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Transferable Role Template

Career Framework Level 7

Adult Secure and Detained Estate

Service Manager

June 2021

Developed with the Adult Secure and Detained
Estate Expert Panel

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Introduction to the Template

Transferable Roles

This template is designed to enable a common understanding and communication of transferable roles. 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.

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).

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 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:

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- 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 (competences) may be added 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.

The Template

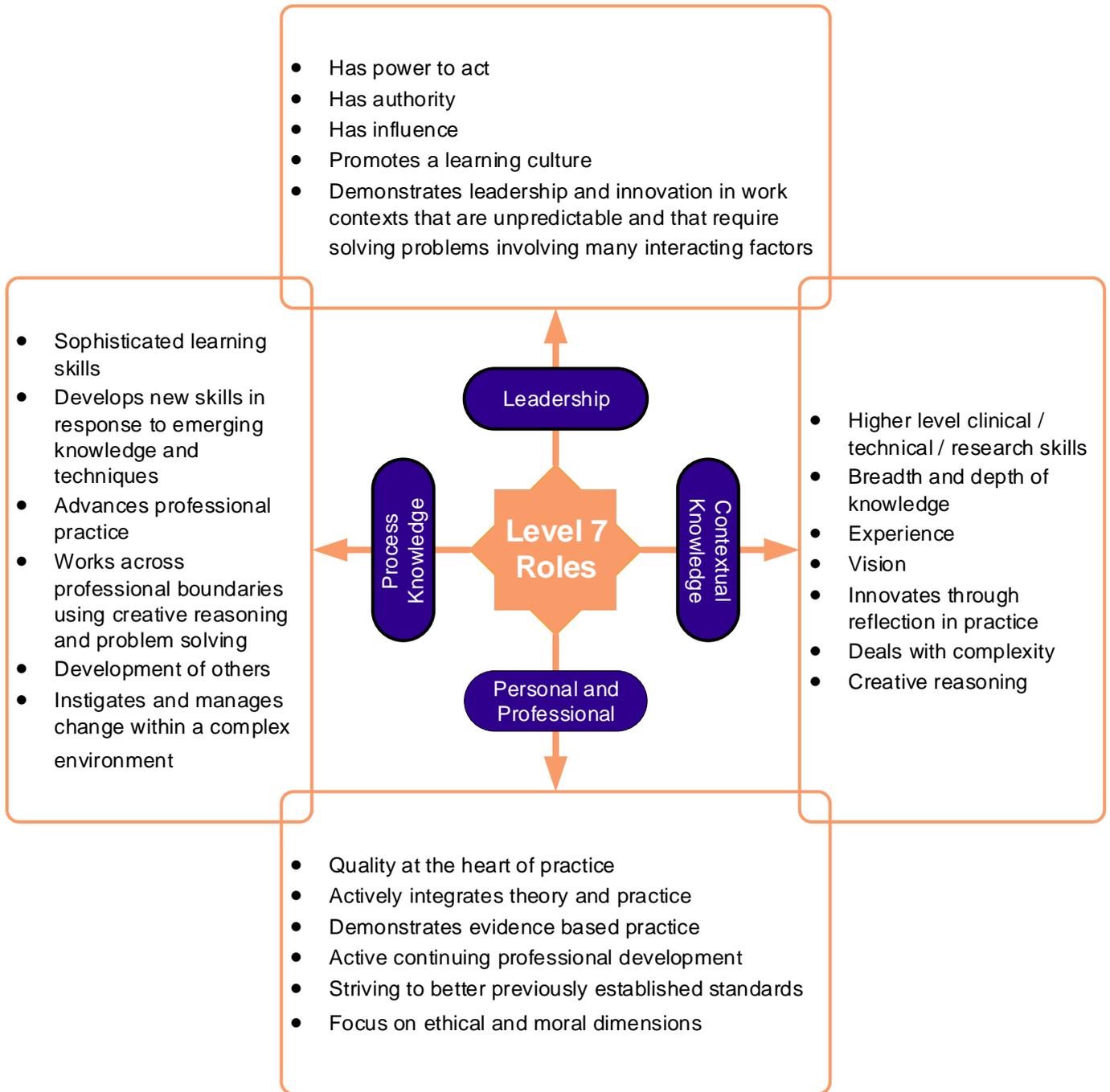
Level Descriptors

Definition of the Level 7 Role

People at level 7 of the career framework have a critical awareness of knowledge issues in the field and at the interface between different fields. They are innovative and have a responsibility for developing and changing practice and/or services in a complex and unpredictable environment.

Individuals working at Level 7 are experienced professionals who have developed their skills and theoretical knowledge to a very high standard, performing a highly complex role and continuously developing their practice within a defined field and/or having management responsibilities for a section/small department. They will have their own caseload or work area responsibilities.

The characteristics of level 7 roles and an advanced practitioner have been developed by Skills for Health through working with employers and practitioners. They are intended to be broad descriptors which can be interpreted or contextualised at a local level



- Has power to act
- Has authority
- Has influence
- Promotes a learning culture
- Demonstrates leadership and innovation in work contexts that are unpredictable and that require solving problems involving many interacting factors

- Sophisticated learning skills
- Develops new skills in response to emerging knowledge and techniques
- Advances professional practice
- Works across professional boundaries using creative reasoning and problem solving
- Development of others
- Instigates and manages change within a complex environment

- Higher level clinical / technical / research skills
- Breadth and depth of knowledge
- Experience
- Vision
- Innovates through reflection in practice
- Deals with complexity
- Creative reasoning

- Quality at the heart of practice
- Actively integrates theory and practice
- Demonstrates evidence based practice
- Active continuing professional development
- Striving to better previously established standards
- Focus on ethical and moral dimensions

The National Occupational Standards

This section of the template has an example of a level 7 role. This example is intended to give core information for the role. The indicative learning and development packages are included.

Basic Information

Named Role	Service Manager
Area of Work	Adult Secure and Detained Estate
Experience Required	Thorough understanding of the requirements of providing (health and social care) services Experience of developing and implementing service improvements Experience in the management of people Experience of overseeing the collection, recording and collating of information Experience of supervision of therapeutic group work of others and proven HR skills Experience of working within the voluntary sector Experience of understanding of and sensitivity to diversity and equality issues Knowledge and experience of formal procedures and policies Working knowledge of using software packages and database monitoring systems
Career Framework Level	Level 7

Scope of the Role

To Line Manage Team Leaders within the Service and work in collaboration to contribute to strategic issues.

Develop and advance relationships with key stakeholders within the service and produce performance reports for commissioners, attending contract meetings.

Responsible for ensuring data accurately reflects output and is submitted within set deadlines. Ensure services are audit compliant and meet all CQC requirements (where appropriate)

Have commercial awareness and manage finances.

Able to communicate effectively with key stakeholders both internal and external to the organization.

Where the service is CQC registered the post holder will assume the role of CQC registered manager

All level 7 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 7 Roles:

Underpinning Principles	Reference function	Competence
1. Communication	Communicate effectively	GEN97 Communicate effectively in a health care environment
2. Personal and People Development	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
	Reflect on your own practice	GEN23 Monitor your own work practices
		SCDHSC0033 Develop your practice through reflection and learning
	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	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
	Protect individuals from abuse	SCDHSC0024 Support the safeguarding of individuals
4. Service Improvement	Promote service improvement	CFAM&LCA1 Identify and evaluate opportunities for innovation and improvement

Underpinning Principles	Reference function	Competence
5. Quality	Act within the limits of your competence and authority	GEN63 Act within the limits of your competence and authority
	Manage and organise your own time and activities	HT4 Manage and organise your own time and activities
6. Equality & Diversity	Ensure your own actions support equality of opportunity and diversity	SCDHSC0234 Uphold the rights of individuals
	Promote equality of opportunity and diversity	SCDHSC3111 Promote the rights and diversity of individuals
B. Health Intervention	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	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
	Contribute to the effectiveness of teams	SCDHSC0241 Contribute to the effectiveness of teams
	Develop relationships with individuals	CFAM&LDD1 Develop and sustain productive working relationships with colleagues

Underpinning Principles	Reference function	Competence
	Receive and pass on messages and information	ESKITU020 Use digital communications

Role Specific Competences

Underpinning Principle	Reference function	Competence
1. Communication	Communicate effectively	SFJAB1 Communicate effectively with people
		SFJAB8 Communicate with people in vulnerable groups
2. Personal and People Development	Support the development of knowledge and practice of individuals	GEN35 Provide supervision to other individuals
		CFAM&LDB4 Manage people's performance at work
		GEN36 Make use of supervision
3. Health, Safety and Security	Promote safe and effective working	CFAPMVW14 Manage lone workers
	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 accidents, incidents, ill health reports and complaints for the purposes of health and safety regulation
	4. Quality	Monitor the progress and quality of work within your area of responsibility
Facilitate the audit/inspection process		HI18.2010 Facilitate the clinical audit process
Undertake the audit/inspection process		CFAM&LFE4 Carry out quality audits
		CFAM&LBB4 Ensure compliance with legal, regulatory, ethical and social requirements

Underpinning Principle	Reference function	Competence
D. Information Management/Information and Communication Technology	Collect and validate data/information for processing	H17.2010 Collect and validate data and information in a health context
F. Education, Learning and Research	Deliver learning and development programmes	LSILADD07 Facilitate individual learning and development
H. Management and Administration	Manage operation plans for an area of responsibility	PHS24 Manage the development and direction of work
	Manage multi-agency collaborative working	GEN27 Develop, sustain and evaluate collaborative working with other organisations
		SFJ HG4 Develop and manage multi-agency partnerships
	Provide leadership	CFAM&LBA3 Lead your team
		CFAM&LDD7 Represent your area of responsibility in meetings
		SFJAD3 Represent one's own agency at other agencies' meetings
	Contribute to the effectiveness of teams	CFAM&LDB2 Allocate work to team members
		GEN41 Identify team members need for psychological support
	Develop relationships with individuals	CFAM&LDD2 Develop and sustain productive working relationships with stakeholders
	Recruit, select and retain colleagues	CFAOP3 Recruit people for your business
	Participate in meetings	CFA BAA413 Chair meetings
	Manage a project	CFAM&LFA5 Manage projects
	Manage a budget	CFAM&LEA4 Manage budgets

Underpinning Principle	Reference function	Competence
	Procurement and commissioning	SFJHF18 Specify, commission and manage external contracts and agreements
		SFJDA1 Obtain, analyse and provide information required for courts and formal hearings
		SFJDA2 Present information to courts and formal hearings

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 7 Service Manager
Formal endorsed learning	Level 3 or 4 management qualification (or working towards) Supervision qualification Substance Misuse/Mental Health Awareness training
Informal learning	
National Occupational Standards (competences) 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
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		
Formal endorsed learning	Title	
	Awarding body	
	Credit	
	Level	
Informal learning	Negotiated at appraisal/performance review. Could include supervision skills, reflective practice, motivational interviewing.	
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:

Brown G., Esdaile S.A., Ryan S.E., (eds) (2004) *Becoming an Advanced Healthcare Practitioner* Butterworth Heinemann London

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

2014 Skills for Health Employability Skills Matrix



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