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# Appendix 4

Transferable Role Template

Career Framework Level 3

Liaison and Diversion Service Administrator

Final - April 2018

Developed with the Liaison and Diversion  
Expert Panel

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# Contents

<b>Introduction to the Template .....</b>	<b>3</b>
Transferable Roles.....	3
Definition of a Transferable Role .....	3
The Template .....	3
Career Framework Levels and National Occupational Standards (NOS) .....	3
Indicative Learning and Development.....	4
<b>The Template .....</b>	<b>6</b>
Level Descriptors .....	6
<i>Definition of the Level 3 Role .....</i>	<i>6</i>
Definition of Administrators/Assistants/Technicians at Level 3.....	7
The National Occupational Standards .....	7
Basic Information .....	7
Scope of the Role.....	7
Common/Core Competences for all Level 3 Roles:.....	8
Role Specific Competences .....	9
Locality Specific Competences .....	10
Indicative Learning and Development.....	11
Continuing Professional Development.....	12
<b>References:.....</b>	<b>14</b>

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# 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. A 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.

## 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 be 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.

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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 or removed here.

## **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.

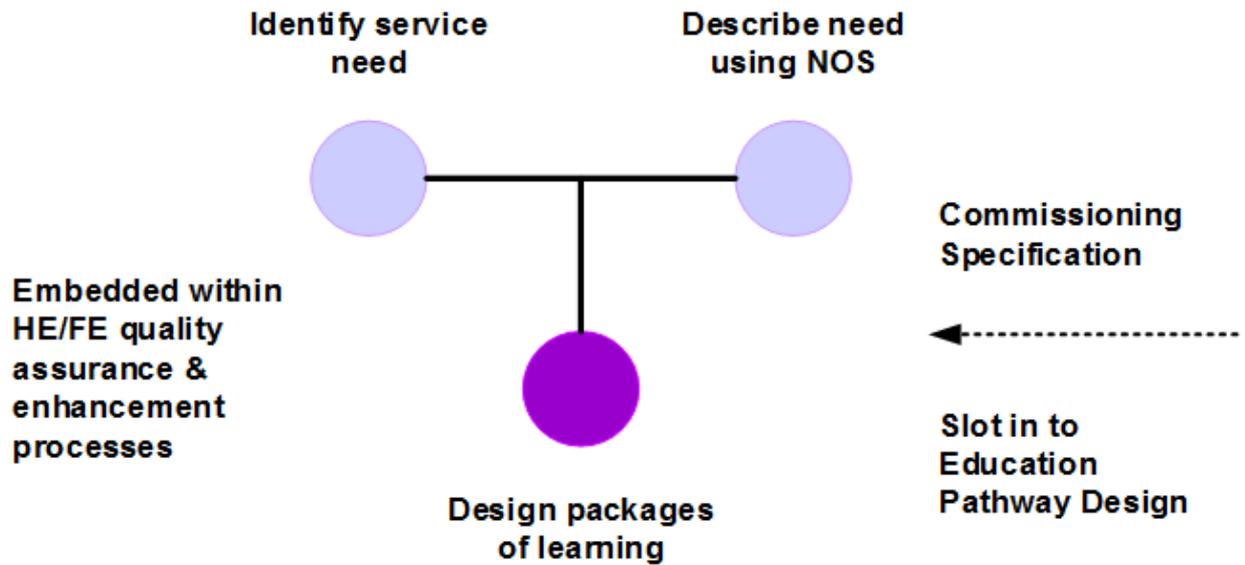
Some people may wish to or need to study whole qualifications - others will not. Some will need to participate in smaller 'bite sized' learning opportunities. Each individual should use the role profile to identify with their line manager what their needs are and how they will achieve them.

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

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## 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.

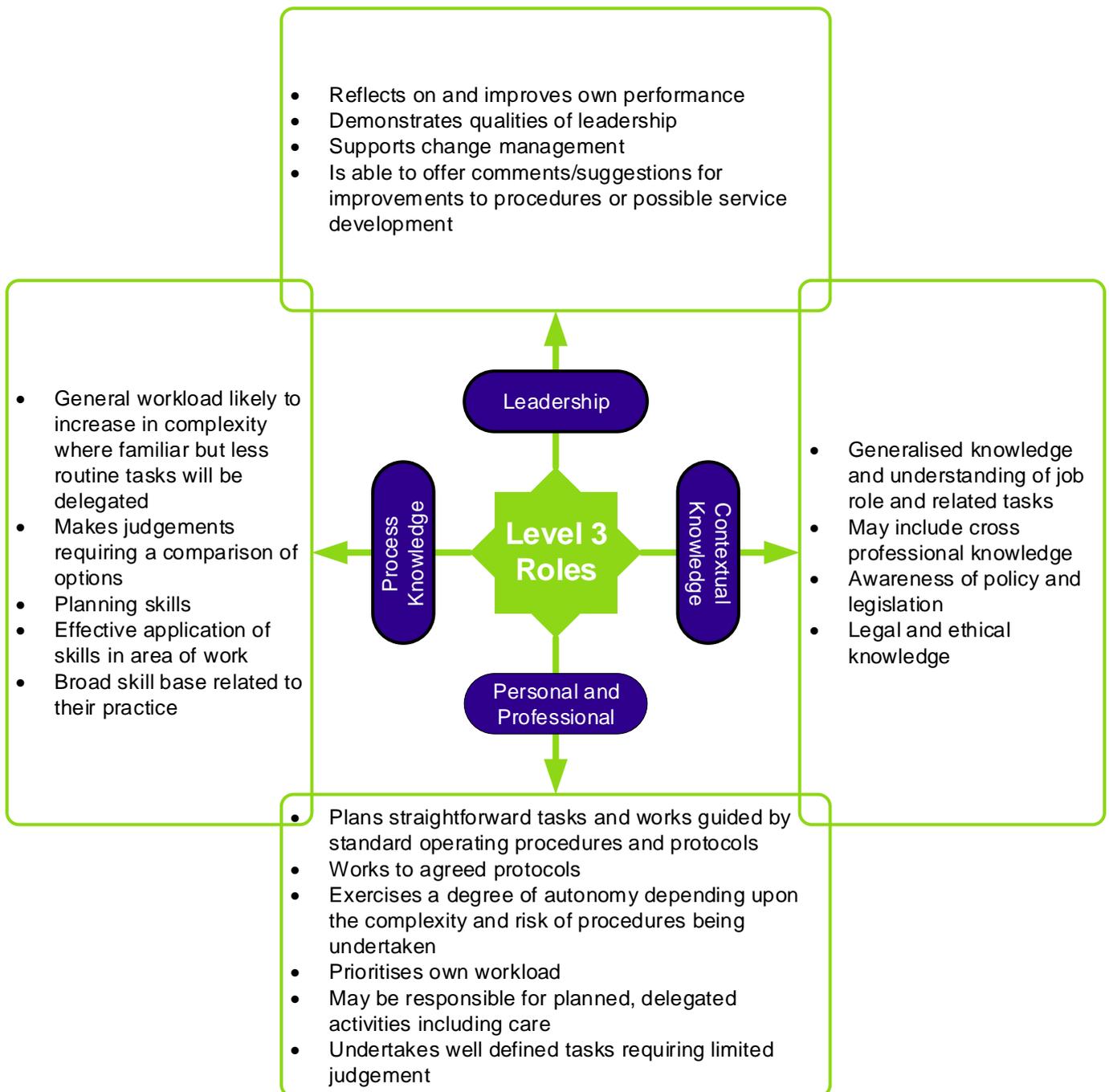
At all times learning should be tailored to the needs of the service and the individual. A flexible approach to learning is required in terms of curriculum design and the use of informal learning opportunities. More detail is included in the indicative learning and development section of this template.

# The Template

## Level Descriptors

### Definition of the Level 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. These roles have a variety of titles for example senior healthcare assistants, technicians and senior healthcare support workers. This is not an exhaustive list.



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## Definition of Administrators/Assistants/Technicians at Level 3

Administrators, assistants and 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 focused aspects of service delivery.

These characteristics have been developed by Skills for Health and Justice working with employers and other stakeholders.

## The National Occupational Standards

This section of the template has an example of a level 3 role. This example is intended to give core information for the role. The indicative learning and development packages are included.

### Basic Information

<b>Named Role</b>	Liaison and Diversion Service Administrator
<b>Area of Work</b>	Liaison and Diversion Service
<b>Sample Job Description Available</b>	No
<b>Experience Required</b>	GCSE A*-C in English prior to role (new grading system equivalent is Grades 9-6) or equivalent, and/or ECDL acceptable and/or Diploma in Business Administration Level 2 (or willingness to work towards).
<b>Career Framework Level</b>	Level 3

### Scope of the Role

Provide high quality administrative support to the Liaison and Diversion team. Ensure clients and visitors to the service are dealt with in a friendly, professional and confidential manner. Help to contribute to individuals having a positive experience of the Liaison and Diversion service.

Contribute to the smooth running of front and back office functions.

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.

## Common/Core Competences for all Level 3 Roles:

Underpinning Principles	Reference Function	Competence
1. Communication	Communicate effectively	<a href="#">GEN97</a> Communicate effectively in a health care environment
2. Personal and People Development	Develop your own knowledge and practice	<a href="#">SCDHS0023</a> Develop your knowledge and Practice
	Reflect on your own practice	<a href="#">GEN23</a> Monitor your own work practices
3. Health, Safety and Security	Ensure you own actions reduce risks to health and safety	<a href="#">IPC2.2012</a> Perform hand hygiene to prevent the spread of infection
		<a href="#">PROHSS1</a> Make sure your own actions reduce risks to health and safety
		<a href="#">PMVRV1</a> Make sure your actions contribute to a positive and safe working culture
	Protect individuals from abuse	<a href="#">SCDHSC0024</a> Support the safeguarding of individuals
5. Quality	Act within the limits of your competence and authority	<a href="#">GEN63</a> Act within the limits of your competence and authority
	Manage and organize your own time and activities	<a href="#">HT4</a> Manage and organise your own time and activities
6. Equality & Diversity	Ensure your own actions support equality of opportunity and diversity	<a href="#">SCDHSC0234</a> Uphold the rights of individuals
B. Health Intervention	Obtain information from individuals about their health status and needs	<a href="#">CHS169</a> Comply with legal requirements for maintaining confidentiality in healthcare
D. Information Management / Information and Communication Technology	Maintain information/record systems	<a href="#">CFA_BAD 332</a> Store and retrieve information using a filing system
H. Management and Administration	Contribute to the effectiveness of teams	<a href="#">SCDHSC0241</a> Contribute to the effectiveness of teams
	Receive and pass on messages and information	<a href="#">ESKITU020</a> Use digital communications

## Role Specific Competences

Underpinning Principle	Reference Function	Competence
1. Communication	Communicate effectively	<a href="#">SFJAB1</a> Communicate effectively with people
	Communicate effectively	<a href="#">SFJAB8</a> Communicate with people in vulnerable groups
4. Service Improvement	Contribute to improving services	<a href="#">CFA_CSD9</a> Promote continuous improvement
H. Management and Administration	Organise and co-ordinate events	<a href="#">CFA_BAA411</a> Support the organisation of meetings
	Handle mail	<a href="#">CFA_BAA612</a> Handle mail
	Receive and pass on messages and information	<a href="#">SCDHSC0242</a> Deal with messages and information
		<a href="#">SS07</a> Receive, transmit, store and retrieve information
		<a href="#">CFA_BAA621</a> Make and receive phone calls



## 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	Administrator Level 3 Liaison & Diversion Service
Formal endorsed learning	Care Certificate (develop in role) Diploma in Business Administration Level 3 (develop in role) RSA III (develop in role)
Informal learning	Mandatory training within the service Locality specific training within the service
Summary of learning and development including aims	
Duration	
National Occupational Standards used	As detailed within role outline. The performance criteria and knowledge statements in each NOS will form the basis for the development of specific learning outcomes for each person and may be used to develop generic learning outcomes for each module/unit of learning
Credits (including framework used)	Wherever possible learning should be credit rated to enable transferability and progression
Accreditation	Wherever possible learning should be accredited by education providers, professional bodies or similar
APEL and progression	Wherever possible learning should be transferable through APEL and should enable progression to other formal learning
Programme structure	
Resources required, e.g. placement learning, preceptors, accredited assessors etc	
Quality Assurance	

Policies included in programme documentation	For example: <ul style="list-style-type: none"> <li>• Equal opportunities,</li> <li>• Accessibility</li> <li>• Teaching and learning</li> <li>• Assessment, internal verification and moderation</li> <li>• Appeals procedure</li> <li>• APEL processes</li> <li>• Staff development</li> <li>• Academic standards</li> <li>• Equality and diversity</li> <li>• E-safeguarding and Safeguarding</li> <li>• Health and safety</li> <li>• Grievance and disciplinary procedures</li> </ul>
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  Safeguarding Data Protection Information Governance	
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	

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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.

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## 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

[Further Information](#)



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