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Liaison and Diversion Service Career and Competence Framework

Final Report v3 31/05/18

Contents

Introduction **3**
Context and Background 3
Approach **4**
Methodology **5**
Career and Competence Frameworks and Agenda for Change **9**
Liaison and Diversion Career Framework **10**
Liaison and Diversion Services Competence Framework **12**
Core Competences **13**
Role Specific Competences **15**
Locality Specific Competence 24
Liaison and Diversion Services Role Profile Templates **25**
Next Steps **26**
Acknowledgements **27**

Introduction

Context and Background

In the NHS Five Year Forward View for Mental Health[1], Liaison and Diversion services are expected to be implemented across the country by 2020. As Liaison and Diversion moves from being a programme to becoming a service, delivery of Liaison and Diversion services, including for children and young people, will be an essential component in identifying individuals who would benefit from early access, referral into and treatment from services supporting a wide range of vulnerabilities. In addition, this is expected to result in an improvement in the continuity of care on release and the support for offenders once back in the community.

The Liaison and Diversion Operating Model[2] describes Liaison and Diversion as a *'process whereby people of all ages with mental health problems, a learning disability, substance misuse problems and other vulnerabilities are identified and assessed as early as possible as they pass through the youth justice and criminal justice systems'.*

Health Education England commissioned Skills for Health[3] to develop a career and competence framework for Liaison and Diversion with the aim of developing a flexible workforce able to respond to people with vulnerabilities who are either in or at risk of becoming involved with the Criminal Justice System. A career and competence framework for the Liaison and Diversion service can help support the development and growth of the workforce in this area, within mental health services and support the movement of staff between the wider Criminal Justice System and Liaison and Diversion services. The framework will enable staff to assess their own skills and competences as well as provide a career structure for staff working in this area. A useful resource for staff and their managers, commissioners and education and training providers, the framework helps to describe the Liaison and Diversion service offer and includes the skills and knowledge required by the workforce at various Career Framework levels, as well as the education and training required to progress within the service. A clear career and progression structure will help to recruit people into the Liaison and Diversion workforce and support the retention of staff.

This Framework document comprises the following elements:

- A **career framework** for Liaison and Diversion services constructed from **9 role profile templates.** These are generic role profiles indicative of the types roles which may be found within a Liaison and Diversion service. They are not meant to be prescriptive but provide a useful starting point when looking to develop job descriptions. The career framework shows how it may be possible to enter and progress within a Liaison and Diversion service or indeed move into other areas

- A **competence framework** for Liaison and Diversion services. The competences used are National Occupational Standards. This framework aims to include the National Occupational Standards relating to the provision of Liaison and Diversion services, a sub-set of which will relate to particular job roles

[1] NHS Five Year Forward View for Mental Health, NHS England, February 2016
[2] Liaison and Diversion Operating Model, NHS England, April 2014
[3] Sector Skills Council for Health in the UK

Approach

Skills for Health's approach to our work with clients is predicated on active stakeholder engagement. Prior to the commencement of the development of the Liaison and Diversion career and competence framework, Skills for Health met with Health Education England representatives and members of the Liaison and Diversion team at NHS England to discuss and agree the approach to be taken.

It was agreed that the framework would be signed off by the Liaison and Diversion National Programme Board. Skills for Health attended a meeting of the Liaison and Diversion National Programme Board on 23 January 2018 to provide an overview of the project and will present the Framework to the Programme Board for sign off at its meeting on 30 May 2018.

The NHS England Liaison and Diversion team provided a list of stakeholders – the Liaison and Diversion Expert Panel – from whom there was excellent engagement and commitment. The Expert Panel comprised commissioners, service managers, practitioners, support workers and individuals with lived experience.

The development of the career and competence framework was informed by a series of three workshops, facilitated by Skills for Health, with the Liaison and Diversion Expert Panel. The workshops provided the opportunity for the members of the expert panel to describe the functions within a Liaison and Diversion service. These initially were broadly defined as screening, assessment, identification of need and referral into appropriate services, as described in the Liaison and Diversion Standard Service Specification[4] The functions identified were then mapped to the Skills for Health Functional Map reference functions and subsequently to National Occupational Standards. The panel agreed the roles to be developed and identified the skills, competences and indicative learning and development for each role.

The development of the Framework has been an iterative process, with comments received following the electronic circulation to the expert panel of the draft role profile templates developed within the workshops, informing the final draft framework document.

[4] Liaison and Diversion Standard Service Specification, NHS England, November 2017

Methodology

The Career Framework for Health (Figure 1) and the Skills for Health Role Redesign methodology were used to identify the skills and competences required. The methodology for designing and developing roles, based on National Occupational Standards and the Career Framework for Health, brings together:

- Career Framework level descriptors which describe the role in terms of the level of responsibility, level of decision-making and critical analysis skills
- Main functions of the role mapped to National Occupational Standards
- Scoping statement for the role which describes its purpose
- Indicative learning and development for the role

Figure 1

Key Elements of the Career Framework

9

Career Framework Level 9

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. **Indicative or Reference title: Director**

8

Career Framework Level 8

People 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, 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.
Indicative or Reference title: Consultant

7

Career Framework Level 7

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. **Indicative or Reference title: Advanced Practitioner**

6

Career Framework Level 6

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

5

Career Framework Level 5

People at level 5 will have a comprehensive, specialised, factual and theoretical knowledge within a field of work and an awareness of the boundaries of that knowledge. They are able to use knowledge to solve problems creatively, make judgements which require analysis and interpretation, and actively contribute to service and self development. They may have responsibility for supervision of staff or training. **Indicative or Reference title: Practitioner**

4

Career Framework Level 4

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. **Indicative or Reference title: Assistant/Associate Practitioner**

3

Career Framework Level 3

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. **Indicative or Reference title: Senior Healthcare Assistants/Technicians**

2

Career Framework Level 2

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.
Indicative or Reference title: Support Worker

1

Career Framework Level 1

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. **Indicative or Reference title: Cadet**

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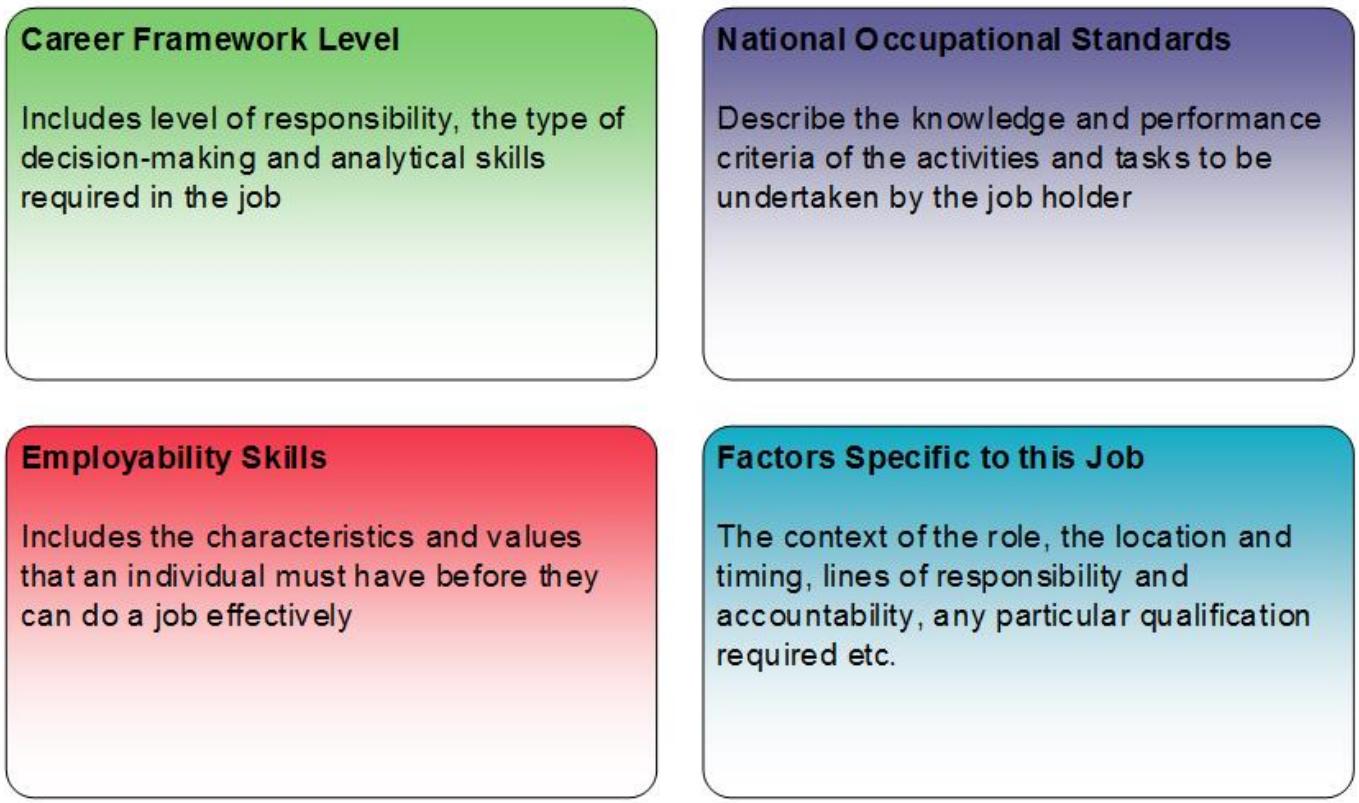
When developing the role profile templates for Liaison and Diversion services, four components were considered; the Career Framework level, National Occupational Standards, employability skills as described within the Skills for Health Employability Skills Matrix[5] (***Appendix 1)*** and locality specific competences, for example, where practitioners may work in specialist areas such as Children and Young People or Intellectual Disabilities.

Figure 2: Components of a Job



The Career Framework provides information about the level at which the job-holder is required to function. Each level has characteristics and attributes which describe, for example, the levels of autonomy, responsibility, decision-making and critical analysis skills needed in a role or job. It comprises nine levels ranging from Level 1 initial entry jobs to the most senior staff at Level 9.
It is applicable to health, social care and the justice sectors. Combining the characteristics of a particular level of the Career Framework with National Occupational Standards, provides information that can support the Liaison and Diversion workforce and service development as well as the identification of appropriate education and training.

Employability skills include the pre-requisites for someone undertaking a job and can be used to inform the person specification in a job description. It identifies the qualities, values, attributes and behaviours needed at each level of the Career Framework and which an individual must have, and express, to be a properly functioning employee.

National Occupational Standards 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[6].

[5] Skills for Health Employability Skills Matrix, 2014
[6] Definition supported by UK Commission for Employment and Skills

Each National Occupational Standard describes the minimum standard to which an individual is expected to work in a given occupation and contains an agreed set of knowledge and understanding and performance criteria that must be met, in order for someone to be deemed competent.

Locality specific competences have been identified where appropriate, for example Specialist Practitioners at Level 6 of the Liaison and Diversion Career Framework.

Career and Competence Frameworks and Agenda for Change

Agenda for Change, the NHS pay system which incorporates job evaluation, the Knowledge and Skills Framework and terms and conditions, is specific to the NHS, and evaluated within services. The Career Framework however, 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.

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 using National Occupational Standards 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.

Liaison and Diversion Career Framework

The career framework for Liaison and Diversion services comprises roles from Level 2 to Level 8, as detailed in ***Table 1*** below. Individuals will be able to progress into different roles within the Liaison and Diversion career framework either vertically or laterally. An individual may enter the service as a Volunteer at Level 2 or as a Peer Support Worker with lived experience at Level 3 and progress as a Level 4 Support Worker, after undertaking the required training and development. An example of lateral progression may include, for example, a community mental health nurse entering a Liaison and Diversion service as a Specialist Practitioner at Level 6 and equally, a Liaison and Diversion Practitioner could move out of the service into a community setting, for example, a Transition Care Programme (TCP).

The requirements of individual jobs in the workplace will vary, depending on the requirements of any particular Liaison and Diversion service in relation to local population, for example, veterans, non-settled community. The role profiles included within the Liaison and Diversion Career Framework are generic and so when used in practice, can be adapted to meet local service requirements.

Table 1: Liaison and Diversion Service Career Framework

Level	Liaison and Diversion Service Role
2	**Volunteer** People at level 2 require basic factual knowledge of a field of work. They may carry out a range of duties according to established protocols, procedures, or systems of work. *(role profile template for Liaison and Diversion Service Volunteer **Appendix 2**)*
3	**Peer Support Worker** **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. *(role profile template for Liaison and Diversion Service Peer Support Worker **Appendix 3**)* *(role profile template for Liaison and Diversion Service Administrator **Appendix 4**)*
4	**Support Worker** **Senior Administrator** 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. *(role profile template for Liaison and Diversion Service Support Worker **Appendix 5**)* *(role profile template for Liaison and Diversion Service Senior Administrator **Appendix 6**)*
5	**Practitioner** 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. *(role profile template for Liaison and Diversion Service Practitioner **Appendix 7**)*
6	**Specialist Practitioner** People at level 6 require a critical understanding of detailed theoretical and practical knowledge, are specialist and/or have management and leadership responsibilities. They demonstrate initiative and are creative in finding solutions to problems. They have some responsibility for team performance and service development and they consistently undertake self-development. *(role profile template for Liaison and Diversion Service Specialist Practitioner **Appendix 8**)*
7	**Operational 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. *(role profile template for Liaison and Diversion Service Operational Manager **Appendix 9**)*
8	**Strategic Manager** People at level 8 of the career framework require highly specialised knowledge, some of which may be at the forefront of knowledge in a field of work, which they may use as the basis for original thinking and/or research. They are leaders with considerable 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. *(role profile template for Liaison and Diversion Service Strategic Manager **Appendix 10**)*

Liaison and Diversion Service Competence Framework

The purpose of a competence framework is to identify all the activities that take place in a service or along a pathway or section of a pathway. It includes National Occupational Standards (competences) relevant to the activities 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 necessarily reflect the overall level of a role.

The competences within the framework can be used to contribute to the description of relevant jobs and roles, and to help commissioners and employers articulate the education and training required by individuals working in the service. The competence framework can also be used by managers and individuals within a service to help identify progression routes, identify the education and training required to enable an individual to undertake additional activities. In addition, it can be used by education and training providers to develop programmes of learning and qualifications.

National Occupational Standards are developed to describe the level of competence for a function, rather than for specific staff groups and so should be interpreted as applying within the context in which an individual works. Some competences may appear, from the title, to be applicable only in a health setting; the competence Communicate effectively in a healthcare environment GEN97, is an example of that but the knowledge and performance criteria within it are applicable in a wide range of settings, which includes criminal justice. 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 in the role profiles developed in the role profile templates which describe the jobs and roles within the Liaison and Diversion service, alongside their career framework level.

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

The competences do not replace protocols and guidelines used in the service, but work alongside them, describing the knowledge required and performance criteria that should be met by an individual working with those protocols and guidelines.

Core Competences

These competences are considered to be core for all those working within a healthcare setting and are applicable to the care and justice sectors. They are included in the role profile templates and the following table shows the competences to be found at each career framework level.

Table 2: Core Competence at Career Framework Level

Competence	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
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	✓	✓	✓	✓	✓	✓	✓
CFA_BAD332 Store and retrieve information using a filing system	✓	✓	✓	✓	✓	✓	✓
SCDHSC0023 Develop your own knowledge and practice	✓	✓	✓				
HT4 Manage and organise your own time and activities	✓	✓	✓	✓	✓	✓	✓
GEN23 Monitor your own work practices		✓	✓	✓	✓	✓	✓

Competence	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
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 and these are included within the role profile templates attached as ***Appendices 2, 3, 4, 5, 6,7,8, 9 and 10***.

The role specific competences identified for each role at its associated Career Framework level are listed below:

Role Specific Competence	Further Detail
Career Framework Level 2 – Volunteer	
GEN85 Support individuals with communication and interaction difficulties	https://tools.skillsforhealth.org.uk/competence/show/html/id/2758/
SCDHSC0233 Develop effective relationships with individuals	https://tools.skillsforhealth.org.uk/external/SCDHSC0233.pdf
SFJAB1 Communicate effectively with people	https://www.ukstandards.org.uk/PublishedNos/SFJAB1.pdf#search=SFJAB1
CHS177 Advise on access to and use of services	https://tools.skillsforhealth.org.uk/competence/show/html/id/2320/
SCDHSC0026 Support individuals to access information on services and facilities	https://tools.skillsforhealth.org.uk/external/SCDHSC0026.pdf
MH14.2013 Identify potential mental health needs and related issues	https://tools.skillsforhealth.org.uk/competence/show/html/id/3825/
AA1.2014 Recognise problematic use of alcohol or other substances and refer individuals to services	https://tools.skillsforhealth.org.uk/competence/show/html/id/3916/
SCDHSC Support individuals who are distressed	https://tools.skillsforhealth.org.uk/external/SCDHSC0226.pdf
SCDHSC0330 Support individuals to access and use services and facilities	https://tools.skillsforhealth.org.uk/external/SCD%20HSC0330.pdf
SCDHSC0026 Support individuals to access information on services and facilities	https://tools.skillsforhealth.org.uk/external/SCDHSC0026.pdf
HT3 Enable individuals to change their behaviour to improve their own health and wellbeing	https://tools.skillsforhealth.org.uk/competence/show/html/id/2500/
PHP41 Enable people to address issues related to health and wellbeing	https://tools.skillsforhealth.org.uk/competence/show/html/id/2449/
SCDHSC0410 Advocate with and on behalf of individuals	https://tools.skillsforhealth.org.uk/external/SCDHSC0410.pdf
Career Framework Level 3 - Administrator	
SFJAB1 Communicate effectively with people	https://www.ukstandards.org.uk/PublishedNos/SFJAB1.pdf#search=SFJAB1
SFJAB8 Communicate with people in vulnerable groups	https://www.ukstandards.org.uk/PublishedNos/SFJAB8.pdf#search=SFJAB8

Role Specific Competence	Further Detail
CFA_CSD9 Promote continuous improvement	https://tools.skillsforhealth.org.uk/external/CFA_CSD9.pdf
CFA_BAA411 Support the organisation of meetings	https://tools.skillsforhealth.org.uk/external/CFA_BAA411.pdf
CFA_BAA612 Handle mail	https://tools.skillsforhealth.org.uk/external/CFA_BAA612.pdf
SCDHSC0242 Deal with messages and information	https://tools.skillsforhealth.org.uk/external/SCDHSC0242.pdf
SS07 Receive, transmit, store and retrieve information	https://tools.skillsforhealth.org.uk/competence/show/html/id/2134/
CFA_BAA62 Make and receive phone calls	https://tools.skillsforhealth.org.uk/external/CFA_BAA621.pdf
Career Framework Level 3 – Peer Support Worker	
CM G4 Communicate with individuals, groups and communities about promoting their health and wellbeing in a defined caseload	https://tools.skillsforhealth.org.uk/competence/show/html/id/1860/
GEN85 Support individuals with communication and interaction difficulties	https://tools.skillsforhealth.org.uk/competence/show/html/id/2758/
SCDHSC0233 Develop effective relationships with individuals	https://tools.skillsforhealth.org.uk/external/SCDHSC0233.pdf
SFJAB1 Communicate effectively with people	https://www.ukstandards.org.uk/PublishedNos/SFJAB1.pdf#search=SFJAB1
CHS177 Advise on access to and use of services	https://tools.skillsforhealth.org.uk/competence/show/html/id/2320/
SCDHSC0026 Support individuals to access information on services and facilities	https://tools.skillsforhealth.org.uk/external/SCDHSC0026.pdf
CFAM&LAA3 Develop and maintain your professional networks	https://tools.skillsforhealth.org.uk/external/CFAM&LAA3
GEN36 Make use of supervision	https://tools.skillsforhealth.org.uk/competence/show/html/id/2296/
HT4 Manage and organise your own time and activities	https://tools.skillsforhealth.org.uk/competence/show/html/id/2501/
MH14.2013 Identify potential mental health needs and related issues	https://tools.skillsforhealth.org.uk/competence/show/html/id/3825/
AA1.2014 Recognise problematic use of alcohol or other substances and refer individuals to services	https://tools.skillsforhealth.org.uk/competence/show/html/id/3916/
SCDHSC Support individuals who are distressed	https://tools.skillsforhealth.org.uk/external/SCDHSC0226.pdf
SCDHSC0330 Support individuals to access and use services and facilities	https://tools.skillsforhealth.org.uk/external/SCD%20HSC0330.pdf
SCDHSC0026 Support individuals to access information on services and facilities	https://tools.skillsforhealth.org.uk/external/SCDHSC0026.pdf

Role Specific Competence	Further Detail
HT3 Enable individuals to change their behaviour to improve their own health and wellbeing	https://tools.skillsforhealth.org.uk/competence/show/html/id/2500/
PHP41 Enable people to address issues related to health and wellbeing	https://tools.skillsforhealth.org.uk/competence/show/html/id/2449/
SCDHSC0410 Advocate with and on behalf of individuals	https://tools.skillsforhealth.org.uk/external/SCDHSC0410.pdf
SFTMVD2 Lead and Motivate Volunteers	https://tools.skillsforhealth.org.uk/external/SFTMVD2.pdf
SFTMVC3 Recruit and place volunteers	https://tools.skillsforhealth.org.uk/external/SFTMVC3.pdf
SFTMVC5 Induct volunteers	https://tools.skillsforhealth.org.uk/external/3019_SFTMVC5.pdf
Career Framework Level 4 – Senior Administrator	
SFJAB1 Communicate effectively with people	https://www.ukstandards.org.uk/PublishedNos/SFJAB1.pdf#search=SFJAB1
SFJAB8 Communicate with people in vulnerable groups	https://www.ukstandards.org.uk/PublishedNos/SFJAB8.pdf#search=SFJAB8
CHS174 Advise and inform others on services	https://tools.skillsforhealth.org.uk/competence/show/html/id/2316/
CFAM&LDC2 Support individuals' learning and development	https://tools.skillsforhealth.org.uk/external/CFAM&LDC2
CFA_CSD9 Promote continuous improvement	https://tools.skillsforhealth.org.uk/external/CFA_CSD9.pdf
ESKITU081 Retrieve and present structured data	https://tools.skillsforhealth.org.uk/external/ESKITU081.pdf
SS33 Enter, retrieve and print data	https://tools.skillsforhealth.org.uk/competence/show/html/id/542/
CFABADD321 Collate and organise data	https://tools.skillsforhealth.org.uk/external/CFA_BAD321.pdf
CFA_ BAD322 Analyse and report data	https://tools.skillsforhealth.org.uk/external/CFA_BAD322.pdf
CFA_BAA412 Plan and organise meetings	https://tools.skillsforhealth.org.uk/external/CFA_BAA412.pdf
CFA_BAA118 Manage an office facility	https://tools.skillsforhealth.org.uk/external/CFA_BAA118.pdf
CFA_BAA123 Prepare text from notes	https://tools.skillsforhealth.org.uk/external/CFA_BAA213.pdf
CFA_BAA441 Take minutes	https://tools.skillsforhealth.org.uk/external/CFA_BAA441.pdf
SCDHSC3115 Process information for decision-making	https://tools.skillsforhealth.org.uk/external/SCDHSC3115.pdf
Career Framework Level 4 – Support Worker	
GEN99 Promote effective communication with individuals who are troubled or distressed	https://tools.skillsforhealth.org.uk/competence/show/html/id/3861/
SfJ AB1 Communicate effectively with people	https://www.ukstandards.org.uk/PublishedNos/SFJAB1.pdf#search=SFJAB1

Role Specific Competence	Further Detail
SfJ AB8 Communicate with people from vulnerable groups	https://www.ukstandards.org.uk/PublishedNos/SFJAB8.pdf#search=SFJAB8
SCDHSC0233 Develop effective relationships with individuals	https://tools.skillsforhealth.org.uk/external/SCDHSC0233.pdf
CHS177 Advise on access to and use of services	https://tools.skillsforhealth.org.uk/competence/show/html/id/2320/
GEN14 Provide advice and information to individuals on how to manage their own condition	https://tools.skillsforhealth.org.uk/competence/show/html/id/377/
CFAM&LAA3 Develop and maintain your professional networks	https://tools.skillsforhealth.org.uk/external/CFAM&LAA3
GEN36 Make use of supervision	https://tools.skillsforhealth.org.uk/competence/show/html/id/2296/
GEN134 Contribute to the prevention and management of abusive, aggressive and challenging behavior	https://tools.skillsforhealth.org.uk/competence/show/html/id/3927/
CFACSD9 Promote continuous improvement	https://tools.skillsforhealth.org.uk/external/CFA_CSD9.pdf
GEN109 Promote peoples' rights and encourage them to recognise their responsibilities	https://tools.skillsforhealth.org.uk/competence/show/html/id/3875/
SCDHSC3111 Promote the rights and diversity of individuals	https://tools.skillsforhealth.org.uk/external/SCDHSC3111.pdf
AA1.2014 Recognise problematic use of alcohol or other substances and refer individuals to services	https://tools.skillsforhealth.org.uk/competence/show/html/id/3916/
CHS99 Refer individuals to specialist sources of assistance in order to meet their healthcare needs	https://tools.skillsforhealth.org.uk/competence/show/html/id/2262/
CHS233 Contribute to the assessment of needs and the planning, evaluation and review of individualised programmes of care for individuals	https://tools.skillsforhealth.org.uk/competence/show/html/id/3860/
CHS234 Implement specific parts of individualised care programmes	https://tools.skillsforhealth.org.uk/competence/show/html/id/3862/
SCDHSC Support individuals who are distressed	https://tools.skillsforhealth.org.uk/external/SCDHSC0226.pdf
SCDHSC3103 Contribute to raising awareness of health issues	https://tools.skillsforhealth.org.uk/external/SCDHSC3103.pdf
SCDHSC0330 Support individuals to access and use services and facilities	https://tools.skillsforhealth.org.uk/external/SCD%20HSC0330.pdf
SCDHSC0410 Advocate with and on behalf of individuals	https://tools.skillsforhealth.org.uk/external/SCDHSC0410.pdf
SCDHCS3100 Participate in inter-disciplinary team working to support individuals	https://tools.skillsforhealth.org.uk/external/SCDHSC3100.pdf

Role Specific Competence	Further Detail
CFAM&LDD1 Develop and sustain productive working relationships with colleagues	https://tools.skillsforhealth.org.uk/external/CFAM&LDD1
CFAM&LDD7 Represent your area of responsibility in meetings	https://tools.skillsforhealth.org.uk/external/CFAM&LDD7
SFJDA1 Obtain, analyse and provide information required for courts and formal hearings	https://tools.skillsforhealth.org.uk/external/SFJ%20DA1.pdf
SFJDA2 Present information to courts and formal hearings	https://tools.skillsforhealth.org.uk/external/SFJ%20DA2.pdf
LSILADD07 Facilitate individual learning and development	https://tools.skillsforhealth.org.uk/external/3173_LSILADD07.pdf
Career Framework Level 5 – Practitioner	
SFJAB1 Communicate effectively with people	https://www.ukstandards.org.uk/PublishedNos/SFJAB1.pdf#search=SFJAB1
SFJAB8 Communicate with people in vulnerable groups	https://www.ukstandards.org.uk/PublishedNos/SFJAB8.pdf#search=SFJAB8
SFJ DA1 Obtain, analyse and provide information required for courts and formal hearings	https://tools.skillsforhealth.org.uk/external/SFJ%20DA1.pdf
GEN36 Make use of supervision	https://tools.skillsforhealth.org.uk/competence/show/html/id/2296/
CCSCCS18 Peer training and mentoring	https://tools.skillsforhealth.org.uk/external/CCSCCS18.pdf
FM12 Manage hostility and risks with non-cooperative individuals, families and carers	https://tools.skillsforhealth.org.uk/competence/show/html/id/2274/
GEN109 Promote peoples' rights and encourage them to recognise their responsibilities	https://tools.skillsforhealth.org.uk/competence/show/html/id/3875/
SFJ FJ1 Screen individuals' health and well-being on reception into a custodial setting	https://www.ukstandards.org.uk/PublishedNos/SFJFJ1.pdf#search=SFJFJ1
SFJEA2 Assess offenders for risk factors and levels of risk associated with their behavior	https://www.ukstandards.org.uk/PublishedNos/SFJEA2.pdf#search=SFJEA2
SfJEC6 Assess individuals' needs and plan agreed activities	SFJCJEC6.docx
HPC1 Obtain valid consent for healthcare investigations in a custodial setting	https://tools.skillsforhealth.org.uk/competence/show/html/id/2400/
MH21.2013 Support people with mental health needs in crisis	https://tools.skillsforhealth.org.uu/competence/show/html/id/3823/
SCDHSC0330 Support individuals to access and use services and facilities	https://tools.skillsforhealth.org.uk/external/SCD%20HSC0330.pdf
SFJ ED1	https://tools.skillsforhealth.org.uk/external/SFJ%20ED1.pdf

Role Specific Competence	Further Detail
Plan, monitor and review integrated packages of interventions and support to address individuals' offending behaviour	
HI7.2010 Collect and validate data and information in a health context	https://tools.skillsforhealth.org.uk/competence/show/html/id/2980/
SCDHSC3100 Participate in inter-disciplinary team working to support individuals	https://tools.skillsforhealth.org.uk/external/SCDHSC3100.pdf
SfJ DA2 Present information to courts and formal hearings	https://tools.skillsforhealth.org.uk/external/SFJ%20DA2.pdf
CFAM&LDD7 Represent your area of responsibility in meetings	https://tools.skillsforhealth.org.uk/external/CFAM&LDD7
Career Framework Level 6 – Specialist Practitioner	
SFJAB1 Communicate effectively with people	https://www.ukstandards.org.uk/PublishedNos/SFJAB1.pdf#search=SFJAB1
SFJAB8 Communicate with people in vulnerable groups	https://www.ukstandards.org.uk/PublishedNos/SFJAB8.pdf#search=SFJAB8
SFJ AD1 Develop and sustain effective working with staff from other agencies	http://www.skillsforjustice-nosfinder.com/nos/doc/SFJAD1.doc
SfJ DA1 Obtain, analyse and provide information required for courts and formal hearings	https://tools.skillsforhealth.org.uk/external/SFJ%20DA1.pdf
GEN35 Provide supervision to other individuals	https://tools.skillsforhealth.org.uk/competence/show/html/id/2295/
GEN36 Make use of supervision	https://tools.skillsforhealth.org.uk/competence/show/html/id/2296/
CCSCCS18 Peer training and mentoring	https://tools.skillsforhealth.org.uk/external/CCSCCS18.pdf
PROHSSP Supervise the health, safety and welfare of an individual at work	https://tools.skillsforhealth.org.uk/external/PROHSS9.pdf
PMWRV14 Manage lone workers	https://tools.skillsforhealth.org.uk/external/PMWRV14.pdf
SFJ AG5 Support the safeguarding and protection of people from vulnerable groups	http://www.skillsforjustice-nosfinder.com/nos/doc/SFJAG5.docx
FMH1 Assess, diagnose and formulate an individual's mental health disorder	https://tools.skillsforhealth.org.uk/competence/show/html/id/2203/
SfJEC6 Assess individuals' needs and plan agreed activities	SFJCJEC6.docx
MH14.2013 Identify potential mental health needs and related issues	https://tools.skillsforhealth.org.uk/competence/show/html/id/3825/
AF1.2012 Carry out screening and referral assessment in a substance misuse setting	https://tools.skillsforhealth.org.uk/competence/show/html/id/3388/

Role Specific Competence	Further Detail
HPC1 Obtain valid consent for healthcare investigations in a custodial setting	https://tools.skillsforhealth.org.uk/competence/show/html/id/2400/
MH21.2013 Support people with mental health needs in crisis	https://tools.skillsforhealth.org.uu/competence/show/html/id/3823/
SCDHSC3103 Contribute to raising awareness of health issues	https://tools.skillsforhealth.org.uk/external/SCDHSC3103.pdf
HI7.2010 Collect and validate data and information in a health context	https://tools.skillsforhealth.org.uk/competence/show/html/id/2980/
CFAM&LDD7 Represent your area of responsibility in meetings	https://tools.skillsforhealth.org.uk/external/CFAM&LDD7
CFAM&LBA3 Lead your team	https://tools.skillsforhealth.org.uk/external/CFAM&LBA3
SCDHSC3100 Participate in inter-disciplinary team working to support individuals	https://tools.skillsforhealth.org.uk/external/SCDHSC3100.pdf
CFAM&LDB2 Allocate work to team members	https://tools.skillsforhealth.org.uk/external/CFAM&LDB2
CFA_BAA413 Chair meetings	https://tools.skillsforhealth.org.uk/external/CFA_BAA413.pdf
SfJ DA2 Present information to courts and formal hearings	https://tools.skillsforhealth.org.uk/external/SFJ%20DA2.pdf
SFJ FJ1 Develop proposals and prepare reports to inform sentencing	http://www.skillsforjustice-nosfinder.com/nos/doc/SFJEA3_FINAL_27Jul2015.docx
GEN32 Search information, evidence and knowledge resources and communicate results	https://tools.skillsforhealth.org.uk/competence_search/?search=GEN32&search_btn.x=13&search_btn.y=14&search_btn=search&pagesize=25&SEARCH__OPERATOR_AND=1&level%5B1%5D=1&level%5B2%5D=2&level%5B3%5D=3&level%5B4%5D=4
Career Framework Level 7 – Operational Manager	
SFJAB1 Communicate effectively with people	https://www.ukstandards.org.uk/PublishedNos/SFJAB1.pdf#search=SFJAB1
SFJAB8 Communicate with people in vulnerable groups	https://www.ukstandards.org.uk/PublishedNos/SFJAB8.pdf#search=SFJAB8
GEN85 Support individuals with communication and interaction difficulties	https://tools.skillsforhealth.org.uk/competence/show/html/id/2758/
GEN35 Provide supervision to other individuals	https://tools.skillsforhealth.org.uk/competence/show/html/id/2295/
CFAPMVW14 Manage lone workers	https://tools.skillsforhealth.org.uk/external/PMWRV14.pdf
CFAPMVW9 Investigate and evaluate incidents of violence at work	https://tools.skillsforhealth.org.uk/external/PMWRV9.pdf
PROHSR3 Investigate work related incidents, incidents, ill health reports and complaints for the purposes of health and safety regulations	https://tools.skillsforhealth.org.uk/external/PROHSR3.pdf

Role Specific Competence	Further Detail
CFAM&LDB3 Quality assure work in your team	https://tools.skillsforhealth.org.uk/external/CFAM&LDB3
HI18.2010 Facilitate the clinical audit process	https://tools.skillsforhealth.org.uk/competence/show/html/id/2991/
CFAM&LFE4 Carry out quality audits	https://tools.skillsforhealth.org.uk/external/CFAM&LFE4
Support individuals with programmes to promote positive behaviour	https://tools.skillsforhealth.org.uk/external/SCDHSC0398.pdf
H17.2010 Collect and validate data and information in a health context	https://tools.skillsforhealth.org.uk/competence/show/html/id/2980/
H18.2010 Analyse data and information and present outputs in a health context	https://tools.skillsforhealth.org.uk/competence/show/html/id/2981/
LSILADD07 Facilitate individual learning and development	https://tools.skillsforhealth.org.uk/external/3173_LSILADD07.pdf
GEN86 Support individuals with cognition and learning difficulties	https://tools.skillsforhealth.org.uk/competence/show/html/id/2759/
PHS23 Interpret research findings and implement them in practice	https://tools.skillsforhealth.org.uk/competence/show/html/id/2485/
PHS24 Manage the development and direction of work	https://tools.skillsforhealth.org.uk/competence/show/html/id/2486/
CFAM&LBA3 Lead your team	https://tools.skillsforhealth.org.uk/external/CFAM&LBA3
CFAM&LDD7 Represent your area of responsibility in meetings	https://tools.skillsforhealth.org.uk/external/CFAM&LDD7
SfJAD3 Represent one's own agency at other agencies' meetings	https://tools.skillsforhealth.org.uk/external/SFJ%20AD3.pdf
CFAM&LDB2 Allocate work to team members	https://tools.skillsforhealth.org.uk/external/CFAM&LDB2
GEN41 Identify team members' need for psychological support	https://tools.skillsforhealth.org.uk/competence/show/html/id/2217/
CFAM&LDD2 Develop and sustain productive working relationships with stakeholders	https://tools.skillsforhealth.org.uk/external/CFAM&LDD2
SfJAD2 Develop, sustain and evaluate joint working between agencies	https://www.skillsforjustice-nosfinder.com/nos/doc/SFJCSAD2.pdf
CFAOP3 Recruit people for your business	https://tools.skillsforhealth.org.uk/external/CFAOP3
CFA_BAA413 Chair meetings	https://tools.skillsforhealth.org.uk/external/CFA_BAA413.pdf
CFAM&LFA5 Manage projects	https://tools.skillsforhealth.org.uk/external/CFAM&LFA5
CFAM&LEA4 Manage budgets	https://tools.skillsforhealth.org.uk/external/CFAM&LEA4

Role Specific Competence	Further Detail
SFJDA1 Obtain, analyse and provide information required for courts and formal hearings	https://tools.skillsforhealth.org.uk/external/SFJ%20DA1.pdf
SFJDA2 Present information to courts and formal hearings	https://tools.skillsforhealth.org.uk/external/SFJ%20DA2.pdf
Career Framework Level 8 – Strategic Manager	
GEN35 Provide supervision to other individuals	https://tools.skillsforhealth.org.uk/competence/show/html/id/2295/
CFAPMVW9 Investigate and evaluate incidents of violence at work	https://tools.skillsforhealth.org.uk/external/PMWRV9.pdf
PROHSR3 Investigate work-related accidents, incidents, ill health reports and complaints for the purposes of health and safety regulation	https://tools.skillsforhealth.org.uk/external/PROHSR3.pdf
SfJCPS2.2 Review and evaluate current service provision	https://tools.skillsforhealth.org.uk/external/3275_SFJCPS22.pdf
PHP30 Work in partnership with others to plan how to put strategies for improving health and well being into effect	https://tools.skillsforhealth.org.uk/competence/show/html/id/2430/
R&D10 Interpret results of research and development activities	https://tools.skillsforhealth.org.uk/competence/show/html/id/2453/
PHS24 Manage the development and direction of work	https://tools.skillsforhealth.org.uk/competence/show/html/id/2486/
CFAM&LBA3 Lead your team	https://tools.skillsforhealth.org.uk/external/CFAM&LBA3
CFAM&LDD7 Represent your area of responsibility in meetings	https://tools.skillsforhealth.org.uk/external/CFAM&LDD7
CFAM&LBA2 Provide leadership in your area of responsibility	https://tools.skillsforhealth.org.uk/external/CFAM&LBA2
SfJ HF31 Assess and agree priorities for services and resources	https://tools.skillsforhealth.org.uk/external/SFJ%20HF31.pdf
SCDHSC0437 Promote your organisation and its services to stakeholders	https://tools.skillsforhealth.org.uk/external/SCDHSC0437.pdf
CFAM&LDD2 Develop and sustain productive working relationships with stakeholders	https://tools.skillsforhealth.org.uk/external/CFAM&LDD2
SfJAD2 Develop, sustain and evaluate joint working between agencies	https://www.skillsforjustice-nosfinder.com/nos/doc/SFJCSAD2.pdf
GEN122 Enable workers and agencies to work collaboratively	https://tools.skillsforhealth.org.uk/competence/show/html/id/3888/
CFAOP2 Plan what people your business needs	https://tools.skillsforhealth.org.uk/external/CFAOP2
CFA_BAA413 Chair meetings	https://tools.skillsforhealth.org.uk/external/CFA_BAA413.pdf
SFJ AD3	https://tools.skillsforhealth.org.uk/external/SFJ%20AD3.pdf

Role Specific Competence	Further Detail
Represent one's own agency at other agencies' meetings	
CFAM&LFA5 Manage projects	https://tools.skillsforhealth.org.uk/external/CFAM&LFA5
SfJ HF18 Specify, commission and manage external contracts and agreements	https://tools.skillsforhealth.org.uk/external/SFJHF18
CFAM&LEA4 Manage budgets	https://tools.skillsforhealth.org.uk/external/CFAM&LEA4

Locality Specific Competence

The locality specific competences identified for each role at its associated Career Framework level are listed below:

Role Specific Competence	Further Detail
Career Framework Level 6 – Specialist Practitioner	
GEN 85 Support individuals with communication and interaction difficulties	https://tools.skillsforhealth.org.uk/competence/show/html/id/2758/
CS19.2015 Develop relationships with children and young people and those involved in their care	https://tools.skillsforhealth.org.uk/competence/show/html/id/4009/
SFJ GK502 Communicate and engage with victims and survivors of sexual violence	http://www.skillsforjustice-nosfinder.com/nos/doc/SFJGK502.docx
SfJAB7 Communicate with children and young people in contact with the justice and community safety sector	SFJAB7.docx
SCDHSC0034 Promote the safeguarding of children and older people	https://tools.skillsforhealth.org.uk/external/SCDHSC0034.pdf
CS4.2015 Plan multi-disciplinary assessment of the health and wellbeing of children and young people	https://tools.skillsforhealth.org.uk/competence/show/html/id/3996/
CS32 Carry out a comprehensive assessment for children and young people who use alcohol and other substances	https://tools.skillsforhealth.org.uk/competence/show/html/id/4020/
SFJB1202 Assess the needs of and risks to victims/survivors of sexual abuse/violence	http://www.skillsforjustice-nosfinder.com/nos/doc/SFJBI202.docx

Liaison and Diversion Services Role Profile Templates

Nine role profile templates have been developed. They are not intended to be prescriptive but are examples of the types of roles that will be found within Liaison and Diversion services. There will of course be variations to role titles across services as well as variations within the roles themselves. However, as the Liaison and Diversion workforce expands, and services become embedded across the country, the role profile templates 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 templates have been designed to enable a common understanding and communication of roles which can be transferable across services. For example, whilst the Peer Support Worker role might not be found in all Liaison and Diversion services, the role profile template developed for this role can be used to help to support the establishment of similar roles where appropriate as well as defining the learning and development needs of such staff where those roles exist.

Each role template contains a learning and development section, which 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 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 template to identify with their line manager what their needs are and how they will achieve them.

Some services will have specific requirements in terms of learning and development, for example, Specialist Practitioners at Level 6 working in Crown Courts will need to have knowledge of the role and function of court appointed intermediaries.

The role profile templates, attached are as follows:

Appendix 2 Liaison and Diversion Service Volunteer
Appendix 3 Liaison and Diversion Service Peer Support Worker
Appendix 4 Liaison and Diversion Service Administrator
Appendix 5 Liaison and Diversion Service Support Worker
Appendix 6 Liaison and Diversion Service Senior Administrator
Appendix 7 Liaison and Diversion Service Practitioner
Appendix 8 Liaison and Diversion Service Specialist Practitioner
Appendix 9 Liaison and Diversion Service Operational Manager
Appendix 10 Liaison and Diversion Service Strategic Manager

Next Steps

As Liaison and Diversion is in the process of moving from being a programme to becoming an embedded service and 'business as usual', the first step that Skills for Health would suggest is taken, is that of launching the Career and Competence Framework, raising awareness of it across Liaison and Diversion services, particularly, with commissioners. The development of a communications plan and dissemination across internal and external networks would aid in 'spreading the word' about the Framework and encourage its implementation.

Evaluation of the framework is suggested following implementation and whilst it is acknowledged that it may be early days, it would perhaps be useful to begin to think about the baseline measures that would be used to evaluate the framework to identify suitable metrics which already exist and in addition decide what other data would need to be collected and collated.

It is suggested that consideration is also given to what would need to be put in place for the review of the framework following implementation. This may be challenging at this stage as it is recognised that the 'business as usual' arrangements for the delivery of Liaison and Diversion services may not as yet been agreed. It would, nonetheless, be beneficial, if possible, to bring together a group, similar to the Expert Panel, to review the framework a year or so after implementation to ensure that the framework remains current and reflects changing practice.

The Liaison and Diversion Operating Model and the Standard Service Specification make it clear that Liaison and Diversion services should seek to address vulnerabilities in the broadest sense. Developing and adopting a standardised - as far as possible – induction and other training, learning and development programmes across the service would help to ensure the consistency of this core message. Utilising local expertise to help deliver programmes, where appropriate, could be cost effective and provide CPD opportunities for the Liaison and Diversion staff involved in delivery.

Use of the Liaison and Diversion Career and Competence Framework to support career progression into and through the service has been mentioned previously. Organisations delivering Liaison and Diversion services which can access the Apprenticeship Levy could be encouraged to attract people into the service via an apprenticeship route, for example, in Business Administration. Apprenticeships could also be used to develop existing staff for example in Leadership and Management and, where staff have a clinical responsibility, in Advanced Clinical Practice. There may be opportunities too around the Widening Participation agenda for recruiting Volunteers at Level 2 and supporting their progression.

It is understood that work is currently underway to evaluate the role of the Peer Support Worker. Within the Liaison and Diversion Career Framework, this role has been described at Level 3 of the Career Framework. Whilst it is acknowledged that there is some support for this role being at Level 4, where the role includes supervision of volunteers, the role currently remains at Level 3, because the outcomes of the evaluation of the role in terms of value added to the service, have yet to be determined. This does not preclude the later development of this role at Level 4, should that be required by local services.

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