Transferable Role Template

Career Framework Level 3

Adult Secure and Detained Estate

Peer Support Worker

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Developed with the Adult Secure and Detained Estate Expert Panel

Contents

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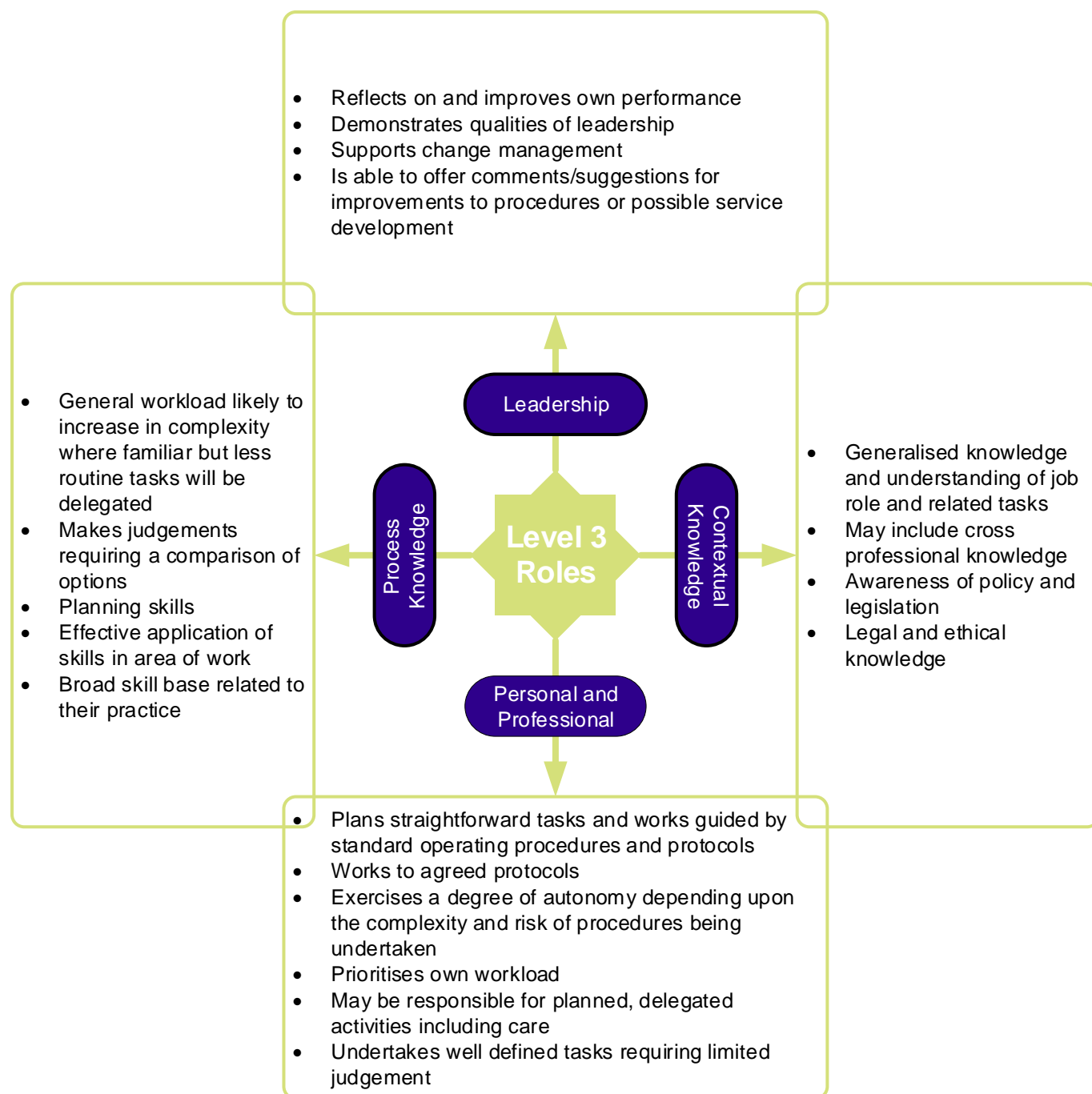
Some people may wish to or need to study whole qualifications - others will not. Some will need to participate in smaller 'bite sized' learning opportunities. Each individual should use the role profile to identify with their line manager what their needs are and how they will achieve them.

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. Individuals working at level 3 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.

- Reflects on and improves own performance
- Demonstrates qualities of leadership
- Supports change management
- Is able to offer comments/suggestions for improvements to procedures or possible service development

- General workload likely to increase in complexity where familiar but less routine tasks will be delegated
- Makes judgements requiring a comparison of options
- Planning skills
- Effective application of skills in area of work
- Broad skill base related to their practice

Leadership

Process Knowledge

Level 3 Roles

Contextual Knowledge

Personal and Professional

- Generalised knowledge and understanding of job role and related tasks
- May include cross professional knowledge
- Awareness of policy and legislation
- Legal and ethical knowledge

- Plans straightforward tasks and works guided by standard operating procedures and protocols
- Works to agreed protocols
- Exercises a degree of autonomy depending upon the complexity and risk of procedures being undertaken
- Prioritises own workload
- May be responsible for planned, delegated activities including care
- Undertakes well defined tasks requiring limited judgement

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

Named Role	Peer Support Worker
Area of Work	Adult Secure and Detained Estate
Experience Required	Must be at least 18 years old and have knowledge of the local community and an understanding of, and lived experience of the criminal justice system, multiple disadvantages and use of support services in relation to, for example, homelessness, substance abuse. Language skills relevant to the community. DBS clearance and appropriate vetting. Previous experience of volunteering desirable, but not essential.
Career Framework Level	Level 3

Scope of the Role

The purpose and scope of this role is to encourage service users, including those hard to reach, with multiple needs to engage with Health Services within the Adult Secure and Detained Estates, other agencies and referral pathways. Providing engagement, emotional and other support and advocacy, is essential to the role, as the Peer Support Worker will need to support the opinion of the person receiving support.

The role will involve supporting people to navigate through the Criminal Justice System, to access support for mental health needs as well as other vulnerabilities including substance misuse, (alcohol and drugs), homelessness, intellectual disabilities, and challenging behaviour. A high level of empathy is needed, as is the ability to encourage and motivate people.

The role requires a sense of empathy and compassion, as it provides emotional, and where appropriate, practical support to individuals, planning a pathway of support with Practitioners, working with their families and friends, supporting them to access other agencies.

A key component of the role will be providing information, advice and guidance, requiring resilience and diplomacy.

The Peer Support Worker may also be required to assist in recruiting and overseeing volunteers.

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	GEN97 Communicate effectively in a health care environment
2. Personal and People Development	Develop your own knowledge and practice	SCDHS0023 Develop your knowledge and practice
	Reflect on your own practice	GEN23 Monitor your own work practices
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
5. Quality	Act within the limits of your competence and authority	GEN63 Act within the limits of your competence and authority
	Manage and organize 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 right 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

Underpinning Principles	Reference Function	Competence
H. Management and Administration	Contribute to the effectiveness of teams	SCDHSC0241 Contribute to the effectiveness of teams
	Receive and pass on messages and information	ESKITU020 Use digital communications

Role Specific Competences

Underpinning Principle	Reference Function	Competence
1. Communication	Communicate effectively	CM G4 Communicate with individuals, groups and communities about promoting their health and wellbeing in a defined caseload
	Support individuals to communicate	GEN85 Support individuals with communication and interaction difficulties
	Develop effective relationships with individuals	SCDHSC0233 Develop effective relationships with individuals
		SFJ AB1 Communicate effectively with people
	Provide information advice and guidance	CHS177 Advise on access to and use of services
		SCDHSC0026 Support individuals to access information on services and facilities
2. Personal and People Development	Develop your own practice	CFAM&LAA3 Develop and maintain your professional networks
	Make use of supervision	GEN36 Make use of supervision
	Manage and organize your own time and activities	HT4 Manage and organise your own time and activities
	Assess an individual's needs arising from their health status	MH14.2013 Identify potential mental health needs and related issues
	Refer individuals to services for treatment and care	AA1.2014 Recognise problematic use of alcohol or other substances and refer individuals to services
	Support individuals who are distressed	SCDHSC Support individuals who are distressed
	Enable people to address issues relating to their health and wellbeing	SCDHSC0330 Support individuals to access and use services and facilities
		SCDHSC0026 Support individuals to access information on services and facilities

Underpinning Principle	Reference Function	Competence
		HT3 Enable individuals to change their behaviour to improve their own health and wellbeing
		PHP41 Enable people to address issues related to health and wellbeing
	Act on behalf of an individual, family or community (advocacy)	SCDHSC0410 Advocate with and on behalf of individuals
H. Management and Administration	Provide leadership	SFTMVD2 Lead and motivate volunteers
	Recruit, select and retain colleagues (and volunteers)	SFTMVC3 Recruit and place volunteers
		SFTMVC5 Induct volunteers

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 3 Peer Support Worker
Formal endorsed learning	Care Certificate NVQ/Diploma in related subject area in health/care/justice IT skills Literacy skills Health literacy awareness Other training which may be formal or informal: • Impact of trauma and trauma informed practice • Record keeping • Conflict resolution • Advocacy • First Aid at Work • Basic life support • Lone working • Information governance • Safeguarding
Informal learning	Mandatory training within the service Locality specific training within the service Additional learning for the role being undertaken
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

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	For example, Safeguarding Level 3	
Formal endorsed learning	Title	
	Awarding body	
	Credit	
	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