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Transferable Role Profile Template

RECONNECT and Enhanced RECONNECT

Engagement Worker

Career Framework Level 4

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Developed in collaboration with the
RECONNECT/Enhanced RECONNECT 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 speciality/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 database.

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.

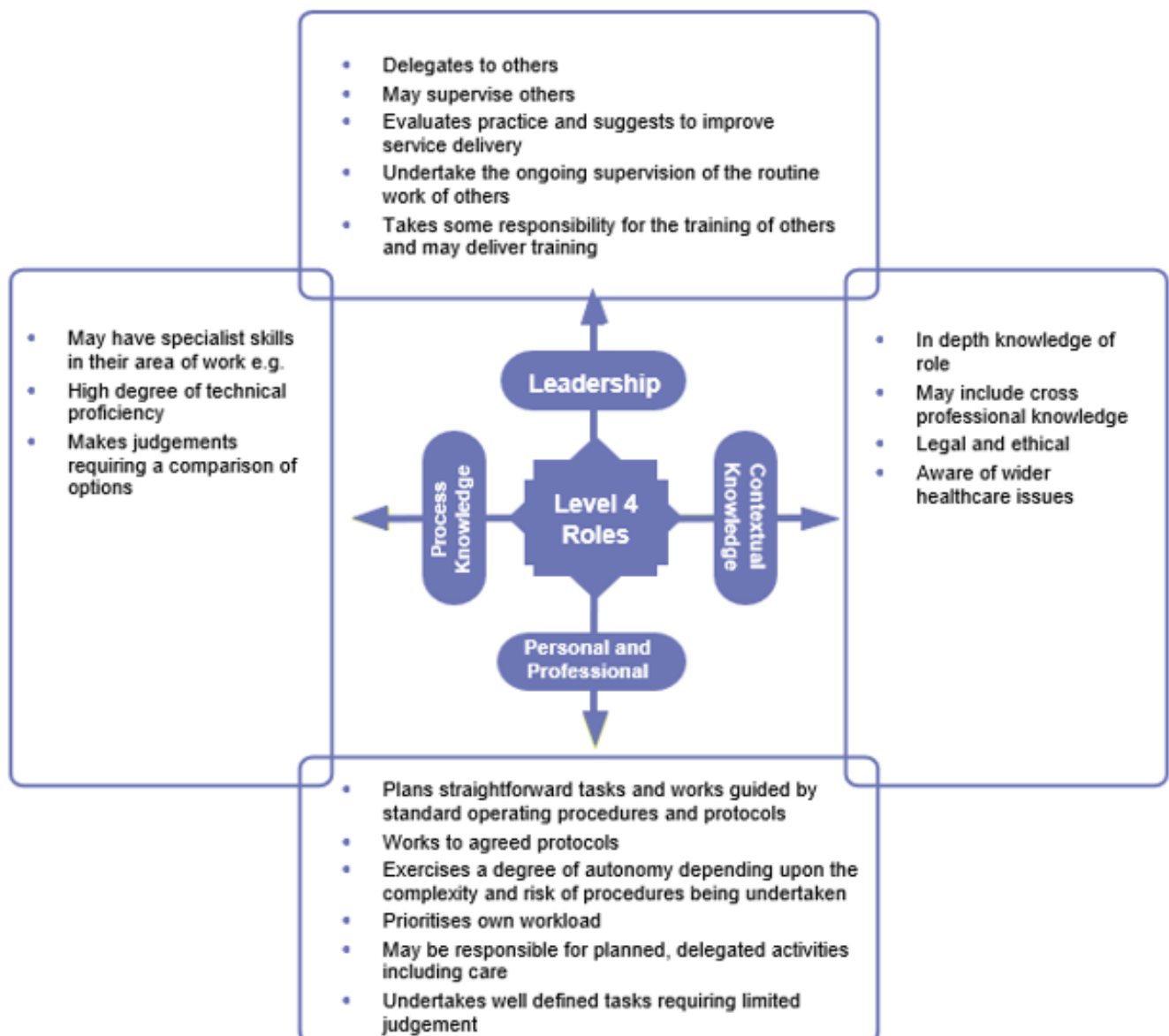
Some people may wish to or need to study whole qualifications - others will not. Some will need to participate in smaller 'bite sized' learning opportunities. Each individual should use the role profile to identify with their line manager what their needs are and how they will achieve them.

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. The indicative learning and development are described within the role profile template.

Basic Information

Named Role	Engagement Worker
Area of Work	RECONNECT and/or Enhanced RECONNECT
Experience Required	Previous experience of working with people with identified health needs e.g., learning disabilities, substance misuse, mental health conditions Level 3 NVQ/QCF/Diploma in Health and/or Social Care or equivalent experience.
Career Framework Level	Level 4

Scope of the Role

Working as part of the RECONNECT and/or Enhanced RECONNECT team, this role involves supporting those who are preparing to leave/have left secure and detained environments. This will include supporting individuals to navigate through release from the criminal justice system and immigration removal centres to access support for a range of identified health needs, including substance misuse (alcohol and drugs), mental and physical health, homelessness, learning disabilities, exploitation, safeguarding and social care issues.

There may be some challenges around communicating and engaging with those in secure environments, and so the postholder will require tenacity and sound negotiation skills, with an ability to work with different areas of the criminal justice system.

The role requires a sense of empathy and compassion, as it provides emotional, and where appropriate, practical support to individuals. This could include working with Practitioners to plan programmes/pathways of support for individuals, working with their families and friends, and supporting them to access other agencies.

All level 4 roles will have the following common/core competences. All competences are national occupational standards (NOS)

Specific competences to the role have then been identified. Any additional competences specific to the locality should then be identified locally using the competence tools and the [health functional map](#) and added to the template using the same format.

Common/Core Competences for all Level 4 Roles:

Underpinning Principles	Reference Function	Competence
1. Communication	Communicate effectively	Communicate effectively in a health care environment
2. Personal and People Development	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
		Make sure your actions contribute to a positive and safe working culture
	Protect individuals from abuse	Support the safeguarding of individuals
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	Uphold the rights of individuals
B. Health Intervention	Obtain information from individuals about their health status and needs	Comply with legal requirements for maintaining confidentiality in healthcare

Underpinning Principles	Reference Function	Competence
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	Contribute to the effectiveness of teams
	Receive and pass on messages and information	Use digital communications

Role Specific Competences

Underpinning Principle	Reference Function	Competence
1. Communication	Develop relationships with individuals	Develop effective relationships with individuals
		Communicate effectively with people
		Communicate with people from vulnerable groups
		Make and maintain personal and professional boundaries with individuals in a secure setting
	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
	Develop your own practice	Enable people to address issues related to health and wellbeing
	Enable people to address issues relating to their health and wellbeing	Support individuals to access and use services and facilities
	Make use of supervision	Make use of supervision
3. Health, Safety and Security	Ensure health and safety requirements are met and others are protected within your area of responsibility	Manage hostility and risks with non-cooperative individuals, families and carers
	Protect individuals from abuse	Support the safeguarding and protection of people from vulnerable groups
	Promote safe and effective working	Manage lone workers

Underpinning Principle	Reference Function	Competence
4. Service Improvement	Promote service improvement	Identify and evaluate opportunities for innovation and improvement
	Contribute to improving services	Contribute to the improvement of services
		Maintain an effective relationship with the client
A. Assessment	Undertake a risk assessment in relation to a defined health need	Assess the need for intervention and present assessments of individuals and related risks
		Observe an individual who presents a significant imminent risk to themselves or others
		Carry out comprehensive assessments of individuals' health and wellbeing in a custodial setting
		Assess offenders for risk factors and levels of risk associated with their behaviour
C. Health Promotion and Protection	Encourage behavioral 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 with individuals about promoting their health and wellbeing
	Facilitate the development of community groups / networks	Work with community networks and partnerships
		Support individuals in the community
	Respond to and manage challenging behaviour	Obtain information from offenders regarding their behaviour
		Model pro-social behaviour when working with individuals
		Support and encourage individuals in addressing their offending behaviour
		Plan, monitor and review integrated packages of interventions and support to address individuals' offending behaviour

Underpinning Principle	Reference Function	Competence
H. Management and Administration	Manage multi agency collaborative working	Enable workers and agencies to work collaboratively
		Develop and sustain collaborative relationships with departments and other organisations
		Maintain effective working relationships with staff in other agencies
		Contribute to effective multidisciplinary team working
	Participate in meetings	Represent one's own agency at meetings

Indicative Learning and Development

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

Transferable role	Level 4 Engagement Worker
Formal endorsed learning	Forensic Psychology degree or equivalent qualification
Informal learning	<p>Locality specific training within the service</p> <p>De-escalation training</p> <p>Safeguarding training</p> <p>Statutory/Mandatory training within the service</p> <p>Introduction to the Criminal Justice System</p> <p>Prevention and management of violence and aggression</p> <p>Training related to vulnerabilities e.g. learning disabilities, working with women/young people, substance misuse, mental health</p> <p>Trauma-informed practices</p> <p>Lone working</p> <p>PREVENT training or WRAP</p> <p>Understanding of mental health</p> <p>Understanding of neurodiversity</p>
National Occupational Standards (competences) used	As detailed within role outline. The performance criteria and knowledge statements in each NOS will form the basis for the development of specific learning outcomes for each person and may be used to develop generic learning outcomes for each module/unit of learning.
Credits (including framework used)	Wherever possible learning should be credit rated to enable transferability and progression.
Accreditation	Wherever possible learning should be accredited by education providers, professional bodies or similar.
APEL and progression	Wherever possible learning should be transferable through APEL and should enable progression to other formal learning.
Leading to registration or membership with:	

Continuing Professional Development

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

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

Statutory and Mandatory learning of particular relevance to the role		
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:

- Skills for Health Summary of Attributes and Definitions for Career Framework Levels (2010)
- Skills for Health Employability Skills Matrix (2014)

@ Skills for Health



0117 922 1155

Head Office

Vertigo, Cheese Lane
Bristol, BS2 0JJ



office@skillsforhealth.org.uk



skillsforhealth.org.uk