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Transferable Role Template

Career Framework Level 4

Adult Secure and Detained Estate

Psychological Wellbeing Practitioner

June 2021_(updated 30 June 2026)

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 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.

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- 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.

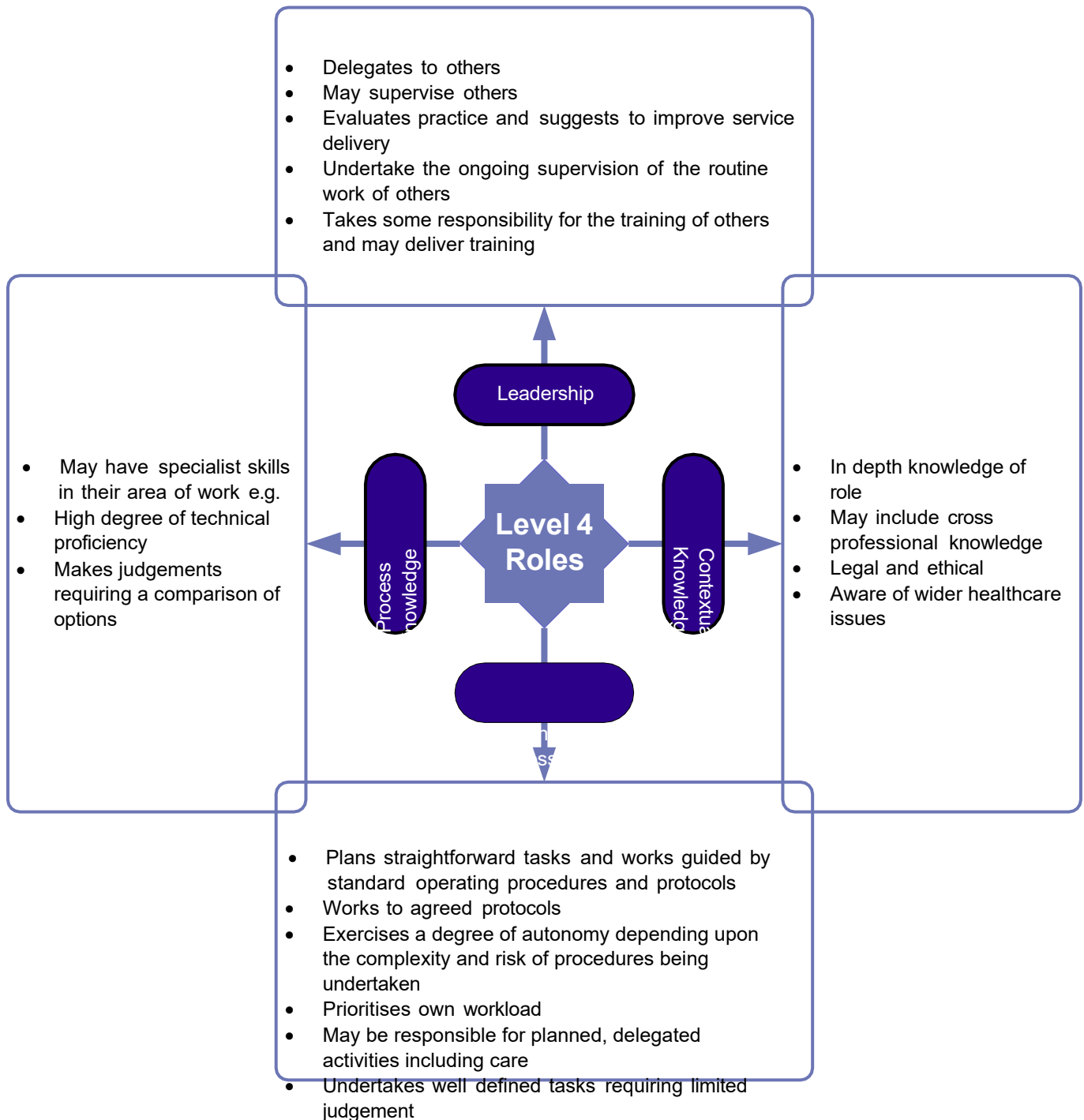
Some people may wish to or need to study whole qualifications - others will not. Some will need to participate in smaller 'bite sized' learning opportunities. Each individual should use the role profile to identify with their line manager what their needs are and how they will achieve them.

The Template

Level Descriptors

Definition of the Level 4 Role

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.



The National Occupational Standards

This section of the template has an example of a level 4 role. This example is intended to give core information for the role. The indicative learning and development are included.

Basic Information

Named Role	Level 4 Psychological Wellbeing Practitioners
Area of Work	Adult Secure and Detained Estate
Experience Required	Experience of working in primary care with people with mental health difficulties, undertaking Person Centred assessments, comprehensive risk assessments, including assessment of risk to self and others. Delivery of low intensity Step 2 interventions, organising, planning and prioritising own workload, as well as a thorough understanding of Psychological Therapies and the concept of stepped care.
Career Framework Level	Level 4

Scope of the Role

Psychological Wellbeing Practitioners work with adults on an individual face-to-face basis or through facilitating therapeutic groups. Working with people with different cultural backgrounds and ages they will be committed to equal opportunities.

A large part of the role will be to assess a service user's suitability for evidence based psychological interventions. Delivering a wide range of psychological step 2 interventions for those service users presenting with common mental health issues such as anxiety and depression and participate in clinical and case management supervision on a regular basis according to service requirements.

Psychological Wellbeing Practitioners work under supervision within a team and will be flexible and adaptable to the needs of the organisation and will be required to work between locations as agreed.

All level 4 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 4 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	HSCCLD23 Develop reflective 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
	Protect individuals from abuse	HSCCLD24 Support the safeguarding of individuals and others
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	HSCCLD28 Support equity, diversity, inclusion and rights 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	INSBA022 Store, share, retrieve and archive information

Underpinning Principles	Reference Function	Competence
H. Management and Administration	Contribute to the effectiveness of teams	HSCCLD26 Support the effectiveness of teams
	Receive and pass on messages and information	ESKITU020 Use digital communications

Role Specific Competences

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	SFHCHS174 Advise and inform others on services
		SFHCHS177 Advise on access to and use of services
	Develop relationships with individuals	SFHFMH10 Make and maintain personal and professional boundaries with individuals in a secure setting
		HSCCLD221 Support individuals to develop and maintain relationships
		INSML032 Develop and sustain collaborative relationships with departments and other organisations
		SCDCPC316 Support individuals to secure services in order to achieve outcomes
Personal and People Development	Personal development	SFHGEN36 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	SFHHI18 Facilitate the clinical audit process
Assessment	Assess an individual's needs arising from their health status	SFHCHS86 Assess individuals' psychological, social and emotional needs for rehabilitation
	Undertake a risk assessment in relation to a defined health needs	SFHCHS136 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	SFHCHS45 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	HSCCLD37 Promote trauma informed practice
		HSCCLD331 Co-ordinate the transfer of individuals between agencies and services
		SFHPHP31 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	SFHCHS44 Plan activities, interventions and treatments to achieve specified health goals
	Review and modify plans to address specific health goals	SFHMH21 Support people with mental health needs in crisis situations
		HSCCLD326 Prepare and implement group activities
Information Management/ Information and Communication Technology	Input data/information for processing	ESKITU081 Retrieve and present structured data
	Maintain information/record systems	SFHSS33 Enter, retrieve and print data in a database
		CFABADD321 Collate and organise data
		SFJPA2.1 Analyse and report data
	Organise and co-ordinate events	INSBA018 Organise and run meetings
	Receive and pass on messages and information	HSCCLD338 Process decision making information
	Manage and work with people	SFHSS02 Contribute to the effectiveness of work teams

Go to the [Health Functional Map](#) to begin your search for the competences related to the additional tasks or functions you have identified.

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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 4 Generic Therapist
Formal endorsed learning	
Informal learning	• Attend relevant conferences/ workshops in line with identified professional objectives. • Engage in and respond to personal development supervision to improve competences.
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	
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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:

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

2014 Skills for Health Employability Skills Matrix

Characteristics of a role at Level 4 will include some or all of these:

Knowledge / skills

Use of a wide range of work area-specific practical and theoretical knowledge, which informs the approach planned to tasks that arise in work and /or study.

- Evaluates outcomes in terms of the –planned approach used
- Demonstrates self-directed development and work practice

Leadership / management

Manage their role under guidance in work contexts that are usually predictable and where there are many factors involved that cause change and where some factors are interrelated.

- Work is guided by standard operating procedures / protocols
- Plans straightforward tasks

Innovation / decision making

- Formally comments/makes suggestions on procedures or possible service developments
- Proposes changes to working practices or procedures for own work area.
- Solves problems by integrating information from expert sources taking account of relevant social and ethical issues.

In order to:

- Perform clinical, technical, administrative or scientific procedures
- Make judgements requiring a comparison of options
- Make suggestions for improvement to outcomes.

Source: Skills for Health Career Framework Attributes

