

National Profiles for Nursing Services				
Factor	Band Two	Band Three	Key National Profile Differences	JE Handbook Factor Differences
1. Communication & Relationship Skills	Provide & receive routine information requiring tact or persuasive skills; barriers to understanding – Level 3(a) Exchanges factual information with patients using persuasion, reassurance, tact, empathy; may overcome barriers to understanding e.g. patient has physical impairment, mental health condition or learning disabilities	Provide & receive routine information; barriers to understanding – Level 3(a) Exchanges factual information with patients using persuasion, reassurance, tact, empathy; may overcome barriers to understanding e.g. patient has physical impairment, mental health condition or learning disabilities	<ul style="list-style-type: none"> Both Role Profiles at JE Level 3 	
2. Knowledge, Training & Experience	Range of routine work procedures requiring job training – Level 2 Knowledge of personal care and related procedures, NVQ2 training or equivalent	Range of procedures and practices; base level of theoretical knowledge – Level 3 Knowledge of care and related procedures, clinical observations, relevant legislation; NVQ3 or equivalent experience	<ul style="list-style-type: none"> Base level of theoretical knowledge Knowledge of care and related procedures Clinical observations NVQ Level 3 or equivalent 	<ul style="list-style-type: none"> Understanding procedures and practices “some of which are non-routine, which require a base level of theoretical knowledge. This is normally acquired through formal training or equivalent experience” NVQ3, Vocational Qualifications Level 3 and similar qualifications “non-routine activities, such as answering queries, progress chasing, task-related problem-solving”
3. Analytical & Judgemental Skills	Judgements involving facts or situations; some requiring analysis – Level 2 Prioritise which duties to respond to first, report patient condition	Judgements involving facts or situations; some requiring analysis – Level 2 Assess patient’s condition through basic observations/test results, assess comfort of patient, instigate emergency procedures	<ul style="list-style-type: none"> Assess patient’s condition through basic testing Assess comfort of patient Instigate emergency procedures 	<ul style="list-style-type: none"> Level 3 requires analysis and comparison (e.g. fault finding in complex equipment and initial patient assessment)
4. Planning & Organisational Skills	Organise own day to day work tasks or activities – Level 1 Plans own work	Organise own day to day work tasks or activities – Level 1 Plans own work	<ul style="list-style-type: none"> Both Role Profiles at JE Level 1 	
5. Physical Skills	Physical skills obtained through practice – Level 2 Hand eye co-ordination for manoeuvring wheelchairs, bathing patients, using hoists	Physical skills obtained through practice/Developed physical skills; manipulation of objects, people’ narrow margins for error; Highly developed physical skills, accuracy important; manipulation of fine tools, materials – Level 2-3(a)(b) Hand eye co-ordination required when using test equipment e.g. blood glucose monitors, psychometric testing, manipulating wheelchairs, driving / Restraint of patients/clients; venepuncture	<ul style="list-style-type: none"> Highly developed physical skills, accuracy important, manipulation of fine tools, materials Takes bloods Carries out venepuncture Uses test equipment 	<ul style="list-style-type: none"> Level 3(a) – “specific requirement for speed or accuracy ... manipulation of fine of objects or people with narrow margins for error” “Restraint of patients / clients indicates a skill level that requires a form course of training and regular updating” Level 3 (b) – “highly developed physical skills, where accuracy is important ... manipulation of fine tools or materials” e.g. administering intravenous injections
6. Responsibility for Patient/Client Care	Provides personal care to patients/clients – Level 3(a) Undertakes personal care duties e.g. bathing, toileting	Implement clinical care, care packages – Level 4(a) Undertakes a range of delegated clinical care duties; record patient observations	<ul style="list-style-type: none"> Implements clinical care, care packages Undertakes delegated clinical care Records patient observations 	<ul style="list-style-type: none"> Level 4(a) – Implementing care “includes carrying out programmes of care ... or treatment determined by other. This may entail making minor modifications to the care programme or package within prescribed parameters, and reporting back on progress”
7. Responsibility for Policy/Service Development	Follows policies in own role, may be required to comment – Level 1 Follows policies, may participate in discussions on proposed changes to procedures	Follows policies in own role, may be required to comment – Level 1 Follows policies, may participate in discussions on proposed changes to ward procedures	<ul style="list-style-type: none"> Both Role Profiles at JE Level 1 	

8. Responsibility for Financial & Physical Resources	Duty of personal care in relation to equipment, resources/handle cash, valuables; maintain stock control – Level 1 – 2(a)(c) Careful use of ward equipment/handles patient valuables; orders ward supplies	Personal duty of care in relation to equipment, resources/handle cash, valuables; maintain stock control – Level 1 – 2(a)(b)(c) Careful use of equipment/handles patients' valuables; ensure equipment used by others, e.g. hoists, is safe and properly used; orders supplies	<ul style="list-style-type: none"> Both Role Profiles at JE Level 1/2 	
9. Responsibility for Human Resources	Demonstrate own duties to new or less experience employees – Level 1 Demonstrates own duties to new starters, agency staff	Demonstrate own activities to new of less experiences employees/Day to day supervision – Level 1/2 Demonstrates own duties to new starters/supervises work of students and junior staff	<ul style="list-style-type: none"> General/professional/clinical supervision of less experienced staff 	<ul style="list-style-type: none"> Level 2(b) – “regularly responsible for professional/clinical supervision of a small number of qualified staff or students” Professional/clinical supervision – “process by which professional and clinical practitioners are able to reflect on their professional practice in order to improve, identify training needs and develop. It can be conducted by a peer or superior”
10. Responsibility for Information Resources	Records personally generated information – Level 1 Contributes to updating patient records	Records personally generated information – Level 1 Contributes to updating patient records	<ul style="list-style-type: none"> Both Role Profiles at JE Level 1 	
11. Responsibility for Research & Development	Undertake surveys or audits, as necessary to own work – Level 1 Occasionally participates in audits, surveys, research and development activities	Undertake surveys or audits, as necessary to own work – Level 1 Occasionally participates in audits, surveys, research and development activities	<ul style="list-style-type: none"> Both Role Profiles at JE Level 1 	
12. Freedom to Act	Well established procedures, supervision close by/Standard operating procedures, someone available for reference – Level 1 - 2 Carries out routine personal care duties, supervisor available / Acts on own initiative when delivering personal care, supervision accessible	Standard operating procedures, someone available for reference – Level 2 Acts on own initiative when delivering patient care, supervision accessible	<ul style="list-style-type: none"> Standard operating procedures Someone available for reference Acts on own initiative to deliver patient care 	<ul style="list-style-type: none"> “Is guided by standard operating procedures (SOPs), good practice, established precedents (Level 2) for example a jobholder may be required to deal with enquiries and other matters which are generally routine, but is normally able to refer non-routine enquiries and other matters to others”
13. Physical Effort	Frequent moderate effort for several short/frequent moderate effort for several long periods; occasional intense effort for several short periods – Level 3(c) – 4(b)(c) Turns, manoeuvres patients for toileting, bathing using aids; toileting, bathing without mechanical aids	Frequent moderate effort for several short/Frequent moderate effort for several long periods; Occasional intense effort for several long periods– Level 3(c) – 4(b)(c) Turns, manoeuvres patients for toileting, bathing using aids, restrains patients, active participation in physical activities, e.g. sports activities; toileting, bathing without mechanical aids	<ul style="list-style-type: none"> Both Role Profiles at JE Level 3-4 	
14. Mental Effort	Frequent concentration, work pattern predictable – Level 2(a) Concentration for personal care duties, follows routine	Frequent concentration, work pattern predictable/unpredictable – Level 2(a) / 3(a) Concentration required for clinical and personal care procedures, predictable/unpredictable when responding to emergency situations, e.g. patient/client restraint	<ul style="list-style-type: none"> Work pattern can be unpredictable and frequent Concentration required for clinical and personal care procedures 	<ul style="list-style-type: none"> Unpredictable = “where the jobholder is required to change from one activity to another at third party request” Frequent = “occurs on half the shifts worked or more”
15. Emotional Effort	Occasional/frequent distressing or emotional circumstances – Level 2-3(a) Care of patients/clients with chronic illness/conditions, terminally ill and deaths	Occasional distressing or emotional circumstances/Frequent distressing or emotional circumstances; Occasional highly distressing or emotional circumstances – Level 2(a)-3(a)(b) Care of patients with chronic illness/conditions, terminally ill and deaths, challenging behaviour	<ul style="list-style-type: none"> Both Role Profiles at JE Level 2-3 	
16. Working Conditions	Occasional highly unpleasant	Frequent unpleasant conditions; Occasional	<ul style="list-style-type: none"> Frequent unpleasant conditions 	

	<p>conditions/frequent highly unpleasant conditions – Level 3(b) – 4(b) Foul linen, body fluids</p>	<p>highly unpleasant conditions/Some exposure to hazards; Frequent highly unpleasant conditions – Level 3(a)(b) – 4(a)(b) Foul linen, body fluids; physically aggressive behaviour</p>	<ul style="list-style-type: none"> • Both Role Profiles at JE Level 3-4 	
--	--	---	--	--