and output), nutrition – eating meals and making notes of these on a patient information system. It also includes personally generated clinical observations, test results and patient care activities for example, changing a wound dressing, taking blood pressure.</p>
<b>What type of activities are defined as patient observations</b>	<p>CSW/MSWs operate across a wide spectrum of healthcare environments in hospitals, community settings, mental health facilities, maternity services and clinics. Patient observations will therefore vary depending on the setting and activities carried out. These can include the following:</p> <p>Taking blood pressure, blood glucose levels, pregnancy testing, routine maternal and neonatal observations, observing patients for signs of agitation or distress (mental health).</p>
<b>What are clinical care duties and clinical observations?</b>	<p>These include venepuncture, removal of catheters, removal of peripheral cannula, wound observation and dressings, urinalysis, pregnancy testing, infant feeding support, one-to-one observations in mental health settings and programmes of care, therapy or treatment determined by others.</p>