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Transferable Role Profile Template

Mental Health Treatment Requirement

Primary Care Practitioner

Career Framework Level 4

Revised July 2026

Developed in collaboration with the Mental Health Treatment
Requirement Expert Reference Working Group

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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 of new, hybrid, or existing transferable roles.

All transferable roles will have common or 'core' competences, plus specialty/pathway specific competences. 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 a panel within the UK NOS governance structure. 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.
- 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.

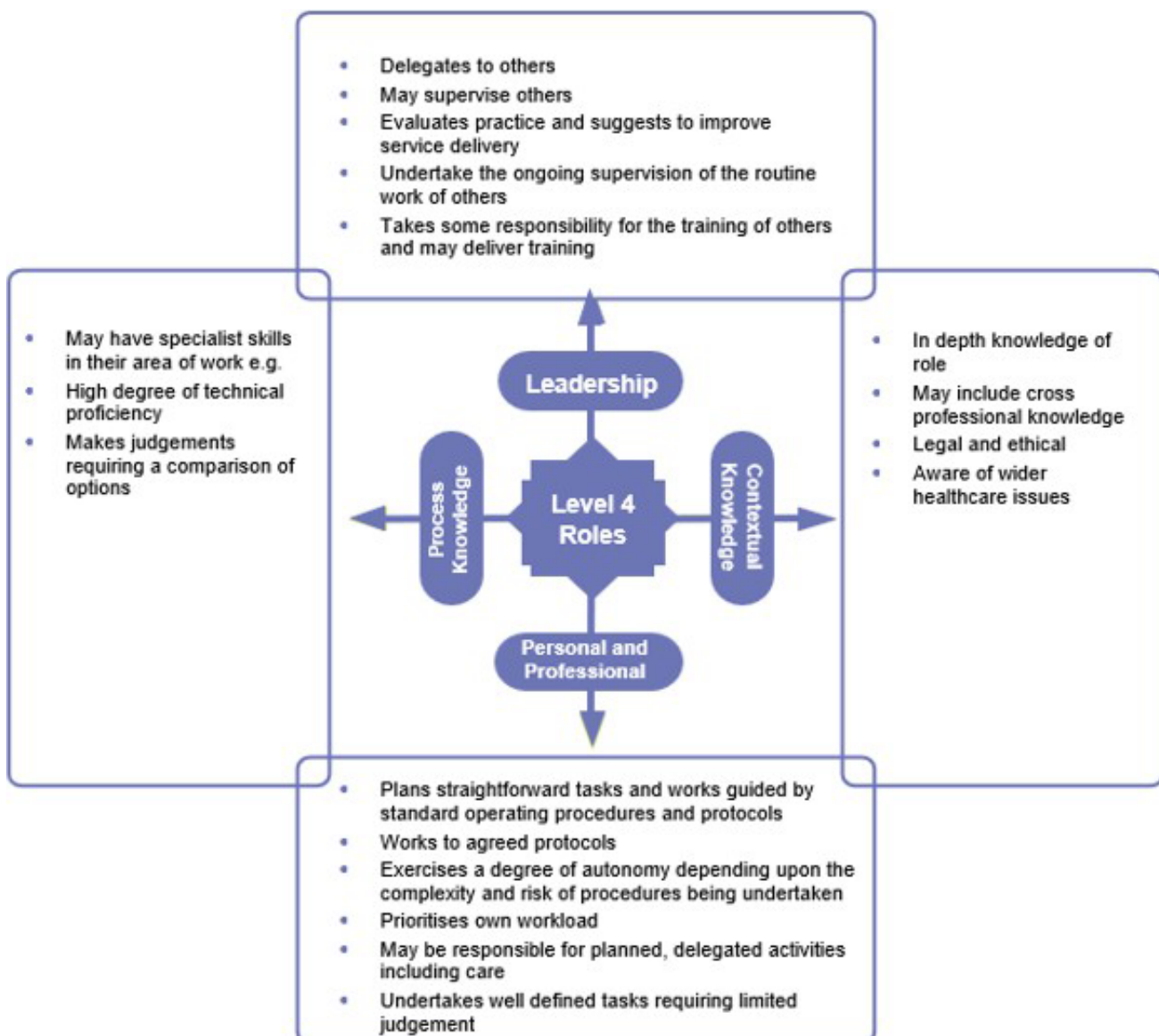
Some people may wish to or need to study whole qualifications - others will not. Some will need to participate in smaller 'bite sized' learning opportunities. Each individual should use the role profile to identify with their line manager what their needs are and how they will achieve them.

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. Indicative learning and development are described within the role profile template.

Basic Information

Named Role	Primary Care Practitioner
Area of Work	Primary Care Mental Health Treatment Requirement
Experience Required	This role may have experience from a range of practitioners who present with the appropriate experience, as an example: 1. An Assistant Psychologist will have completed a degree in Psychology with postgraduate experience working in mental health services or related areas, for example, working in criminal justice services. 2. An Assistant Psychologist may be a substance misuse practitioner. 3. A Substance Misuse Practitioner with appropriate clinical skills 4. A Primary Care Practitioner (Nurse) will be a registered RMN with post registration experience in mental health or criminal justice services. DBS clearance or vetting, where appropriate.
Career Framework Level	Level 4

Scope of the Role

The Primary Care Practitioner role sits within the Mental Health Treatment Requirement (MHTR) Team and will engage with people who have been sentenced to MHTRs as part of a community or suspended sentence order.

Primary Care Practitioners are supervised by qualified Psychologists and are skilled to deliver MHTR interventions. The role will provide psychological interventions for mental health difficulties such as depression, anxiety and trauma, and will work with a diverse range of adult individuals, such as those with personality difficulties, neurodivergence, dual diagnosis and learning disabilities. These individuals will also present with a range of other health and social challenges which will require close partnership working with local partners. There will also be the opportunity to utilise research skills for audit, policy and service development and research within the area served by the team/service.

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 NOS finder](#) 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	Communicate effectively in a healthcare environment
2. Personal and People Development	Develop your own knowledge and practice	Develop reflective practice
	Reflect on your own practice	Monitor your own work practices
3. Health, Safety and Security	Ensure you own actions reduce risks to health and safety	Perform hand hygiene to prevent the spread of infection
		Make sure your own actions reduce risks to health and safety
		Promote a healthy and safe workplace
	Protect individuals from abuse	Support the safeguarding of individuals and others
5. Quality	Act within the limits of your competence and authority	Act within the limits of your competence and authority
	Manage and organise your own time and activities	Manage and organise your own time and activities
6. Equality & Diversity	Ensure your own actions support equality of opportunity and diversity	Support equality, diversity, inclusion, and rights of individuals

Underpinning Principles	Reference Function	Competence
B. Health Intervention	Obtain information from individuals about their health status and needs	Comply with legal requirements for maintaining confidentiality in healthcare
D. Information Management / Information and Communication Technology	Maintain information/record systems	Store and retrieve information using a filing system
H. Management and Administration	Contribute to the effectiveness of teams	Support the effectiveness of teams
	Receive and pass on messages and information	Use digital communications

Role Specific Competences

Underpinning Principles	Reference Function	Competence
1. Communication	Provide information, advice and guidance	Advise and inform others on services
		Advise on access to and use of services
2. Personal and People Development	Develop your own practice	Develop your knowledge, skills and competence to meet the requirements of your work
	Make use of supervision	Make use of supervision
	Support the development of the knowledge and practice of individuals	Support individuals to participate in activities
		Promote learning and development or employment opportunities for individuals
3. Health, Safety and Security	Protect individuals from abuse	Support the safeguarding of individuals and others
	Ensure your actions support equality of opportunity and diversity	Manage hostility and risks with non-cooperative individuals, families and carers
4. Service Improvement	Promote service improvement	Promote continuous improvement
		Evaluate and improve the quality of your products and services
		Identify and evaluate opportunities for innovation and improvement
5. Quality	Improve the quality of healthcare through audit and evaluation	Improve the quality of health and healthcare interventions and services through audit and evaluation
	Establish quality policy and quality assurance systems for the delivery of a service or function	Monitor and solve customer service problems

Underpinning Principles	Reference Function	Competence
6. Equality and Diversity	Promote equality of opportunity and diversity	Challenge injustice and inequalities in access to mainstream provision for people with specific health needs
A. Assessment	Manage health screening programmes	Conduct health screening programmes
	Plan assessment of an individual's health status	Plan assessment of an individual's health status
	Undertake a risk assessment in relation to a defined health need	Assess risks associated with health conditions
		Assess and act upon immediate risk of danger to individuals who have used alcohol and other substances.
		Assess the need for intervention and present assessments of individuals needs and related risks
	Assess individuals' suitability for a treatment or intervention	Establish an individual's suitability to undergo an intervention
B. Health Intervention	Plan actions to address an individual's healthcare needs	Review the effectiveness of therapeutic interventions with people with mental health needs
C. Health Promotion and Protection	Encourage behavioural change in people and agencies to promote health and wellbeing	Work in partnership with others to promote health and wellbeing and reduce risks within settings
	Provide information to individuals, groups and communities about promoting health	Communicate data and information about the health and wellbeing and related needs of a defined population.
	Facilitate the development of community groups / networks	Promote partnership working with others
	Enable people to address issues relating to their health and wellbeing	Enable individuals to change their behaviour to improve their own health and wellbeing

Underpinning Principles	Reference Function	Competence
D Information Management / Information and Communication Technology	Collect and validate data and information for processing	Search databases and sources of information
		Collect and validate data and information in a health context
F. Education, Learning and Research	Prepare learning and development resources	Develop and prepare resources for learning and development
H. Management and Administration	Contribute to the effectiveness of Teams	Contribute to effective multidisciplinary team working
	Manage multi agency collaborative working	Promote partnership working with others
		Develop and sustain collaborative relationships with departments and other organisations
		Lead effective communication
	Manage information and knowledge	Search information, evidence and knowledge resources and communicate the results
	Maintain information / record systems	Administer the current records system
	Participate in meetings	Represent one's own agency at meetings
	Maintain information / record systems	Record, store and supply information using a paper-based filing system

Locality Specific Competences

In this space you can define additional competences which are essential for your local needs.

Go to the [Health NOS Finder](#) 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	Primary Care Practitioner
Formal endorsed learning	Learning from Primary Care Practitioner Clinical Manual provided by HEIs
Informal learning	Knowledge of the Criminal Justice System Shared best practice learning from Primary Care Practitioner Forums Statutory/Mandatory training within the service Trauma-informed practices Understanding and providing support needs of all those presenting with a range of characteristics i.e., BAME, Veterans, women. Understanding of neurodiversity
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:	BPS, NMC

Continuing Professional Development

It is recognised that continuing professional development is an essential component to maintaining competent, safe practice at all levels of the career framework.

The following is considered the minimum required to maintain competence within this role. Learning should be active, with the impact on service delivery clearly defined and agreed between the learner and their line manager. A range of methods for capturing the impact of learning may be used e.g., learning contracts, reflective accounts, productivity measures, appraisals systems and processes. Wherever possible learning should be accredited and/or credit rated and should focus on the needs of the individual in the role.

Statutory and Mandatory learning of particular relevance to the role		
Formal endorsed learning	Title	
	Awarding body	
	Credit	
	Level	
Informal learning	Negotiated at appraisal/performance review. Could include supervision skills, reflective practice, motivational interviewing.	
Method of capturing impact	Annual appraisal	
Funding required	Dependent upon agreed CPD plan and negotiated locally	
Frequency required (once a year, once every two years, twice or more a year)	Annual learning needs will be identified and planned as part of the appraisal process. Specific goals will be agreed and the best method for achieving them negotiated.	

References:

- LASPO [Legal Aid, Sentencing and Punishment of Offenders Act 2012 \(legislation.gov.uk\)](https://legislation.gov.uk/ukpga/2012/97/contents/enacted)
- Mental Health Treatment Requirement Legislation [Sentencing Act 2020 \(legislation.gov.uk\)](https://legislation.gov.uk/ukpga/2020/12/contents/enacted)
- Skills for Health Summary of Attributes and Definitions for Career Framework Levels (2010)
- Skills for Health Employability Skills Matrix (2014)

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