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# Appendix 9

Transferable Role Template

Career Framework Level 7

Liaison and Diversion Service Operational  
Manager

Final - April 2018

Developed with the Liaison and Diversion  
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. 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).

## Definition of a Transferable Role

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. An TR may be either a whole job levelled to the Career Framework or a subset of various jobs at different levels of the Career Framework, e.g. point of care testing.

## 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 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.

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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 may be added here.

NOS may only be removed from the pick and mix section.

## **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.

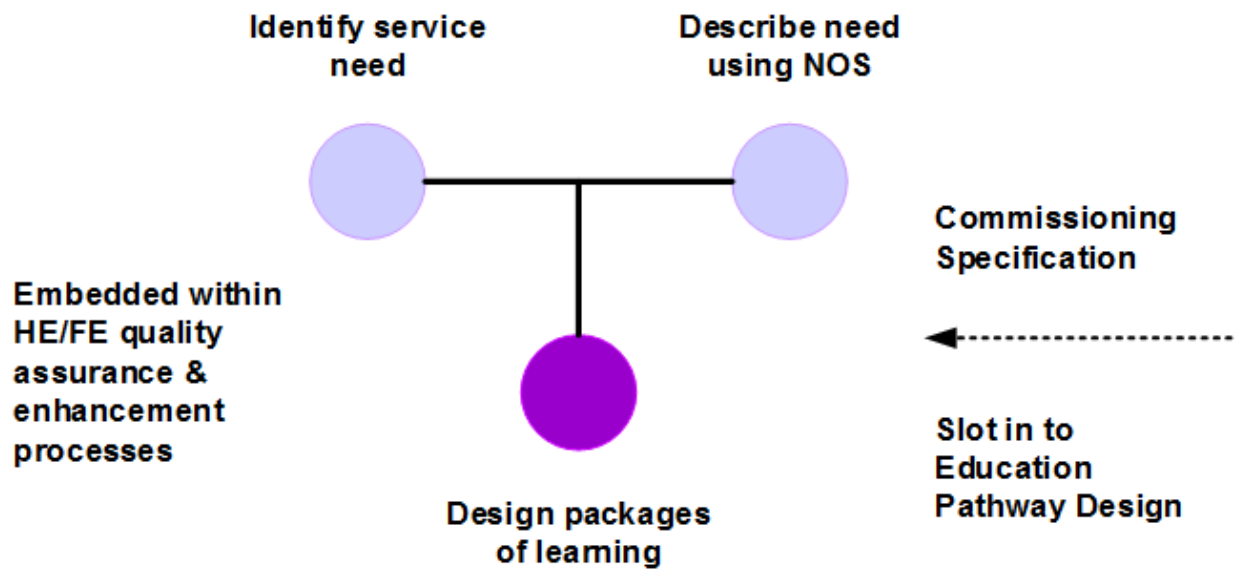
Some people may wish to or need to study whole qualifications - others will not. Some will need to participate in smaller 'bite sized' learning opportunities. Each individual should use the role profile to identify with their line manager what their needs are and how they will achieve them.

Learning should follow the Skills for Health learning design principles which encourage partnership working between employers, commissioners and education providers. The learning design principles aim to develop learning that is fit for purpose, practice and award. The key messages are:

- Learning should be based on NOS
- Learning should be accredited and quality assured
- Flexible frameworks and delivery methods should be used
- Bite sized packages of learning that build into larger qualification enable greater flexibility

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## Skills for Health Learning and Design Principles



The level of learning required by an individual will be dependent upon what they need to learn. There is a connection between levels of learning and career framework levels however not all learning will be at the same level as the role level. For example someone with expert clinical skills i.e. level 8 may need to engage in learning about management at level 5 or 6 of the qualifications framework. Learning for a practical skill may not be levelled.

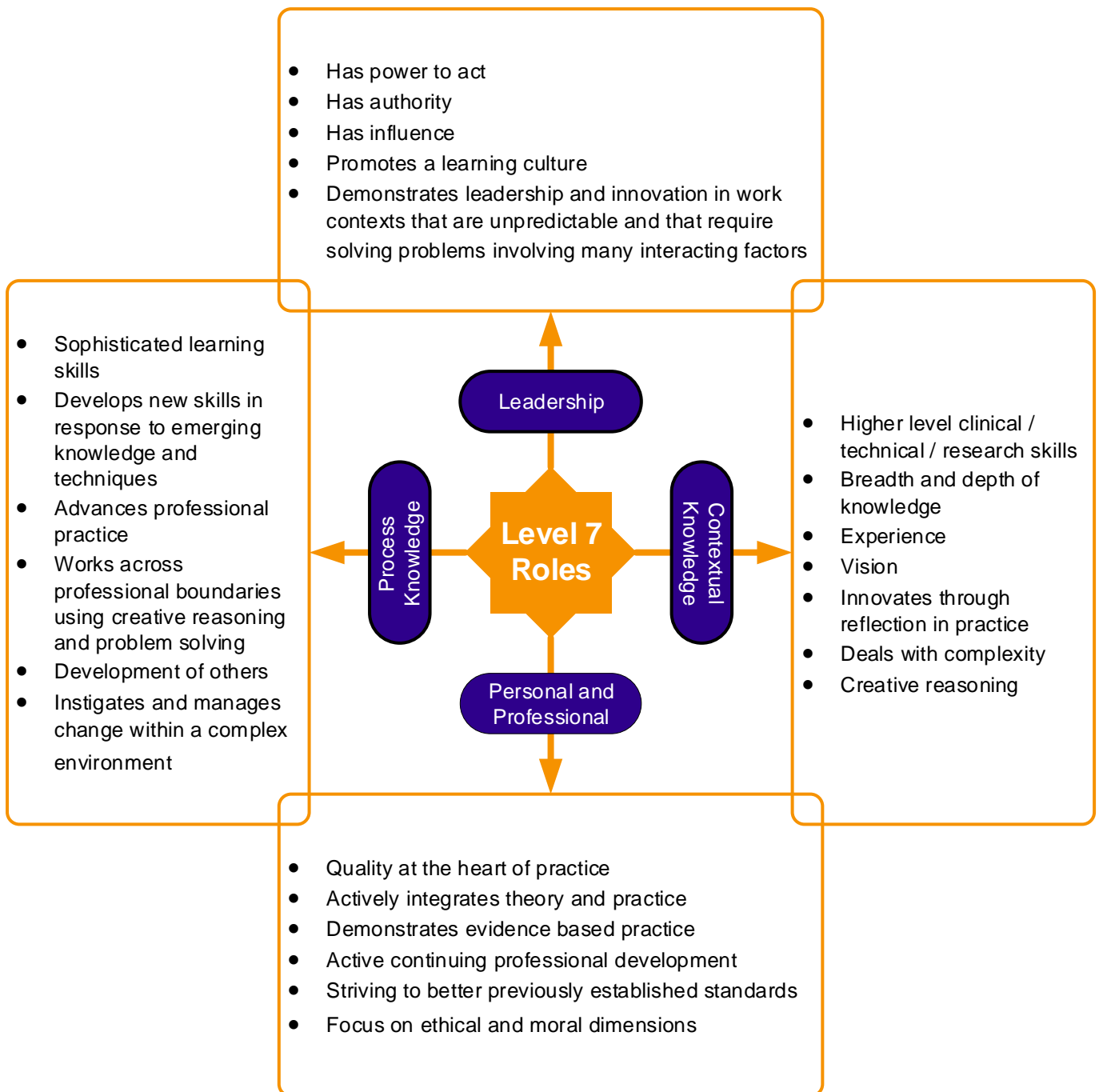
At all times learning should be tailored to the needs of the service and the individual. A flexible approach to learning is required in terms of curriculum design and the use of informal learning opportunities. More detail is included in the indicative learning and development section of this template.

# The Template

## Level Descriptors

### Definition of the Level 7 Role

People at level 7 of the career framework have a critical awareness of knowledge issues in the field and at the interface between different fields. They are innovative and have a responsibility for developing and changing practice and/or services in a complex and unpredictable environment. The characteristics of level 7 roles and an advanced practitioner have been developed by Skills for Health through working with employers and practitioners. They are intended to be broad descriptors which can be interpreted or contextualised at a local level.



## Indicative or reference title: 'advanced practitioner'

### Definition of Practitioner

Whilst recognising that some professions have already defined the advanced practitioner: the definition of an advanced practitioner used in this template is intended to be applicable to all professional and occupational groups. This definition is based on the level 7 descriptors that inform the career framework for health and therefore is useful to employers.

Advanced practitioners are experienced professionals who have developed their skills and theoretical knowledge to a very high standard, performing a highly complex role and continuously developing their practice within a defined field and/or having management responsibilities for a section/small department. They will have their own caseload or work area responsibilities.

Further information regarding the role of the advanced practitioner has been used to support these findings.

### The National Occupational Standards

This section of the template has an example of a level 7 role. This example is intended to give core information for the role. The indicative learning and development packages are included.

### Basic Information

<b>Named Role</b>	Liaison and Diversion Service Operational Manager
<b>Area of Work</b>	Liaison and Diversion Service
<b>Sample Job Description Available</b>	No
<b>Experience Required</b>	Experience of managing people and of contributing to or running an Operational service
<b>Career Framework Level</b>	Level 7

### Scope of the Role

To support the strategic manager in delivering the Liaison and Diversion contract, ensuring continuous service improvement whilst achieving agreed service outcomes. The role may have governance and clinical responsibilities and/or management of service delivery and/or people management.

To support the Liaison and Diversion service through the recruitment of a diverse and competent workforce with the skills mix required for the roles within the service.

To interface effectively with partners, developing protocols and service level agreements.

The role will support staff to achieve potential through enabling access to relevant development opportunities, ensuring they have appropriate specialist knowledge.

All level 7 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 7 Roles:

Underpinning Principles	Reference Function		Competence		
1. Communication	1.2	Communicate effectively	<a href="#">GEN97</a> Communicate effectively in a health care environment		
2. Personal and People Development	2.1.1	Develop your own knowledge and practice	<a href="#">GEN13</a> Synthesise new knowledge into the development of your own practice		
			<a href="#">CFAM&amp;LAA3</a> Develop and maintain your professional networks		
	2.1.2	Reflect on your own practice	<a href="#">GEN23</a> Monitor your own work practices		
			<a href="#">SCDHSC0033</a> Develop your practice through reflection and learning		
3. Health, Safety and Security	2.2.1	Support the development of knowledge and practice of individuals	<a href="#">SCDSC0043</a> Take responsibility for the continuing professional development of yourself and others		
			3.5.1	Ensure you own actions reduce risks to health and safety	<a href="#">IPC2.2012</a> Perform hand hygiene to prevent the spread of infection
					<a href="#">PROHSS1</a> Make sure your own actions reduce risks to health and safety
4. Service Improvement	3.5.2.	Protect individuals from abuse	<a href="#">PMVRV1</a> Make sure your actions contribute to a positive and safe working culture		
			<a href="#">SCDHSC0024</a> Support the safeguarding of individuals		
			4.6	Promote service improvement	<a href="#">CFAM&amp;LCA1</a> Identify and evaluate opportunities for innovation and improvement
5. Quality	5.1.1	Act within the limits of your competence and authority	<a href="#">GEN63</a> Act within the limits of your competence and authority		



Underpinning Principles	Reference Function		Competence
	5.1.2	Manage and organise your own time and activities	<a href="#">HT4</a> Manage and organise your own time and activities
6. Equality & Diversity	6.1	Ensure your own actions support equality of opportunity and diversity	<a href="#">SCDHSC0234</a> Uphold the rights of individuals
	6.2	Promote equality of opportunity and diversity	<a href="#">SCDHSC3111</a> Promote the rights and diversity of individuals
B. Health Intervention	2.1	Obtain information from individuals about their health status and needs	<a href="#">CHS169</a> Comply with legal requirements for maintaining confidentiality in healthcare
D. Information Management / Information and Communication Technology	2.4	Maintain information/record systems	<a href="#">CFA_BAD 332</a> Store and retrieve information using a filing system
H. Management and Administration		Implement change	<a href="#">CFAM&amp;LCA4</a> Implement change
	1.3.1	Contribute to the effectiveness of teams	<a href="#">SCDHSC0241</a> Contribute to the effectiveness of teams
	1.3.2	Develop relationships with individuals	<a href="#">CFAM&amp;LDD1</a> Develop and sustain productive working relationships with colleagues
	2.6	Receive and pass on messages and information	<a href="#">ESKITU020</a> Use digital communications

## Role Specific Competences

Underpinning Principle	Reference Function		Competence
1. Communication	1.2	Communicate effectively	<a href="#">SFJAB1</a> Communicate effectively with people
			<a href="#">SFJAB8</a> Communicate with people in vulnerable groups
		Support individuals to communicate	<a href="#">GEN85</a> Support individuals with communication and interaction difficulties
2. Personal and People Development	2.1	Support the development of the knowledge and practice of individuals	<a href="#">GEN35</a> Provide supervision to other individuals
3. Health, Safety and Security	3.6	Promote safe and effective working	<a href="#">CFAPM/VW14</a> Manage lone workers
		Investigate health and safety related incidents	<a href="#">CFAPM/VW9</a> Investigate and evaluate incidents of violence at work
		Evaluate the impact of health and safety related incidents	<a href="#">PROHSR3</a> Investigate work related incidents, incidents, ill health reports and complaints for the purposes of health and safety regulations
5. Quality		Monitor the progress and quality of work within your area of responsibility	<a href="#">CFAM&amp;LDB3</a> Quality assure work in your team
		Facilitate the audit/inspection process	<a href="#">HI18.2010</a> Facilitate the clinical audit process
		Undertake the audit/inspection process	<a href="#">CFAM&amp;LFE4</a> Carry out quality audits
C. Health Promotion and Protection		Encourage behavioural change in people and agencies to promote health & wellbeing	<a href="#">SCDHSC0398</a> Support individuals with programmes to promote positive behaviour

Underpinning Principle	Reference Function	Competence
D. Information Management/Information and Communication Technology	Collect and validate data/information for processing	<a href="#">H17.2010</a> Collect and validate data and information in a health context
	Analyse data/information	<a href="#">H18.2010</a> Analyse data and information and present outputs in a health context
F. Education, Learning and Research	Deliver learning and development programmes	<a href="#">LSILADD07</a> Facilitate individual learning and development
	Assist in the delivery of learning and development for others	<a href="#">GEN86</a> Support individuals with cognition and learning difficulties
	Act on research and development findings	<a href="#">PHS23</a> Interpret research findings and implement them in practice
H. Management and Administration	Manage operation plans for an area of responsibility	<a href="#">PHS24</a> Manage the development and direction of work
	Provide leadership	<a href="#">CFAM&amp;LBA3</a> Lead your team
		<a href="#">CFAM&amp;LDD7</a> Represent your area of responsibility in meetings
		<a href="#">SfJAD3</a> Represent one's own agency at other agencies' meetings
	Contribute to the effectiveness of teams	<a href="#">CFAM&amp;LDB2</a> Allocate work to team members
		<a href="#">GEN41</a> Identify team members' need for psychological support
	Develop relationships with individuals	<a href="#">CFAM&amp;LDD2</a> Develop and sustain productive working relationships with stakeholders
	Recruit, select and retain colleagues	<a href="#">CFAOP3</a> Recruit people for your business
	Participate in meetings	<a href="#">CFA_BAA413</a> Chair meetings

Underpinning Principle	Reference Function		Competence
		Manage a project	<a href="#">CFAM&amp;LFA5</a> Manage projects
		Manage a budget	<a href="#">CFAM&amp;LEA4</a> Manage budgets
			<a href="#">SFJDA1</a> Obtain, analyse and provide information required for courts and formal hearings
			<a href="#">SFJDA2</a> Present information to courts and formal hearings

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## Locality Specific Competences

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

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

All competences are cross referenced to the NHS knowledge and skills framework (KSF).

Underpinning Principles	Reference Function		Competence

## Indicative Learning and Development

Transferable roles may be underpinned by a range of learning and development activities to ensure both competence and role confidence. The learning and development included within the template is by nature indicative. In some cases, it is endorsed by professional bodies and/or special interest groups and accredited by an awarding body.

Transferable role	Level 7 Liaison and Diversion Service Operational Manager
Formal endorsed learning	
Informal learning	Equality and Diversity Manual handling Prevention and management of violence and aggression De-escalation training Information governance Safeguarding (Level 2 Child, Level 3 Adult) Applied Suicide and Intervention Skills Training Mentoring Health & Safety Supervision and appraisal training CSE PREVENT
Summary of learning and development including aims and objectives	
Duration	
National Occupational Standards used	
Credits (including framework used)	
Accreditation	
APEL and progression	
Programme structure	
Resources required, e.g. placement learning, preceptors, accredited assessors etc	
Quality Assurance	
Policies included in programme documentation	
Funding	
Leading to registration or membership with:	NMC Medicines Management HCPC (Health & Care Professions Council)

## 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	None identified	
Formal endorsed learning	Title	None identified
	Awarding body	
	Credit	
	QCF code	
	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.	

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## References:

Brown G., Esdaile S.A., Ryan S.E., (eds) (2004) *Becoming an Advanced Healthcare Practitioner* Butterworth Heinemann London

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

2014 Skills for Health Employability Skills Matrix

2013/14 NHS England Liaison and Diversion Operating Model

2017 NHS England Liaison and Diversion Standard Service Specification





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