Transferable Role Template

Career Framework Level 6

Adult Secure and Detained Estate

Paramedic

June 2021

Developed with the Adult and Secure 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 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 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.
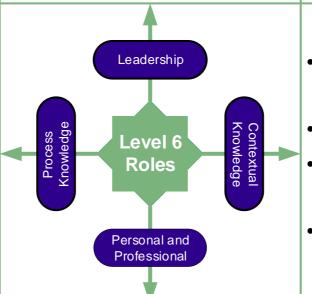
The Template

Level Descriptors

Definition of the Level 6 Role

People at level 6 require a critical understanding of detailed theoretical and practical knowledge, are specialist and/or have management and leadership responsibilities. They demonstrate initiative and are creative in finding solutions to problems. They have some responsibility for team performance and service development and they consistently undertake self- development.

Individuals working at level 6 have developed a high level of knowledge and skill in a specific area of practice. They have a depth of knowledge and understanding which enables them to perform at a high level of practice, take a leadership role, use and develop evidence to inform their practice, and deal with complex, unpredictable environments. They will have their own caseload or work area responsibilities.

- Takes responsibility for decision making in unpredictable work contexts
- Demonstrates leadership for a work area
- Management or direction or of others
- Development of others
- Demonstrates innovation in terms and methods used

Leadership

- Demonstrates mastery of methods and tools in a complex and specialised work area
- Devises and sustains arguments to solve problems

Process Knowledge

Level 6 Roles

Contextual Knowledge

- Uses detailed theoretical and practical knowledge some of which is at the forefront of a work area
- Will have a good cross professional knowledge
- In depth knowledge of:
    - Role
    - Legal and ethical issues
- Aware of wider healthcare issues

Personal and Professional

- Quality at the heart of practice
- Actively integrates theory and practice
- Demonstrates evidence based practice
- Active continuing professional development
- Demonstrates creativity in practice and reasoning
- Shows initiative in management processes
- Works independently

The National Occupational Standards

This section of the template has an example of a level 6 role. This example is intended to give core information for the role. The indicative learning and development are included.

Basic Information

Named Role	Paramedic
Area of Work	Adult Secure and Detained Estate
Experience Required	- HCPC Registered Paramedic with at least 2 years post qualification experience - Experience of working within a team - Able to work within challenging and complex situations - Evidence of leadership skills - Experience in a similar role
Career Framework Level	Level 6

Scope of the Role

The scope of this role is to provide high quality emergency care and minor injury treatment to patients with both primary care and acute care needs within the Adult Secure and Detained Estate by playing an active part in the assessment, planning, implementation, and evaluation of the patients care.

The role requires the postholder to function autonomously and within the scope of their practice, whilst being a support and resource to less experienced members of staff. Able to assess patients, plan their care, administer treatment and discharge them or refer them as appropriate to other healthcare professionals / external agencies.

The HMP sites are clinical facilities which require an individual to have the ability to work effectively as part of a multi professional team within a fast pace environment, in line with the protocols and policies of the local Service and professional bodies.

All level 6 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 6 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

Underpinning Principles	Reference Function		Competence
5. Quality	5.1.1	Act within the limits of your competence and authority	GEN63 Act within the limits of your competence and authority
	5.1.2	Manage and organise your own time and activities	HT4 Manage and organise your own time and activities
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	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
1. Communication	Communicate effectively	SFJ AB1 Communicate effectively with people
		SFJ AB8 Communicate with people from vulnerable groups
	Develop relationships with individuals	SFJAD1 Develop and sustain effective working with staff from other agencies
	Provide information and guidance	SFJ DA1 Provide and present information for courts and formal hearings
2. Personal and People Development	Support the development of the knowledge and practice of individuals	GEN35 Provide supervision to other individuals
	Make use of supervision	GEN36 Make use of supervision
	Support the development of the knowledge and practice of individuals	CCSCCS18 Peer training and mentoring
3. Health, Safety and Security	Promote safe and effective working	PROHSS9 Supervise the health, safety and welfare of an individual at work
		CFAPMVW14 Manage lone workers
		SFJ AG5 Support the safeguarding and protection of people from vulnerable groups
	Ensure your own actions reduce risks to health and safety	GEN96 Maintain health, safety and security practices within a health setting
A. Assessment (Screening)		SFJFJ4 Carry out comprehensive assessments of individuals ' health and wellbeing in a custodial setting

Underpinning Principle	Reference Function	Competence
	Assess an individual with a suspected health condition	EC11L Investigate and diagnose an unwell older person presenting for emergency assistance
		EC11I Investigate and diagnose an individual presenting for emergency assistance with fever
		EC11J Investigate and diagnose an individual presenting for emergency assistance as the result of a fall
		EC11K Investigate and diagnose an individual presenting for emergency assistance with ear, nose and throat problems
		EC11H Investigate and diagnose an individual presenting for emergency assistance with altered behaviour
		EC11D Investigate and diagnose an individual presenting for emergency assistance with tissue trauma
		EC11E Investigate and diagnose an individual presenting for emergency assistance with skin rashes/dermatological features
		EC11F Investigate and diagnose an individual presenting for emergency assistance with toxic ingestion
		EC11G Investigate and diagnose an individual presenting for emergency assistance with altered consciousness, dizziness, faints and fits
		EC11A Investigate and diagnose an individual presenting for emergency assistance with breathlessness
		EC11B Investigate and diagnose an individual presenting for emergency assistance with bleeding and fluid loss
		EC11C Investigate and diagnose an individual presenting for emergency assistance with pain

Underpinning Principle	Reference Function	Competence
	Assess an individual's needs arising from their health status	SFJEC6 Assess individuals' needs and plan agreed activities
	Undertake a risk assessment in relation to a defined health need	AB5.2014 Assess and act upon immediate risk of danger to individuals who have used alcohol and other substances
	Prioritise treatment and care for individuals according to their health status and needs	TEL1 Prioritise individuals for treatment and care
B. Health Intervention	Obtain valid consent for interventions or investigations	HPC1 Obtain valid consent for healthcare investigations in a custodial setting
	Obtain information	EUSC07 Prioritise individuals for further assessment, treatment and care
	Act to maintain life in emergency situations	CHS123 Perform advanced life support for an adult
		EC17 Provide intermediate life support
	Manage emergency situations	CHS163 Manage emergency situations
		SFJCCAB1 Anticipate and assess the risk of emergencies
	Administer medication to individuals	CHS3 Administer medication to individuals
C. Health Promotion and Prevention	Provide information to individuals, groups and communities about promoting health	SCDHSC3103 Contribute to raising awareness of health issues
D. Information Management/Information and Communication Technology	Collect and validate data and information for processing	HI7.2010 Collect and validate data and information in a health context

Underpinning Principle	Reference Function	Competence
H. Management and Administration	Provide leadership	CFAM&LDD7 Represent your area of responsibility in meetings
		CFAM&LBA3 lead your team
	Contribute to the effectiveness of teams	SCDHSC3100 Participate in inter-disciplinary team working to support inviduals
	Participate in meetings	SFJDA2 Present information to courts and formal hearings
	Represent your own organisation	SFJDA2 Present information to courts and formal hearings
	Manage information and knowledge	GEN32 Search information, evidence and knowledge resources and communicate the results

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	Paramedic
Formal endorsed learning	Registered Paramedic Maintain registration with NMC and HCPC
Informal learning	Mandatory training within the service Locality specific training within the service
National Occupational Standards (competences) used	Learning should be based on the NOS listed above, and should be contextualised
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:	Nursing & Midwifery Council (NMC) Health and Care Professions Council (HCPC)

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.	
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

National Library of Medicine: Intranasal administration of naloxone by paramedics:
https://pubmed.ncbi.nlm.nih.gov/11789651/