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# Transferable Role Profile Template

## Mental Health Treatment Requirement

### Primary Care Practitioner

### Career Framework Level 4

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

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# Introduction to the Template

## Transferable Roles

This template is designed to enable a common understanding and communication of transferable roles. A transferable role (TR) is a named cluster of competences and related activities that is applicable, relevant and replicable across different geographic locations in the UK.

It can be used to help define the learning and development needs for staff already working in these roles and to support the establishment of transferable roles where appropriate.

In the development of this template Skills for Health seeks to provide some consistency of approach to defining the skills and competences needed to fulfil the requirements of new, hybrid, or existing transferable roles.

All transferable roles will have common or 'core' competences, plus specialty/pathway specific competences. The term 'competences' is used throughout the document. All competences are national occupational standards (NOS).

## The Template

The template has a range of applications and may successfully be used by commissioners, managers, employers, and individual staff members.

In all cases the template is designed to be used as a whole. A role is composed of all components – level descriptors, national occupational standards and indicative learning and development.

## Career Framework Levels and National Occupational Standards (NOS)

The Career framework, which has nine levels, is a method of describing the level of autonomy and responsibility and the kind of decision making required by a job. Level descriptors have been established through rigorous discussions and are referenced to and linked with the qualifications frameworks as well as research where available regarding what should be expected of an individual at any given level. The level descriptor is intended to be relevant to any role within the health sector, both clinical and non-clinical roles.

It is important to bear in mind that the career framework levels are not intended to be coterminous with the NHS Agenda for Change banding, though there may be some similarities.

National Occupational Standards have been developed by expert groups, have undergone a rigorous nationally determined process to achieve their status and are approved for use in vocational qualifications by a panel within the UK NOS governance structure. Because of this they cannot be changed in terms of content or wording. They focus on what a person needs to be able to do, as well as what they must know and understand to work effectively. They are not in themselves levelled. Some may be more appropriate to a specific level on the career framework, others will span all levels. They are all indicatively linked to the NHS Knowledge and Skills Framework.

The reference function they are listed by in the template relates to the Health Functional Map which is a method of categorising the NOS and amongst other things facilitates finding them on the data base.

Each NOS is listed by its code and title, they are all underpinned by knowledge requirements and performance criteria.

The NOS in this template are divided into the following sections:

- core to the level – the core is intended to be relevant to any role in the health sector, whether it is clinical or not and therefore is broad based in terms of the NOS it contains.
- specific to the role
- facets, some roles have different facets, each made up of a group of NOS, relevant to different areas of practice
- locality Specific – Additional NOS (competences) may be added here.

## **Indicative Learning and Development**

The learning and development section of the template gives an indication of the level and style of learning relevant to the role. It is very much an indication and is not a comprehensive inventory of learning available.

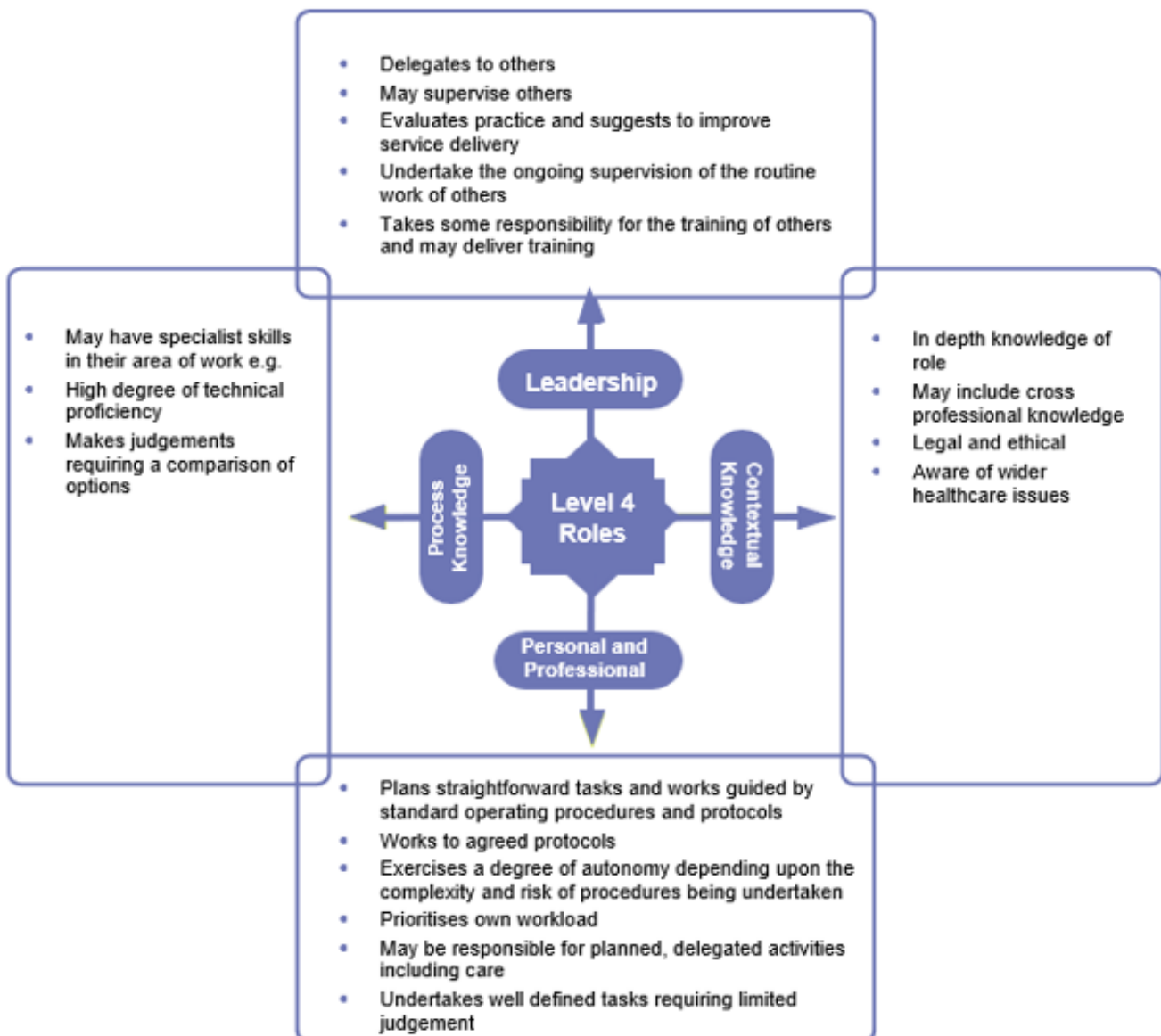
Some people may wish to or need to study whole qualifications - others will not. Some will need to participate in smaller 'bite sized' learning opportunities. Each individual should use the role profile to identify with their line manager what their needs are and how they will achieve them.

# The Template

## Level Descriptors

### Definition of the Level 4 Role

People at level 4 require factual and theoretical knowledge in broad contexts within a field of work. Work is guided by standard operating procedures, protocols or systems of work, but the worker makes judgements, plans activities, contributes to service development and demonstrates self-development. They may have responsibility for supervision of some staff.



## The National Occupational Standards

This section of the template has an example of a level 4 role. This example is intended to give core information for the role. Indicative learning and development are described within the role profile template.

### Basic Information

<b>Named Role</b>	Primary Care Practitioner
<b>Area of Work</b>	Primary Care Mental Health Treatment Requirement
<b>Experience Required</b>	<p>This role may have experience from a range of practitioners who present with the appropriate experience, as an example:</p> <ol style="list-style-type: none"><li>1. An Assistant Psychologist will have completed a degree in Psychology with postgraduate experience working in mental health services or related areas, for example, working in criminal justice services.</li><li>2. An Assistant Psychologist may be a substance misuse practitioner.</li><li>3. A Substance Misuse Practitioner with appropriate clinical skills</li><li>4. A Primary Care Practitioner (Nurse) will be a registered RMN with post registration experience in mental health or criminal justice services.</li></ol> <p>DBS clearance or vetting, where appropriate.</p>
<b>Career Framework Level</b>	Level 4

### Scope of the Role

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

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

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

Specific competences to the role have then been identified. Any additional competences specific to the locality should then be identified locally using the competence tools and the [health 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	<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>
	Protect individuals from abuse	<a href="#">Support the safeguarding of individuals</a>
5. Quality	Act within the limits of your competence and authority	<a href="#">Act within the limits of your competence and authority</a>
	Manage and organise your own time and activities	<a href="#">Manage and organise your own time and activities</a>
6. Equality & Diversity	Ensure your own actions support equality of opportunity and diversity	<a href="#">Uphold the rights of individuals</a>

Underpinning Principles	Reference Function	Competence
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>
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	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>
2. Personal and People Development	Develop your own practice	<a href="#">Develop your knowledge, skills and competence to meet the requirements of your work</a>
	Make use of supervision	<a href="#">Make use of supervision</a>
	Support the development of the knowledge and practice of individuals	<a href="#">Support individuals to take part in development activities</a>
		<a href="#">Support individuals to access learning, training and development opportunities</a>
3. Health, Safety and Security	Protect individuals from abuse	<a href="#">Support the safeguarding and protection of people from vulnerable groups</a>
	Ensure your actions support equality of opportunity and diversity	<a href="#">Manage hostility and risks with non-cooperative individuals, families and carers</a>
4. Service Improvement	Promote service improvement	<a href="#">Contribute to the improvement of services</a>
		<a href="#">Evaluate and improve the quality of your products and services</a>
		<a href="#">Identify and evaluate opportunities for innovation and improvement</a>
5. Quality	Improve the quality of healthcare through audit and evaluation	<a href="#">Improve the quality of health and healthcare interventions and services through audit and evaluation</a>
	Establish quality policy and quality assurance systems for the delivery of a service or function	<a href="#">Work with service providers to carry out self-assessment</a>

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

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

## 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	Primary Care Practitioner
Formal endorsed learning	Learning from Primary Care Practitioner Clinical Manual provided by HEIs
Informal learning	Knowledge of the Criminal Justice System Shared best practice learning from Primary Care Practitioner Forums Statutory/Mandatory training within the service Trauma-informed practices Understanding and providing support needs of all those presenting with a range of characteristics i.e., BAME, Veterans, women. Understanding of neurodiversity
National Occupational Standards (competences) used	As detailed within role outline. The performance criteria and knowledge statements in each NOS will form the basis for the development of specific learning outcomes for each person and may be used to develop generic learning outcomes for each module/unit of learning.
Credits (including framework used)	Wherever possible learning should be credit rated to enable transferability and progression.
Accreditation	Wherever possible learning should be accredited by education providers, professional bodies or similar.
APEL and progression	Wherever possible learning should be transferable through APEL and should enable progression to other formal learning.
Leading to registration or membership with:	BPS, NMC

## Continuing Professional Development

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

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

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

## References:

- LASPO [Legal Aid, Sentencing and Punishment of Offenders Act 2012 \(legislation.gov.uk\)](https://legislation.gov.uk/ukpga/2012/17)
- Mental Health Treatment Requirement Legislation [Sentencing Act 2020 \(legislation.gov.uk\)](https://legislation.gov.uk/ukpga/2020/17)
- Skills for Health Summary of Attributes and Definitions for Career Framework Levels (2010)
- Skills for Health Employability Skills Matrix (2014)

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