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# Transferable Role Profile Template

## Liaison and Diversion Service

## Volunteer

## Career Framework **Level 2**

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Developed in collaboration with the  
Liaison and Diversion Service  
Expert Reference Working Group

# Contents

<b>Introduction to the Template .....</b>	<b>3</b>
Transferable Roles.....	3
Definition of a Transferable Role .....	3
The Template .....	3
Career Framework Levels and National Occupational Standards (NOS).....	3
Indicative Learning and Development .....	4
<b>The Template .....</b>	<b>6</b>
Level Descriptors .....	6
Definition of the Level 2 Role .....	6
The National Occupational Standards .....	7
Basic Information .....	7
Scope of the Role.....	7
Common/Core Competences for all Level 2 Roles .....	9
Role Specific Competences .....	10
Locality Specific Competences.....	12
Indicative Learning and Development .....	13
Continuing Professional Development.....	14
<b>References:.....</b>	<b>16</b>

# Introduction to the Template

## Transferable Roles

This template is designed to enable a common understanding and communication of transferable roles. A transferable role template is a named cluster of competences and related activities that is applicable, relevant and replicable across different geographical 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 in 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 may be added or removed 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.

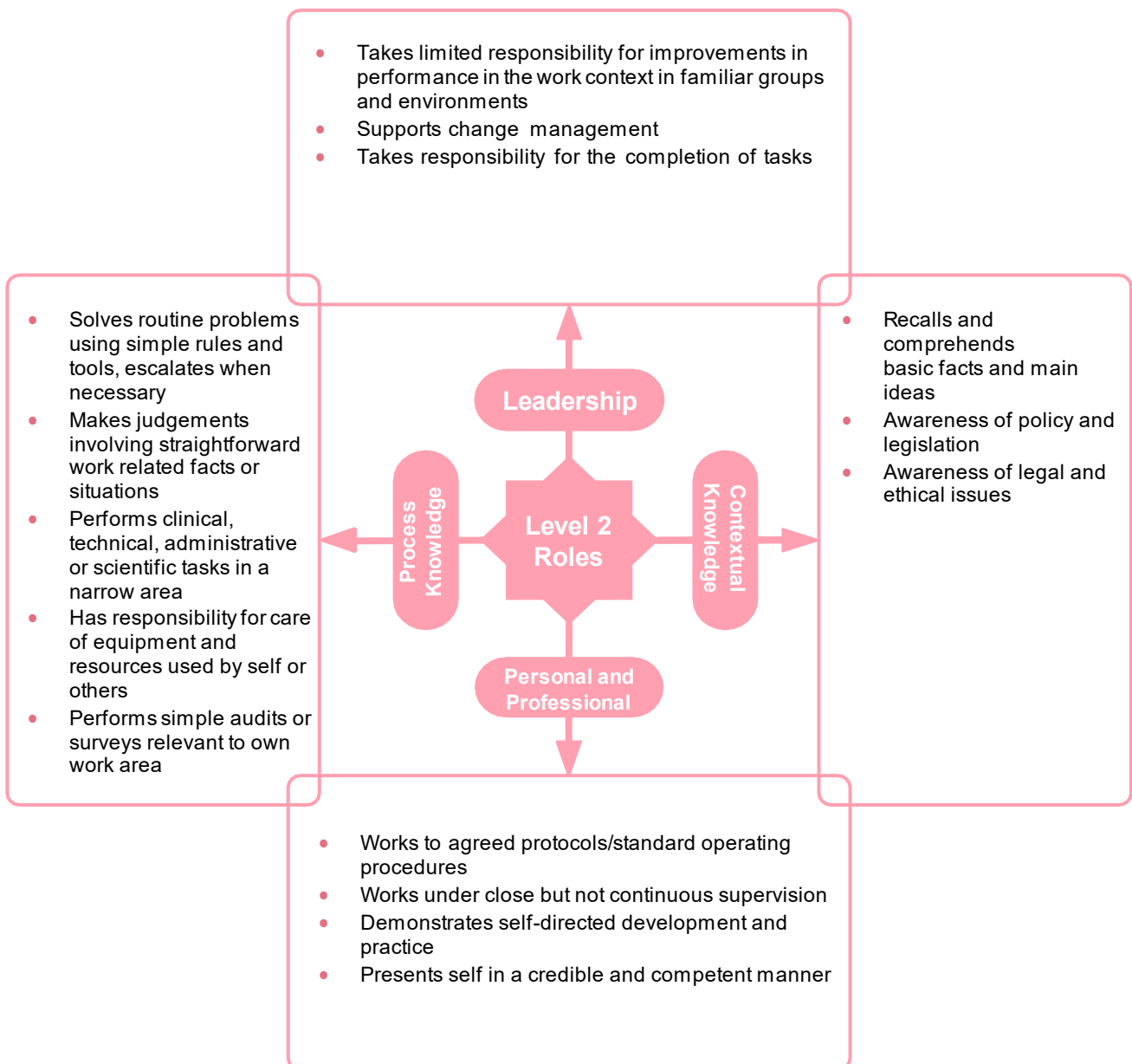
Some people may wish to or need to study whole qualifications - others will not. Some will need to participate in smaller 'bite sized' learning opportunities. Each individual should use the role profile to identify with their line manager what their needs are and how they will achieve them.

# The Template

## Level Descriptors

### Definition of the Level 2 Role

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.



## The National Occupational Standards

This section of the template has an example of a level 2 role. This example is intended to give core information for the role. The indicative learning and development are described within the role profile template.

### Basic Information

<b>Named Role</b>	Liaison and Diversion Service Volunteer
<b>Area of Work</b>	Liaison and Diversion
<b>Experience Required</b>	<p>Must be at least 18 years old and have knowledge of the local community and have an understanding and lived experience of the criminal justice system and identified health needs.</p> <p>Language skills relevant to the community.</p> <p>DBS clearance and vetting, where appropriate.</p> <p>The post will last for a maximum of 2 years and then supported to move to alternative work</p>
<b>Career Framework Level</b>	Level 2

### Scope of the Role

The purpose and scope of this role is to encourage individuals to engage with the Liaison and Diversion service, other agencies and referral pathways and provide emotional and other support including advocacy.

Based within the Liaison and Diversion team, the role will involve supporting people to navigate through the Criminal Justice System, to access support for mental health needs as well as other identified health needs, including substance misuse (alcohol and drugs), homelessness, learning disabilities and challenging behaviour.

In addition to supporting people to navigate through the Criminal Justice System, the role will provide scope for volunteers to influence and shape how Liaison and Diversion services are delivered to individuals by including them in co-production groups. The role will contribute to service development through the capture of user feedback or through the facilitation of and participation in co-production network groups.

An understanding of professional boundaries is essential. The role provides emotional and, where appropriate, practical support to individuals. This could include working with the Liaison and Diversion Practitioner, and other members of the team, to plan a programme of support for individuals, working with their families and friends, supporting them to access other agencies.

The role may be varied and not limited to client-facing support. Data/administrative roles that can utilise the skills of volunteers, should they wish to pursue this career path, should also be made available.

Volunteers will initially be supported and supervised by the Peer Support worker and Liaison and Diversion Manager and will be provided with appropriate training for the role.

All level 2 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 added to the template using the same format.

## Common/Core Competences for all Level 2 Roles:

Underpinning Principles	Reference Function	Competence
1. Communication	Communicate effectively	<a href="#">Communicate effectively in a health care environment</a>
2. Personal and People Development	Develop your own knowledge and practice	<a href="#">Develop your knowledge and practice</a>
	Reflect on your own practice	<a href="#">Monitor your own work practices</a>
3. Health, Safety and Security	Ensure you own actions reduce risks to health and safety	<a href="#">Perform hand hygiene to prevent the spread of infection</a>
		<a href="#">Make sure your own actions reduce risks to health and safety</a>
		<a href="#">Make sure your actions contribute to a positive and safe working culture</a>
4. Service Improvement	Contribute to improving services	<a href="#">Contribute to the improvement of services</a>
5. Quality	Act within the limits of your competence and authority	<a href="#">Act within the limits of your competence and authority</a>
6. Equality & Diversity	Ensure your own actions support equality of opportunity and diversity	<a href="#">Uphold the rights of individuals</a>
B. Health Intervention	Obtain information from individuals about their health status and needs	<a href="#">Comply with legal requirements for maintaining confidentiality in healthcare</a>
D. Information Management / Information and Communication Technology	Maintain information/record systems	<a href="#">Store and retrieve information using a filing system</a>



Underpinning Principles	Reference Function	Competence
H. Management and Administration	Contribute to the effectiveness of teams	<a href="#">Contribute to the effectiveness of teams</a>
	Receive and pass on messages and information	<a href="#">Use digital communications</a>

## Role Specific Competences

Underpinning Principles	Reference Function	Competence
1. Communication	Support individuals to communicate	<a href="#">Support individuals with communication and interaction difficulties</a>
	Develop effective relationships with individuals	<a href="#">Develop effective relationships with individuals</a>
		<a href="#">Communicate effectively with people</a>
	Provide information, advice and guidance	<a href="#">Advise and inform others on services</a>
<a href="#">Advise on access to and use of services</a>		
A. Assessment	Assess an individual's needs arising from their health status	<a href="#">Identify potential mental health needs and related issues</a>
B. Health Intervention	Refer individuals to services for treatment and care	<a href="#">Recognise problematic use of alcohol or other substances and refer individuals to services</a>
	Support individuals who are distressed	<a href="#">Support individuals who are distressed</a>

Underpinning Principles	Reference Function	Competence
C. Health Promotion and Protection	Enable people to address issues relating to their health and wellbeing	<a href="#"><u>Support individuals to access and use services and facilities</u></a>
		<a href="#"><u>Support individuals to access information on services and facilities</u></a>
		<a href="#"><u>Enable individuals to change their behaviour to improve their own health and wellbeing</u></a>
		<a href="#"><u>Enable people to address issues related to health and wellbeing</u></a>
	Act on behalf of an individual, family or community (advocacy)	<a href="#"><u>Advocate with and on behalf of individuals</u></a>



## 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	Volunteer Liaison and Diversion Service
Formal endorsed learning	<p>Formal induction and bespoke Liaison and Diversion Training - Core 1 and 2 lasting 100 hours</p> <p>Literacy skills</p> <p>Other training which may be formal or informal:</p> <ul style="list-style-type: none"> <li>• Statutory/mandatory training</li> <li>• Record keeping</li> <li>• Conflict resolution</li> <li>• Advocacy First Aid at Work</li> <li>• Basic life support</li> <li>• Lone working</li> <li>• Information governance</li> <li>• Equality, Diversity and Inclusion</li> <li>• Trauma-informed practices</li> <li>• Understanding of mental health conditions</li> <li>• Understanding of neurodiversity</li> <li>• Safeguarding</li> </ul>
Informal learning	<p>As in formal learning above-some training may be accredited and some informal</p> <p>Support for progression into other roles eg Peer Support Worker including identification of skills gaps eg Literacy and IT skills</p>
National Occupational Standards (competences) used	<p>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.</p>
Credits (including framework used)	<p>Wherever possible learning should be credit rated to enable transferability and progression</p>
Accreditation	<p>Wherever possible learning should be accredited by education providers, professional bodies or similar</p>
APEL and progression	<p>Wherever possible learning should be transferable through APEL and should enable progression to other formal learning</p>
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	Safeguarding Data Protection Information Governance	
Formal endorsed learning	Title	
	Awarding body	
	Credit	
	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.	

## References:

- Skills for Health, Career Framework Level (2010)
- Descriptors Skills for Health Employability (2014)
- Skills Matrix
- NHS England Liaison and Diversion Operating Model (2013/14)
- NHS England Liaison and Diversion Standard Service Specification (2019)

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