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Transferable Role Profile Template

Healthcare in Criminal Court Settings

Paramedic/Nurse

Career Framework **Level 6**

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Developed in collaboration with the Healthcare in
Criminal Court Settings 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 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.

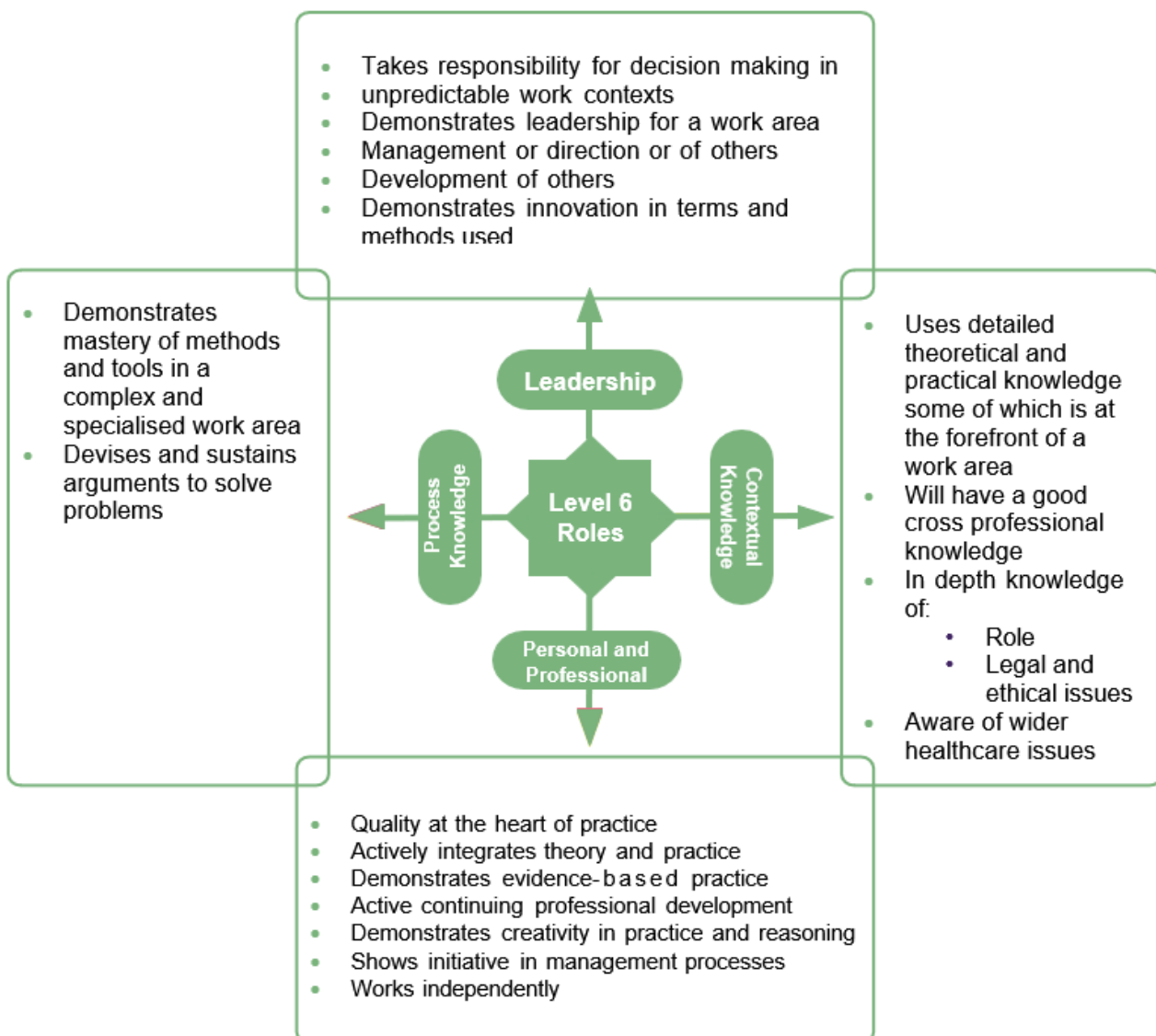
The Template

Level Descriptors

Definition of the Level 6 Role

People at level 6 require a critical understanding of detailed theoretical and practical knowledge, are specialists 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.

Individuals working at level 6 have developed a high level of knowledge and skill in a specific area of practice. They have a depth of knowledge and understanding which enables them to perform at a high level of practice, take a leadership role, use and develop evidence to inform their practice, and deal with complex, unpredictable environments. They will have their own caseload or work area responsibilities.



The National Occupational Standards

This section of the template has an example of a level 6 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

Named Role	Paramedic/Nurse
Area of Work	Healthcare in Criminal Court Settings
Experience Required	<ul style="list-style-type: none">• HCPC Registered Paramedic with at least 2 years post qualification experience or NMC Registered Adult Nurse• Experience of working within a wider multi-disciplinary team• Able to work within challenging and complex environments and situations• Experience in a role requiring similar skillset• Administering medication• DBS clearance or vetting, where appropriate
Career Framework Level	Level 6

Scope of the Role

The scope of this role is to provide high quality emergency care and minor injury treatment to individuals with both primary care and acute care needs within Criminal Court settings to enable them to effectively partake in criminal justice proceedings. This will involve playing an active part in the assessment, planning, implementation, and evaluation of the individual's care, and on occasion, will work with other agencies to conduct joint assessment.

The role requires the postholder to function autonomously and within the scope of their practice, whilst being a support and resource to less experienced members of staff. The post holder must be able to assess individuals, plan their care, treat in-situ or refer them as appropriate to other healthcare professionals/external agencies.

Criminal Court settings are criminal justice facilities and require an individual to have the ability to work effectively as part of a multi-disciplinary team within a fast-paced environment with time constraints, in line with the protocols and policies of the local PECS Service and professional bodies.

All level 6 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 6 Roles:

Underpinning Principles	Reference Function	Competence
1. Communication	Communicate effectively	Communicate effectively in a health care environment
2. Personal and People Development	Develop your own knowledge and practice	Synthesise new knowledge into the development of your own practice
		Develop and maintain your professional networks
	Reflect on your own practice	Monitor your own work practices
		Develop your practice through reflection and learning
Support the development of knowledge and practice of individuals	Take responsibility for the continuing professional development of yourself and others	
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
4. Service Improvement	Promote service improvement	Identify and evaluate opportunities for innovation and improvement

Underpinning Principles	Reference Function	Competence
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
	Promote equality of opportunity and diversity	Promote the rights and diversity of individuals
B. Health Intervention	Obtain information from individuals about their health status and needs	Comply with legal requirements for maintaining confidentiality in healthcare
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
	Develop relationships with individuals	Develop and sustain productive working relationships with colleagues
	Receive and pass on messages and information	Use digital communications

Role Specific Competences

Underpinning Principle	Reference Function	Competence
1.Communication	Communicate effectively	Communicate effectively with people
		Communicate with people from vulnerable groups
	Provide information, advice and guidance	Provide clinical information to individuals
		Advise and inform others on services
		Advise on access to and use of services
	Develop relationships with individuals	Develop and sustain effective working with staff from other agencies
	2.Personal and People Development	Make use of supervision
Support the development of the knowledge and practice of individuals		Peer training and mentoring
3.Health, Safety and Security	Promote safe and effective working	Minimise the risks to an individual and staff during clinical interventions and violent aggressive episodes
		Support the safeguarding and protection of people from vulnerable groups
	Ensure your own actions reduce risks to health and safety	Maintain health, safety and security practices within a health setting
A. Assessment (Screening)	Assess an individual's needs arising from their health status	Carry out comprehensive assessments of individual's health and wellbeing in a custodial setting

Underpinning Principle	Reference Function	Competence
	Assess individuals and agree appropriate action	Assess the need for intervention and present assessments of individuals' needs and related risks
	Assess an individual with a suspected health condition	Investigate and diagnose an unwell older person presenting for emergency assistance
		Investigate and diagnose an individual presenting for emergency assistance with fever
		Investigate and diagnose an individual presenting for emergency assistance as the result of a fall
		Investigate and diagnose an individual presenting for emergency assistance with ear, nose and throat problems
		Investigate and diagnose an individual presenting for emergency assistance with altered behavior
		Investigate and diagnose an individual presenting for emergency assistance with tissue trauma
		Investigate and diagnose an individual presenting for emergency assistance with skin rashes/dermatological features
		Investigate and diagnose an individual presenting for emergency assistance with toxic ingestion
		Investigate and diagnose an individual presenting for emergency assistance with altered consciousness, dizziness, faints and fits
		Investigate and diagnose an individual presenting for emergency assistance with breathlessness
		Investigate and diagnose an individual presenting for emergency assistance with bleeding and fluid loss
		Investigate and diagnose an individual presenting for emergency assistance with pain

Underpinning Principle	Reference Function	Competence
	Assess an individual's needs arising from their health status	Assess individuals' needs and plan agreed activities
	Undertake a risk assessment in relation to a defined health need	Assess and act upon immediate risk of danger to individuals who have used alcohol and other substances
	Prioritise treatment and care for individuals according to their health status and needs	Prioritise individuals for treatment and care
		Support individuals who misuse substances
B. Health Intervention	Obtain valid consent for interventions or investigations	Obtain valid consent for healthcare investigations in a custodial setting
	Obtain information	Prioritise individuals for further assessment, treatment and care
	Act to maintain life in emergency situations	Perform advanced life support for an adult
		Provide intermediate life support
	Manage emergency situations	Manage emergency situations
		Anticipate and assess the risk of emergencies
Administer medication to individuals	Administer medication to individuals	
C. Health Promotion and Prevention	Provide information to individuals, groups and communities about promoting health	Contribute to raising awareness of health issues

Underpinning Principle	Reference Function	Competence
D. Information Management/Information and Communication Technology	Collect and validate data and information for processing	Collect and validate data and information in a health context
H. Management and Administration	Represent your own organisation	Present information to courts and formal hearings

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	Paramedic/Nurse
Formal endorsed learning	Registered Paramedic and Nurse Maintain registration with NMC and HCPC
Informal learning	Mandatory training within the service Locality specific training within the service Knowledge of the Criminal Justice System Mandatory training within the service Awareness of personal protection training Trauma-informed practices Understanding of mental health conditions 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 (Accreditation of Prior and Experiential Learning) and should enable progression to other formal learning.
Leading to registration or membership with:	Nursing & Midwifery Council (NMC) Health and Care Professions Council (HCPC)

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.	
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)
- National Library of Medicine: Intranasal administration of naloxone by paramedic:
<https://pubmed.ncbi.nlm.nih.gov/11789651/>

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