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Career and Competence Framework:

for those working in the Adult Secure and Detained Estate

June 2021

Developed by a collaborative group of experts

and NHS England and NHS Improvement, NHS England South East and

Health Education South East

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Introduction

Ensuring that Health & Justice healthcare providers can recruit and retain staff within both clinical and non-clinical roles, is vital in the delivery of an effective service. Providing healthcare in secure, sensitive, and complex environments requires a wide range of roles and specific expertise, as well as significant continuing professional development for staff.

For those staff working within healthcare services that serve the youth and criminal justice systems, there is an additional awareness and sensitivity required regarding the wider concerns of such settings, including significant security issues.

Staff in these settings therefore require skills and competencies tailored to these areas, including facilitating trauma-informed services and an expertise in continuity of care as people move through the system(s).

Mission Statement:

"To improve the recruitment and retention of a larger, more diverse, inclusive and representative workforce for all Health & Justice services and programmes."

The NHS England Health and Justice Inclusive Workforce Programme

Creating an attractive career pathway, raising the profile of roles, and supporting the movement of staff across Health & Justice commissioned services to enable greater flexibility within the workforce, are increasingly becoming key priority areas nationally and locally.

To help address these issues, Skills for Health were commissioned[1] to develop the Career and Competence Framework for the Adult Secure Detained Estate (ASDE).[2] This is similar to, and can align with, the Liaison and Diversion Career and Competence Framework,[3] which has been successfully implemented across Liaison and Diversion Services.

The Career and Competence Framework for the ASDE can help support the development and growth of the workforce in this setting. The framework enables staff to assess their own skills and competences against those required for a range of roles based within the ASDE as it supports the identification of the education and training required to progress and develop into new roles. The framework is a helpful tool for service mangers which can be used with staff, for example, at personal development reviews (PDRs) to identify areas for personal and professional development, and how they might be supported to attain the required levels of competence. It is also a beneficial resource for commissioners as well as education and training providers.

The ASDE framework is based on the Skills for Health Career Framework (**Appendix 1**). This provides more general information on the level at which the job holder is required to function and is applicable to roles within the health, social care and justice sectors. Each level has

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[1] Commissioned by Health Education England South-East, on behalf of the National Health & Justice Team and the Health & Justice South-East regional team.

[2] The Adult Secure and Detained Estate comprises healthcare delivered within prisons and Immigration Removal Centres

[3] The Liaison and Diversion Service Career and Competence Framework, NHS England, Health Education England and Skills for Health (2018)

characteristics and attributes that describe, for example, the levels of autonomy, responsibility, decision making, and critical analysis required for that in a role or job. It comprises 9 levels ranging from Level 1 (Initial entry jobs) to the most senior staff at Level 9.

This Framework document comprises the following two elements:

- A **career framework** for those working in the ASDE. This covers 9 specific **role profiles.** These role profile templates are indicative of the types of roles found in the ASDE. They are not meant to be prescriptive but to provide a useful starting point when managers are looking to develop job descriptions, and for staff wanting to understand more regarding how to enter and progress within these settings or move into other areas.

- A **competence framework** for those working in the ASDE. The competences used are National Occupational Standards (NOS)[4] that describe the skills, knowledge and understanding needed to undertake a particular task or job to a nationally recognised level of competence. They focus on what the person needs to be able to do as well as what they must know and understand to work effectively. The NOS identified within this framework relate to the provision of services within the ASDE, a sub-set of which will relate to specific job roles.

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[4] Skills for Health, National Occupational Standards https://tools.skillsforhealth.org.uk/

Career Frameworks and Agenda for Change

A Career Framework can be utilised in a variety of settings and is not linked to pay. This makes it particularly useful in areas where staff are employed by different organisations and across sectors, such as justice and social care.

NHS 'Agenda for Change' is the pay system that incorporates job evaluation, the Knowledge and Skills Framework,[5] terms and conditions and is specific to the NHS. It is evaluated within services.

The Career Framework provides a common language to support workforce planning and career development by identifying the characteristics and attributes of those working at different levels of the Career Framework and uses National Occupational Standards (NOS)[6] to capture the knowledge and skills required for roles.

Whilst some of the Career Framework descriptors might use similar language to Agenda for Change, there is **no** automatic read across from Agenda for Change bands to levels within the Career Framework.

The levels for the roles identified within the ASDE Career and Competence Framework **do not** align with Agenda for Change bandings.

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[5] Knowledge and Skills Framework

[6] Skills for Health, National Occupational Standards https://tools.skillsforhealth.org.uk/

The Adult Secure and Detained Estate Career Framework

The Career Framework for the ASDE comprises roles from Level 3 to Level 7 of the Skills for Health Career Framework **(Appendix 1)** There were no relevant ASDE roles identified by the Expert Panel for development at Levels 1, 2, 8 and 9. The roles are as detailed in **Table 1** below. Individuals will be able to progress into different roles within the framework, either vertically or laterally.

There are a number of roles relating to the provision of services across Health & Justice, an individual may enter the service as a Peer Support Worker at Level 3 and progress after undertaking the required training and development. An example of lateral progression may include a pharmacist working within a community setting NHS Trust moving to work within the ASDE.

The requirements of individual jobs in the workplace will vary, depending on the requirements of any particular role in the ASDE in relation to the service. The Role Profiles developed for the ASDE Career and Competence Frameworks are generic, and so when used in practice, can be adapted to meet local service requirements.

For a full description of the 9 roles, please see the corresponding Appendices (2-10)

Table 1: The Adult Secure and Detained Estate Career Framework

ASDE Roles	Level Description	Level
No roles identified for development at this Level	People working at level 9 require knowledge at the most advanced frontier of the field of work and at the interface between fields. They will have responsibility for the development and delivery of a service to a population, at the highest level of the organisation.	9
No roles identified for development at this Level	People working at level 8 of the career framework require highly specialised knowledge, some of which is at the forefront of knowledge in a field of work, which they use as the basis for original thinking and/or research. They are leaders with considerable responsibility for service improvement, and the ability to research and analyse complex processes. They have responsibility for service improvement or development. They may have considerable clinical and/or management responsibilities, be accountable for service delivery or have a leading education or commissioning role.	8
Service Manager	People at level 7 of the career framework have a critical awareness of knowledge issues in the field of work and at the interface between different fields. They are innovative and have responsibility for developing and changing practice and/or services in a complex and unpredictable environment.	7
Mental Health Nurse Paramedic	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	6

ASDE Roles	Level Description	Level
	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.	
Primary Care Nurse	People at level 5 will have a comprehensive knowledge, specialised, factual and theoretical knowledge within a field of work and an awareness of the boundaries of that knowledge to solve problems creatively, make judgements which require analysis an interpretation, and actively contribute to service and self-development. They may have responsibility for supervision of staff or training.	5
Pharmacy Technician Recovery Worker Psychological Wellbeing Practitioner	People at level 4 require factual and theoretical knowledge in broad contexts within a field of work. Work is guided by standard operating procedures, protocols or systems of work, but the worker makes judgements, plans activities, contributes to service development and demonstrates self-development. They may have responsibility for supervision of some staff.	4
Peer Support Worker Healthcare Administrator	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.	3
No roles identified for development at this Level	People at level 2 require basic factual knowledge of a field of work. They may carry out clinical, technical, scientific or administrative duties according to established protocols or procedures, or systems of work.	2
No roles identified for development at this Level	People at level 1 are at entry level and require basic general knowledge. They undertake a limited number of straightforward tasks under direct supervision. They could be any new starter to work in the Health sector, and progress rapidly to level 2.	1

The Adult Secure and Detained Estate Competence Framework

The purpose of a competence framework is to identify all the activities that take place within a service. It includes NOS (competences) relevant to the activities being undertaken by those working within the service. The competences include knowledge and understanding as well as performance criteria. Whilst they cover a function, they do not reflect the overall level of a role.

NOS are developed to describe the level of competence for a function, rather than for specific staff groups and therefore should be interpreted as applying to the context in which an individual works. Some competences may appear from the title to be applicable only in a health setting. For example, *GEN97: 'Communicate Effectively in a Healthcare Environment.'* However, the knowledge and performance criteria within it are applicable in a wide range of settings, including Health & Justice and social care.

The competences included in this framework are drawn from health, social care, the justice sector and other areas, including leadership and management, administration and learning and development. They have been used within the role profiles to describe the jobs and roles within the ASDE service, alongside their career framework level.

The competence framework for the ASDE is broadly based on a whole care pathway. The focus is on managing individuals within an approach whereby services work collaboratively to ensure that adults in the ASDE receive coordinated multi-agency support to address their health and social care needs.

The competences identified will complement protocols and guidelines used in the service, as they describe the knowledge required and the performance criteria that should be met by an individual working with those protocols and guidelines.

Core Competences

The competences in Table 2 are core and relate to **any** role at the levels specified within the Skills for Health Career Framework.

The ASDE role profiles include the core competences below, and are the competences that staff are expected to demonstrate at the relevant Career Framework Level.

Table 2: Core Competences at Career Framework Level

Competence	Level 3	Level 4	Level 5	Level 6	Level 7
GEN97 Communicate effectively in a healthcare environment	✓	✓	✓	✓	✓
IPC2.2012 Perform hand hygiene to prevent the spread of infection	✓	✓	✓	✓	✓
PROHSS1 Make sure your own actions reduce risks to health and safety	✓	✓	✓	✓	✓
PMWRV1 Make sure your actions contribute to a positive and safe working culture	✓	✓	✓	✓	✓
GEN63 Act within the limits of your competence and authority	✓	✓	✓	✓	✓
ESKITU020 Use digital communications	✓	✓	✓	✓	✓
SCDHSC0024 Support the safeguarding of individuals	✓	✓	✓	✓	✓
SCDHSC0234 Uphold the rights of individuals	✓	✓	✓	✓	✓
CHS169 Comply with legal requirements for maintaining confidentiality in healthcare	✓	✓	✓	✓	✓
SCDHSC0241 Contribute to the effectiveness of teams	✓	✓	✓	✓	✓

Competence	Level 3	Level 4	Level 5	Level 6	Level 7
CFA_BAD332 Store and retrieve information using a filing system	✓	✓	✓	✓	✓
SCDHSC0023 Develop your knowledge and practice	✓	✓			
HT4 Manage and organise your own time and activities	✓	✓	✓	✓	✓
GEN23 Monitor your own work practices	✓	✓	✓	✓	✓
CFAM&LDD1 Develop and sustain productive working relationships with colleagues			✓	✓	✓
GEN13 Synthesise new knowledge into the development of your own practice			✓	✓	✓
CFAM&LAA3 Develop and maintain your professional networks			✓	✓	✓
SCDHSC0033 Develop your practice through reflection and learning			✓	✓	✓
SCDHSC0043 Take responsibility for the continuing professional development of yourself and others			✓	✓	✓
CFAM&LCA1 Identify and evaluate opportunities for innovation and improvement			✓	✓	✓
SCDHSC3111 Promote the rights and diversity of individuals			✓	✓	✓
CFAM&LCA4 Implement change					✓

Role Specific Competences

In addition to the core competences detailed above, role specific competences have been identified. These are included within the role profiles.

Table 3: Role Specific Competences at Career Framework Level

Peer Support Worker		
Underpinning Principle	**Reference Function**	**Competence**
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
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

Peer Support Worker		
Underpinning Principle	**Reference Function**	**Competence**
	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
		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
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

Healthcare Administrator		
Underpinning Principle	**Reference Function**	**Competence**
Communication	Communicate effectively	SFJAB1 Communicate effectively with people
Service Improvement	Contribute to improving services	SCDINSPG1 Contribute to the improvement of services
		CFACSD8 Work with others to improve customer service
Information Management	Maintain information / record systems	SS33 Enter, retrieve and print data in a database
	Manage ICT Security	SFJOD3 Maintain the security of data through own actions
Management and Administration	Handle mail	CFA BAA612 Handle mail
	Receive and pass on messages and information	SCDHSC0242 Deal with messages and information
		SS07 Receive, transmit, store and retrieve information
		CFA BAA621 Make and receive phone calls
		SFJCCAA2 Share information with other organisations
		SCDHSC0399 Maintain effective working relationships with staff in other agencies
	Manage and work with people	Hi1.2010 Identify, and respond to, risks relating to data and information in a health context
		GEN39 Contribute to effective multidisciplinary team working
		SS02 Contribute to the effectiveness of work teams

Pharmacy Technician		
Underpinning Principle	**Reference Function**	**Competence**
Communication	Communicate effectively	SfJ AB1 Communicate effectively with people
		SfJ AB8 Communicate with people from vulnerable people
	Develop relationships with individuals	FMH10 Make and maintain personal and professional boundaries with individuals in a secure setting
		SCDHSC0233 Develop effective relationships with individuals
		CFAM&LDD4 Develop and sustain collaborative relationships with other organisations
Service Improvement	Contribute to improving services	CFA_CSD9 Promote continuous improvement
Assessment	Agree courses of action following assessment	CHS45 Agree courses of action following assessment to address health and wellbeing needs of individual
Health Intervention	Manage medication and prescriptions for individuals	AH11.2014 Prepare prescriptions for controlled drugs for substance users
		PHARM01.2016 Assist with the provision of a pharmacy service
		PHARM02.2016 Provide an effective and responsive pharmacy service
		PHARM03.2016 Respond to pharmaceutical queries and requests for information
		PHARM07.2016 Receive prescriptions
		PHARM08.2016 Confirm prescription validity
	Administer medication to individuals	CHS3 Administer medication to individuals
	Support individuals to self-medicate	GEN135 Support individuals to take their medication as prescribed

Pharmacy Technician		
Underpinning Principle	**Reference Function**	**Competence**
	Manage an individual's medication to achieve optimum outcomes	CHS74 Manage an individual's medication to achieve optimum outcomes
		PHARM29.2016 Retrieve and reconcile information about an individual's medicines
		CHS1.2012 Receive and store medication and products
Information Management/Information and Communication Technology	Input data/information for processing	ESKITU081 Retrieve and present structured data
	Maintain information/record systems	SS33 Enter, retrieve and print data
Management and Administration	Receive and pass on messages and information	SCDHSC3115 Process information for decision-making
	Manage and work with people	SS02 Contribute to the effectiveness of work teams

Recovery Worker		
Underpinning Principle	**Reference Function**	**Competence**
Communication	Communicate effectively	SFJ AB1 Communicate effectively with people
		SFJ AB8 Communicate with people from vulnerable groups
	Provide information, advice and guidance	CHS174 Advise and inform others on services
	Develop relationships with individuals	FMH10 Make and maintain personal and professional boundaries with individuals in a secure setting
		SCDHSC0233 Develop effective relationships with individuals
		CFAM&LDD4 Develop and sustain collaborative relationships with other organisations
	Provide, information, advice and guidance	CHS177 Advise on access to and use of services
		SCDHSC0026 Support individuals to access information on services and facilities
		SCDCPC316 Support individuals to secure services in order to achieve outcomes
Personal and People Development	Support the development of knowledge and practice of teams and agencies	SFJHF26 Contribute to the development and promotion of the organisation and its services
Service Improvement	Contribute to improving services	CFA_CSD9 Promote continuous improvement
	Agree courses of action following assessment	CHS45 Agree courses of action following assessment to address health and wellbeing needs of individuals

Recovery Worker		
Underpinning Principle	**Reference Function**	**Competence**
Health Intervention	Obtain and manage biomedical and environmental samples	HPC8 Obtain and handle forensic samples
	Provide care and support for individuals to assist them in maximizing their health	SCDHSC0226 Support individuals who are distressed
		SCDHSC0386 Assist in the transfer of individuals between agencies and services
		PHP31 Work in partnership with others to implement strategies for improving health and wellbeing
Information Management/ Information and Communication Technology	Input data/information for processing	ESKITU081 Retrieve and present structured data
	Maintain information/record systems	SS33 Enter, retrieve and print data
		CFABADD321 Collate and organise data
		CFA_BAD322 Analyse and report data
Management and Administration	Organise and co-ordinate events	CFA_BAA412 Plan and organise meetings
	Receive and pass on messages and information	SCDHSC3115 Process information for decision-making
	Manage and work with people	SS02 Contribute to the effectiveness of work teams

Psychological Wellbeing Practitioner		
Underpinning Principle	**Reference Function**	**Competence**
Communication	Communicate effectively	SFJ AB1 Communicate effectively with people
		SFJ AB8 Communicate with people from vulnerable groups
	Provide information, advice and guidance	CHS174 Advise and inform others on services
		CHS177 Advise on access to and use of services
	Develop relationships with individuals	FMH10 Make and maintain personal and professional boundaries with individuals in a secure setting
		SCDHSC0233 Develop effective relationships with individuals
		CFAM&LDD4 Develop and sustain collaborative relationships with other organisations
		SCDCPC316 Support individuals to secure services in order to achieve outcomes
Personal and People Development	Personal development	GEN36 Make use of supervision
	Support the development of knowledge and practice of teams and agencies	SFJHF26 Contribute to the development and promotion of the organisation and its services
	Develop your own practice	GEN31 Initiate, and participate in, networks and discussion groups
Quality	Facilitate the audit/inspection process	HI18.2010 Facilitate the clinical audit process
Assessment	Assess an individual's needs arising from their health status	CHS86 Assess individual's psychological, social and emotional needs for rehabilitation
	Undertake a risk assessment in relation to a defined health needs	CHS230 Assess the need for intervention and present assessments of individuals' needs and related risks

Psychological Wellbeing Practitioner		
Underpinning Principle	**Reference Function**	**Competence**
	Agree courses of action following assessment	[CHS45 Agree courses of action following assessment to address health and wellbeing needs of individuals](#)
	Provide care and support for individuals to assist them in maximizing their health	[SCDHSC0226 Support individuals who are distressed](#)
		[SCDHSC0386 Assist in the transfer of individuals between agencies and services](#)
		[PHP31 Work in partnership with others to implement strategies for improving health and wellbeing](#)
Health Intervention	Plan activities, interventions or treatments to achieve specified health goals	[CHS44 Plan activities, interventions and treatments to achieve specified health goals](#)
	Review and modify plans to address specific health goals	[MH21.2013 Support people with mental health needs in crisis situations](#)
		[SCDHSC0393 Promote participation in agreed therapeutic group activities](#)
Information Management/ Information and Communication Technology	Input data/information for processing	[ESKITU081 Retrieve and present structured data](#)
	Maintain information/record systems	[SS33 Enter, retrieve and print data](#)
		[CFABADD321 Collate and organise data](#)
		[CFA_BAD322 Analyse and report data](#)
	Organise and co-ordinate events	[CFA_BAA412 Plan and organise meetings](#)
	Receive and pass on messages and information	[SCDHSC3115 Process information for decision-making](#)
	Manage and work with people	[SS02 Contribute to the effectiveness of work teams](#)

Primary Care Nurse		
Underpinning Principle	**Reference Function**	**Competence**
Communication	Communicate effectively	SFJAB1 Communicate effectively with people
		SFJAB8 Communicate with people from vulnerable groups
	Provide information and guidance	SFJ DA1 Obtain, analyse and provide information required for courts and formal hearings
Personal and People Development	Make use of supervision	GEN36 Make use of supervision
		GEN35 Provide supervision
Health, Safety and Security	Ensure your own actions reduce risks to health and safety	FM12 Manage hostility and risks with non-cooperative individuals, families and carers
	Promote safe and effective working	FMH5 Minimise the risks to an individual and staff during clinical interventions and violent and aggressive episodes
		CFAPMVW14 Manage lone workers
Equality and Diversity	Promote equality of opportunity and diversity	GEN109 Promote people's rights and encourage them to recognise their responsibilities
		GEN108 Challenge injustice and inequalities in access to mainstream provision for people with specific health needs
Assessment (Screening)		SFJFJ1 Screen individuals' health and well-being on reception into a custodial setting
		CHS227 Conduct health screening programmes
		SFJEA2 Assess offenders for risk factors and levels of risk associated with their behaviour

Primary Care Nurse		
Underpinning Principle	**Reference Function**	**Competence**
		SFJFJ4 Carry out comprehensive assessments of individuals' health and wellbeing in a custodial setting
Health Intervention	Obtain valid consent	HPC1 Obtain valid consent for healthcare investigations in a custodial setting
	Plan/organize actions to maximise the health of individuals	Ch HM2 Provide a treatment and management plan to meet the needs of the client
		CHS63 Enable individuals with long term conditions to manage their symptoms
		CHS64 Enable individuals to manage changes in their long term conditions
		CM C3 Enable individuals with long term conditions to make informed choices concerning their health and well-being
	Review and modify plans to address specific health goals	MH21.2013 Support people with mental health needs in crisis
	Obtain specimens from individuals	HPC8 Obtain and handle forensic samples
	Manage medication and prescriptions for individuals	CHS3 Administer medication to individuals
	Support individuals during and after clinical/therapeutic activities	GEN5 Support individuals undergoing healthcare activities
Health Promotion and Prevention	Enable people to address issues relating to their health and well-being	SCDHSC0330 Support individuals to access and use services and facilities

Primary Care Nurse		
Underpinning Principle	**Reference Function**	**Competence**
	Collect and validate data and information for processing	HI7.2010 Collect and validate data and information in a health context
	Provide information to individuals, groups and communities about promoting health	HT2 Communicate with individuals about promoting their health and wellbeing
Education, learning and research	Facilitate learning and development programmes	GEN86 Support individuals with cognition and learning difficulties
Management and Administration	Contribute to the effectiveness of teams	SCDHSC3100 Participate in inter-disciplinary team working to support individuals
		SS02 Contribute to the effectiveness of work teams
	Represent your own organisation	SFJ DA2 Present information to courts and formal hearings
	Provide leadership	CFAM&LDD7 Represent your area of responsibility in meetings
	Manage multi-agency collaborative working	PHS09 Develop and sustain cross-sectoral collaborative working for health and wellbeing

Mental Health Nurse		
Underpinning Principle	**Reference function**	**Competence**
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
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	CCSCC18 Peer training and mentoring
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
Service Improvement	Contribute to improving services	MH66.2013 Assess how environments and practices can be maintained and improved to promote mental health
Assessment (Screening)	Assess an individual's needs arising from their health condition	MH18.2012 Identify the physical health needs of individuals with mental health needs

Mental Health Nurse		
Underpinning Principle	**Reference function**	**Competence**
		MH14.2013 Identify potential mental health needs and related issues
	Agree courses of action following assessment	MH20.2013 Use a recovery focused approach in working alongside the person with mental health needs and agree plans to meet their needs
Health Intervention	Obtain valid consent for interventions or investigations	HPC1 Obtain valid consent for healthcare interventions in a custodial setting
	Review and modify plans to address specific health goals	MH21.2013 Support people with mental health needs in crisis situations
	Support individuals to cope with the emotional and psychological aspects of health	FMH13 Help an individual to feel more psychologically secure
		FMH14 Enable an individual to differentiate between positive and negative behaviours and understand the consequences
		FMH15 Increase the individual's capacity to manage negative or distressing thoughts and emotional states
	Administer medication to individuals	CHS3 Administer medication to individuals
	Support individuals to self-medicate	GEN135 Support individuals to take their medication as prescribed
Health Promotion and Prevention	Provide information to individuals, groups and communities about promoting health	SCDHSC3103 Contribute to raising awareness of health issues
Information Management/Information and Communication Technology	Collect and validate data and information for processing	H17.2010 Collect and validate data and information in a health context

Mental Health Nurse		
Underpinning Principle	**Reference function**	**Competence**
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 individuals
	Participate in meetings	CFABAA413 Chair meetings
	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

Paramedic		
Underpinning Principle	**Reference Function**	**Competence**
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
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
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
Assessment (Screening)		SFJFJ4 Carry out comprehensive assessments of individuals ' health and wellbeing in a custodial setting
	Assess an individual with a suspected health condition	EC11L Investigate and diagnose an unwell older person presenting for emergency assistance

Paramedic		
Underpinning Principle	**Reference Function**	**Competence**
		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

Paramedic		
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
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
Health Promotion and Prevention	Provide information to individuals, groups and communities about promoting health	SCDHSC3103 Contribute to raising awareness of health issues
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

Paramedic		
Underpinning Principle	**Reference Function**	**Competence**
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 individuals
	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

Service Manager		
Underpinning Principle	**Reference function**	**Competence**
Communication	Communicate effectively	SFJAB1 Communicate effectively with people
		SFJAB8 Communicate with people in vulnerable groups
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
	Personal Development	GEN36 Make use of supervision
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
Quality	Monitor the progress and quality of work within your area of responsibility	CFAM&LDB3 Quality assure work in your team
	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
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

Service Manager		
Underpinning Principle	**Reference function**	**Competence**
Education, Learning and Research	Deliver learning and development programmes	LSILADD07 Facilitate individual learning and development
Management and Administration	Manage operational 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
	Procurement and commissioning	SFJHF18 Specify, commission and manage external contracts and agreements

Service Manager		
Underpinning Principle	Reference function	Competence
		SFJDA1 Obtain, analyse and provide information required for courts and formal hearings
		SFJDA2 Present information to courts and formal hearings

The Adult Secure and Detained Estate Role Profiles

Nine role profiles have been developed that are representative of the types of roles that may be found within the ASDE. There will be variations to role titles across services as well as variations within the roles themselves. However, as the ASDE workforce expands, the role profiles will provide a basis for the development of similar roles and appropriate underpinning education and training to support new roles, as they develop.

The role profiles have been designed to enable a common understanding and communication of roles that can be transferable across services. For example, whilst the Peer Support Worker role might not be found in all services within the ASDE, the role profile developed for this role can be used to help to support the introduction of similar roles, where appropriate, as well as defining the learning and development needs of staff where such roles currently exist.

Each role profile contains a learning and development section that gives an indication of the education and learning relevant to the role. It is intended to be indicative of the learning and development requirement and is not a comprehensive listing of learning options available.

Some people may wish, or need, to study whole qualifications whilst others will not. Some people 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 best to meet them.

Some roles and professions will have specific requirements in terms of learning and development. For example, clinical roles such as the Paramedic role, will require formal qualification and training routes and be subject to statutory regulation. Continuous Professional Development will be essential and potentially require additional training and support to work in the ASDE setting.

The role profiles are as follows:

- Peer Support Worker (Level 3)

- Healthcare Administrator (Level 3)

- Pharmacy Technician (Level 4)

- Recovery Worker (Level 4)

- Psychological Wellbeing Practitioner (Level 4)

- Primary Care Nurse (Level 5)

- Mental Health Nurse (Level 6)

- Paramedic (Level 6)

- Service Manager (Level 7)

Baseline Measures

Skills for Health worked with NHS England and NHS Improvement to identify the right baseline measures for this work. They developed a survey that can be used by commissioners and service providers to capture information that will help to determine the impact of utilising the ASDE career and competence frameworks (**Appendix 11)**. The survey is to be completed by staff before and after the frameworks have been implemented.

Summary

The development of the ASDE Career and Competence Framework will assist and support staff working within the ASDE and, in turn, the vulnerable adults using these services.

Clearly articulating the core competences required to deliver services to adults within the ASDE will assist in improving the quality of care and support being delivered.

The framework will help to highlight that these roles are cross-sector, raise awareness of the range of roles available within these settings and assist in the recruitment and retention of staff generally.

Acknowledgements

Martin Brown   Clinical Pharmacist, Leeds Community Healthcare NHS Trust
Dawn Cassidy   Chief Pharmacy Technician Health in Justice, Practice Plus Group

References

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

Skills for Health Employability Skills Matrix (2014)

Who we are

Everything we do is designed to help people. As a not-for-profit organisation, we're committed to improving the healthcare industry and patient experience by working with employers to develop a workforce skilled in delivering high-quality services. We do this by providing them with innovative, best-in-class solutions, including consultancy, digital services and apprenticeship support.

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