Appendix 10

Transferable Role Template

Career Framework Level 8

Liaison and Diversion Service Strategic Manager

Final - April 2018

Developed with the Liaison and Diversion Expert Panel

Contents

Introduction to the Template

Transferable Roles

This template is designed to enable a common understanding and communication of transferable roles.
It can be used to help define the learning and development needs for staff already working in these roles and to support the establishment of transferable roles where appropriate.

In the development of this template Skills for Health seeks to provide some consistency of approach to defining the skills and competences needed to fulfil the requirements new, hybrid, or existing transferable roles.

All transferable roles will have common or 'core' competences, plus speciality/pathway specific competences. Over time, these will be supported by appropriate national occupational standard based learning and development packages. The term 'competences' is used throughout the document. All competences are national occupational standards (NOS).

Definition of a Transferable Role

A transferable role (TR) is a named cluster of competences and related activities that is applicable, relevant and replicable across different geographic locations in the UK. An TR may be either a whole job levelled to the Career Framework or a subset of various jobs at different levels of the Career Framework, e.g. point of care testing.

The Template

The template has a range of applications and may successfully be used by commissioners, managers, employers, and individual staff members.

In all cases the template is designed to be used as a whole. A role is composed of all components – level descriptors, national occupational standards and indicative learning and development.

Career Framework Levels and National Occupational Standards (NOS)

The Career framework, which has nine levels, is a method of describing the level of autonomy and responsibility and the kind of decision making required by a job. Level descriptors have been established through rigorous discussions and are referenced to and linked with the qualifications frameworks as well as research where available regarding what should be expected of an individual at any given level. The level descriptor is intended to be relevant to any role within the health sector both clinical and non-clinical roles.

It is important to bear in mind that the career framework levels are not intended to be coterminous with the NHS Agenda for Change banding, though there may be some similarities.

National Occupational Standards have been developed by expert groups, have undergone a rigorous nationally determined process to achieve their status and are approved for use in vocational qualifications by the UK Commission for Employment and Skills. Because of this they cannot changed in terms of content or wording. They focus on what a person needs to be able to do, as well as what they must know and understand to work effectively. They are not in themselves levelled. Some may be more appropriate to a specific level on the career framework others will span all levels. They are all indicatively linked to the NHS Knowledge and Skills Framework.

The reference function they are listed by in the template relates to the Health Functional Map which is a method of categorising the NOS and amongst other things facilitates finding them on the data base.

Each NOS is listed by its code and title, they are all underpinned by knowledge requirements and performance criteria.

The NOS in this template are divided into the following sections:

- Core to the level – the core is intended to be relevant to any role in the health sector, whether it is clinical or not and therefore is broad based in terms of the NOS it contains.
- Specific to the role
- Facets, some roles have different facets, each made up of a group of NOS, relevant to different areas of practice
- Locality Specific – Additional NOS may be added here.

NOS may only be removed from the pick and mix section.

Indicative Learning and Development

The learning and development section of the template gives an indication of the level and style of learning relevant to the role. It is very much an indication and is not a comprehensive inventory of learning available.

Some people may wish to or need to study whole qualifications - others will not. Some will need to participate in smaller 'bite sized' learning opportunities. Each individual should use the role profile to identify with their line manager what their needs are and how they will achieve them.

Learning should follow the Skills for Health learning design principles which encourage partnership working between employers, commissioners and education providers. The learning design principles aim to develop learning that is fit for purpose, practice and award. The key messages are:

- Learning should be based on NOS
- Learning should be accredited and quality assured
- Flexible frameworks and delivery methods should be used
- Bite sized packages of learning that build into larger qualification enable greater flexibility

Skills for Health Learning and Design Principles
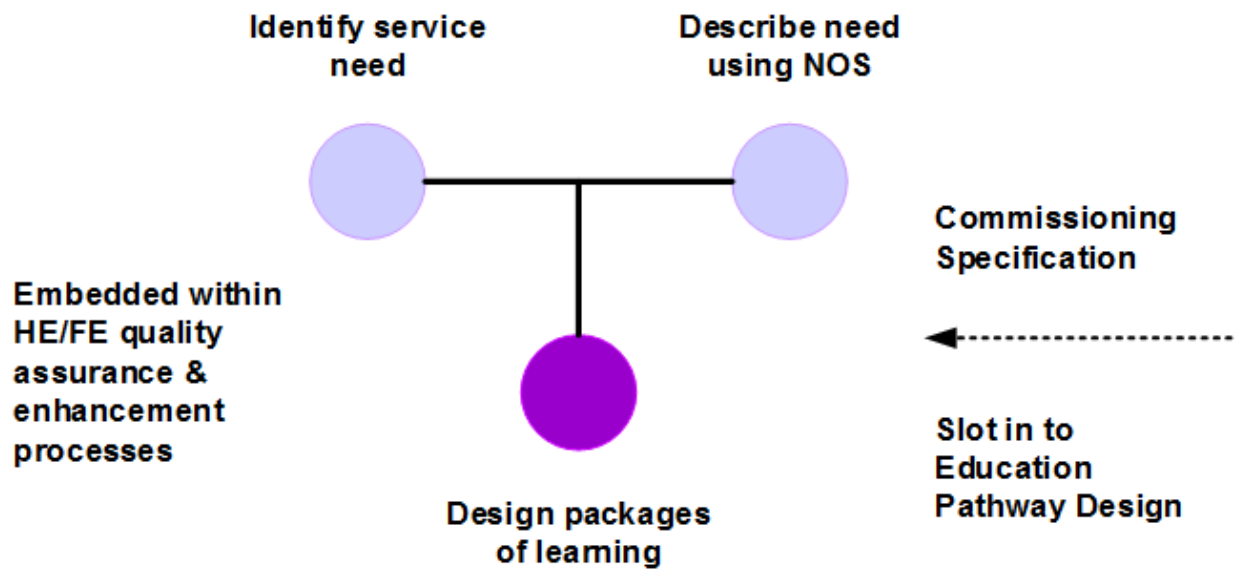
The level of learning required by an individual will be dependent upon what they need to learn. There is a connection between levels of learning and career framework levels however not all learning will be at the same level as the role level. For example someone with expert clinical skills i.e. level 8 may need to engage in learning about management at level 5 or 6 of the qualifications framework. Learning for a practical skill may not be levelled.
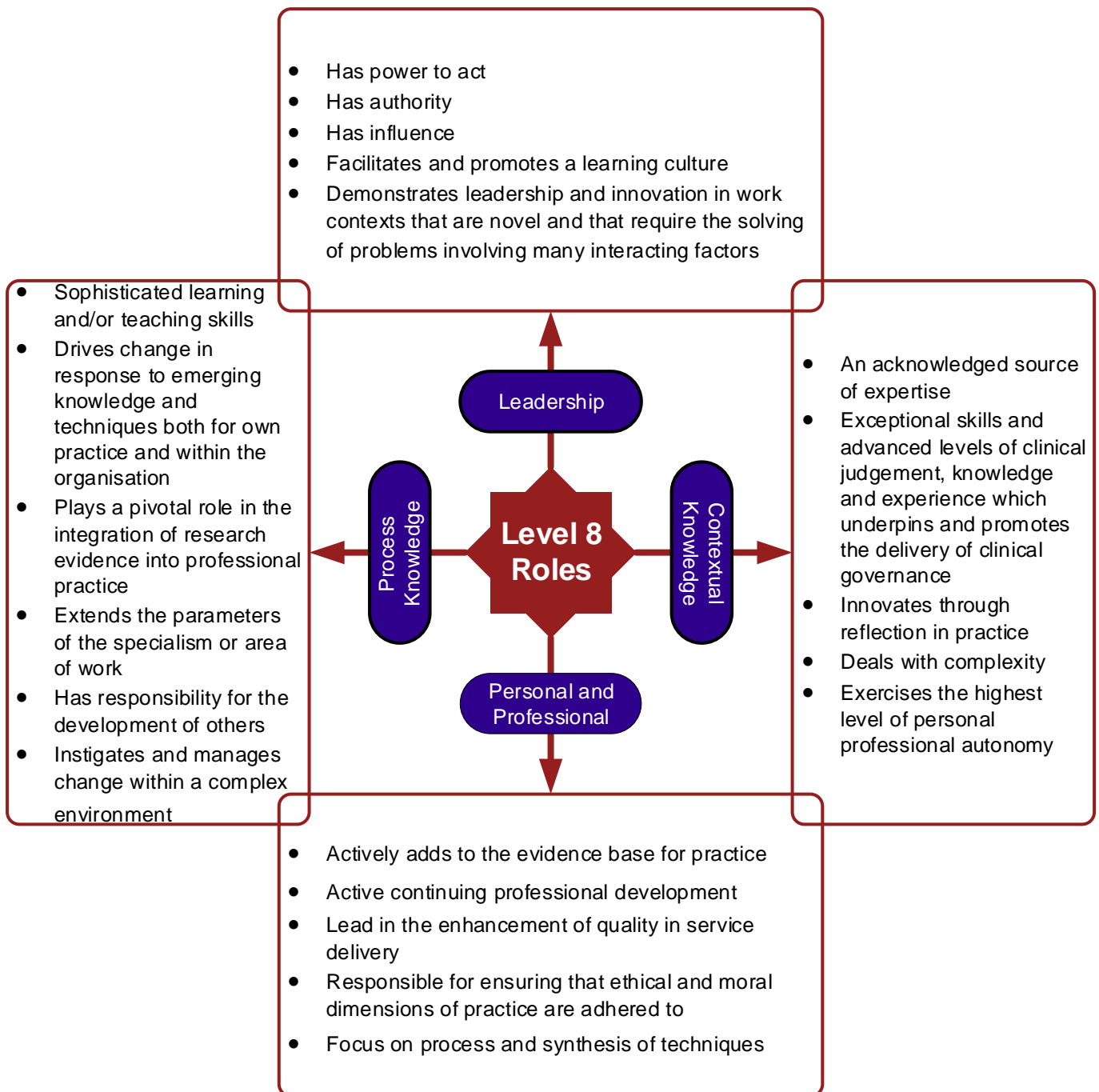
At all times learning should be tailored to the needs of the service and the individual. A flexible approach to learning is required in terms of curriculum design and the use of informal learning opportunities. More detail is included in the indicative learning and development section of this template.

The Template

Level Descriptors

Definition of the Level 8 Role

People at level 8 of the career framework have highly specialised knowledge, some of which is at the forefront of knowledge in a field of work, which they use as a basis for original thinking and /or research. They are leaders with considerable responsibility, and the ability to research and analyse complex processes. They have responsibility for service improvement or development. They may have considerable management responsibilities and be accountable for service delivery or have a leading education or commissioning role.

- Has power to act
- Has authority
- Has influence
- Facilitates and promotes a learning culture
- Demonstrates leadership and innovation in work contexts that are novel and that require the solving of problems involving many interacting factors

- Sophisticated learning and/or teaching skills
- Drives change in response to emerging knowledge and techniques both for own practice and within the organisation
- Plays a pivotal role in the integration of research evidence into professional practice
- Extends the parameters of the specialism or area of work
- Has responsibility for the development of others
- Instigates and manages change within a complex environment

Leadership

Process Knowledge

Level 8 Roles

Contextual Knowledge

Personal and Professional

- An acknowledged source of expertise
- Exceptional skills and advanced levels of clinical judgement, knowledge and experience which underpins and promotes the delivery of clinical governance
- Innovates through reflection in practice
- Deals with complexity
- Exercises the highest level of personal professional autonomy

- Actively adds to the evidence base for practice
- Active continuing professional development
- Lead in the enhancement of quality in service delivery
- Responsible for ensuring that ethical and moral dimensions of practice are adhered to
- Focus on process and synthesis of techniques

The National Occupational Standards

This section of the template has an example of a level 8 role. This example is intended to give core information for the role. The indicative learning and development packages are included.

Basic Information

Named Role	Liaison and Diversion Strategic Manager
Area of Work	Liaison and Diversion Service
Sample Job Description Available	No
Experience Required	From an equivalent management background Recognised management qualification or equivalent experience/willingness to work towards management qualification.. Experience of people management
Career Framework Level	Level 8

Scope of the Role

A summary of the role including governance and boundaries

To develop the strategic plan and objectives for the Liaison and Diversion service. To ensure delivery of the service business plan and contractual obligations. To provide leadership support to the operational manager/leader and manage people, where appropriate. To ensure that all relevant stakeholders are included in the planning and delivery of the service. To ensure that there is an appropriate programme of staff practice development in place. To instill a culture of continuous service improvement with reference to the outcomes of service audits and service user engagement.

Common/Core Competences for all Level 8 Roles:

Underpinning Principles	Reference Function		Competence
1. Communication	1.2	Communicate effectively	GEN97 Communicate effectively in a health care environment
2. Personal and People Development	2.1.1	Develop your own knowledge and practice	GEN13 Synthesise new knowledge into the development of your own practice
			CFAM&LAA3 Develop and maintain your professional networks
	2.1.2	Reflect on your own practice	GEN23 Monitor your own work practices
			SCDHSC0033 Develop your practice through reflection and learning
	2.2.1	Support the development of knowledge and practice of individuals	SCDSC0043 Take responsibility for the continuing professional development of yourself and others
3. Health, Safety and Security	3.5.1	Ensure you own actions reduce risks to health and safety	IPC2.2012 Perform hand hygiene to prevent the spread of infection
			PROHSS1 Make sure your own actions reduce risks to health and safety
			PMVRV1 Make sure your actions contribute to a positive and safe working culture
	3.5.2.	Protect individuals from abuse	SCDHSC0024 Support the safeguarding of individuals
4. Service Improvement	4.6	Promote service improvement	CFAM&LCA1 Identify and evaluate opportunities for innovation and improvement
5. Quality	5.1.1	Act within the limits of your competence and authority	GEN63 Act within the limits of your competence and authority

Underpinning Principles	Reference Function		Competence
	5.1.2	Manage and organise your own time and activities	HT4 Manage and organise your own time and activities
		Establish quality policy and quality assurance systems for the delivery of a service or function	GEN126 Monitor, evaluate and improve inter-agency services for addressing health and well-being needs
6. Equality & Diversity	6.1	Ensure your own actions support equality of opportunity and diversity	SCDHSC0234 Uphold the rights of individuals
	6.2	Promote equality of opportunity and diversity	SCDHSC3111 Promote the rights and diversity of individuals
B. Health Intervention	2.1	Obtain information from individuals about their health status and needs	CHS169 Comply with legal requirements for maintaining confidentiality in healthcare
D. Information Management / Information and Communication Technology	2.4	Maintain information/record systems	CFA_BAD 332 Store and retrieve information using a filing system
H. Management and Administration		Implement change	CFAM&LCA4 Implement change
	1.3.1	Contribute to the effectiveness of teams	SCDHSC0241 Contribute to the effectiveness of teams
	1.3.2	Develop relationships with individuals	CFAM&LDD1 Develop and sustain productive working relationships with colleagues
	2.6	Receive and pass on messages and information	ESKITU020 Use digital communications

Role Specific Competences

Underpinning Principle	Reference Function		Competence
2. Personal and People Development	2.1	Support the development of the knowledge and practice of individuals	GEN35 Provide supervision to other individuals
3. Health, Safety and Security		Investigate health and safety related incidents	CFAPMVW9 Investigate and evaluate incidents of violence at work
		Evaluate the impact of health and safety related incidents	PROHSR3 Investigate work related incidents, incidents, ill health reports and complaints for the purposes of health and safety regulations
5. Quality		Ensure your organisation delivers quality services	SfJCPS2.2 Review and evaluate current service provision
C. Health Promotion and Protection		Implement strategies to promote individuals' health and well being	PHP30 Work in partnership with others to plan how to put strategies for improving health and well being into effect
F. Education, Learning and Research		Interpret results of research and development activities	R&D10 Interpret results of research and development activities
H. Management and Administration		Manage operation plans for an area of responsibility	PHS24 Manage the development and direction of work
		Provide leadership	CFAM&LBA3 Lead your team
			CFAM&LDD7 Represent your area of responsibility in meetings
			CFAM&LBA2 Provide leadership in your area of responsibility
		Manage demands for services	SfJ HF31 Assess and agree priorities for services and resources

Underpinning Principle	Reference Function	Competence
	Market and promote the service	SCDHSC0437 Promote your organisation and its services to stakeholders
	Develop relationships with individuals	CFAM&LDD2 Develop and sustain productive working relationships with stakeholders
		SfJAD2 Develop, sustain and evaluate joint working between agencies
	Manage multi-agency collaborative working	GEN122 Enable workers and agencies to work collaboratively
	Recruit, select and train colleagues	CFAOP2 Plan what people your business needs
	Participate in meetings	CFA_BAA413 Chair meetings
		SFJ AD3 Represent one's own agency at other agencies' meetings
	Manage a project	CFAM&LFA5 Manage projects
	Manage suppliers and contracts	SfJ HF18 Specify, commission and manage external contracts and agreements
	Manage a budget	CFAM&LEA4 Manage budgets

Locality Specific Competences

In this space you can define additional competences which are essential for your local needs.

Go to the Health Functional Map to begin your search for the competences related to the additional tasks or functions you have identified.

All competences are cross referenced to the NHS knowledge and skills framework (KSF).

Underpinning Principles	Reference Function		Competence

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	Level 8 Liaison and Diversion Service Strategic Manager
Formal endorsed learning	
Informal learning	Information Governance Safeguarding (Level 3) Project/Programme Management Root cause analysis training Risk/risk management training Health and Safety Equality and Diversity PREVENT
Summary of learning and development including aims and objectives	
Duration	
National Occupational Standards used	
Credits (including framework used)	
Accreditation	
APEL and progression	
Programme structure	
Resources required, e.g. placement learning, preceptors, accredited assessors etc	
Quality Assurance	
Policies included in programme documentation	
Funding	
Leading to registration or membership with:	

Continuing Professional Development

It is recognised that continuing professional development is an essential component to maintaining competent, safe practice at all levels of the career framework.

The following is considered the minimum required to maintain competence within this role. Learning should be active, with the impact on service delivery clearly defined and agreed between the learner and their line manager. A range of methods for capturing the impact of learning may be used e.g. learning contracts, reflective accounts, productivity measures, appraisals systems and processes.
Wherever possible learning should be accredited and/or credit rated and should focus on the needs of the individual in the role.

Statutory and Mandatory learning of particular relevance to the role	None identified	
Formal endorsed learning	Title	None identified
	Awarding body	
	Credit	
	QCF code	
	Level	
Informal learning	Negotiated at appraisal/performance review.	
Method of capturing impact	Annual appraisal	
Funding required	Dependent upon agreed CPD plan and negotiated locally	
Frequency required (once a year, once every two years, twice or more a year)	Annual learning needs will be identified and planned as part of the appraisal process. Specific goals will be agreed and the best method for achieving them negotiated.	

References:

2010 Skills for Health Summary of Attributes and Definitions for Career Framework Levels

2014 Skills for Health Employability Skills Matrix

2013/14 NHS England Liaison and Diversion Operating Model

2017 NHS England Liaison and Diversion Standard Service Specification