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# **Transferable Role Profile Template**

## **Liaison and Diversion Service**

### **Specialist Practitioner**

### **Career Framework **Level 6****

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Developed in collaboration with the  
Liaison and Diversion Service  
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 template 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. 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 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.

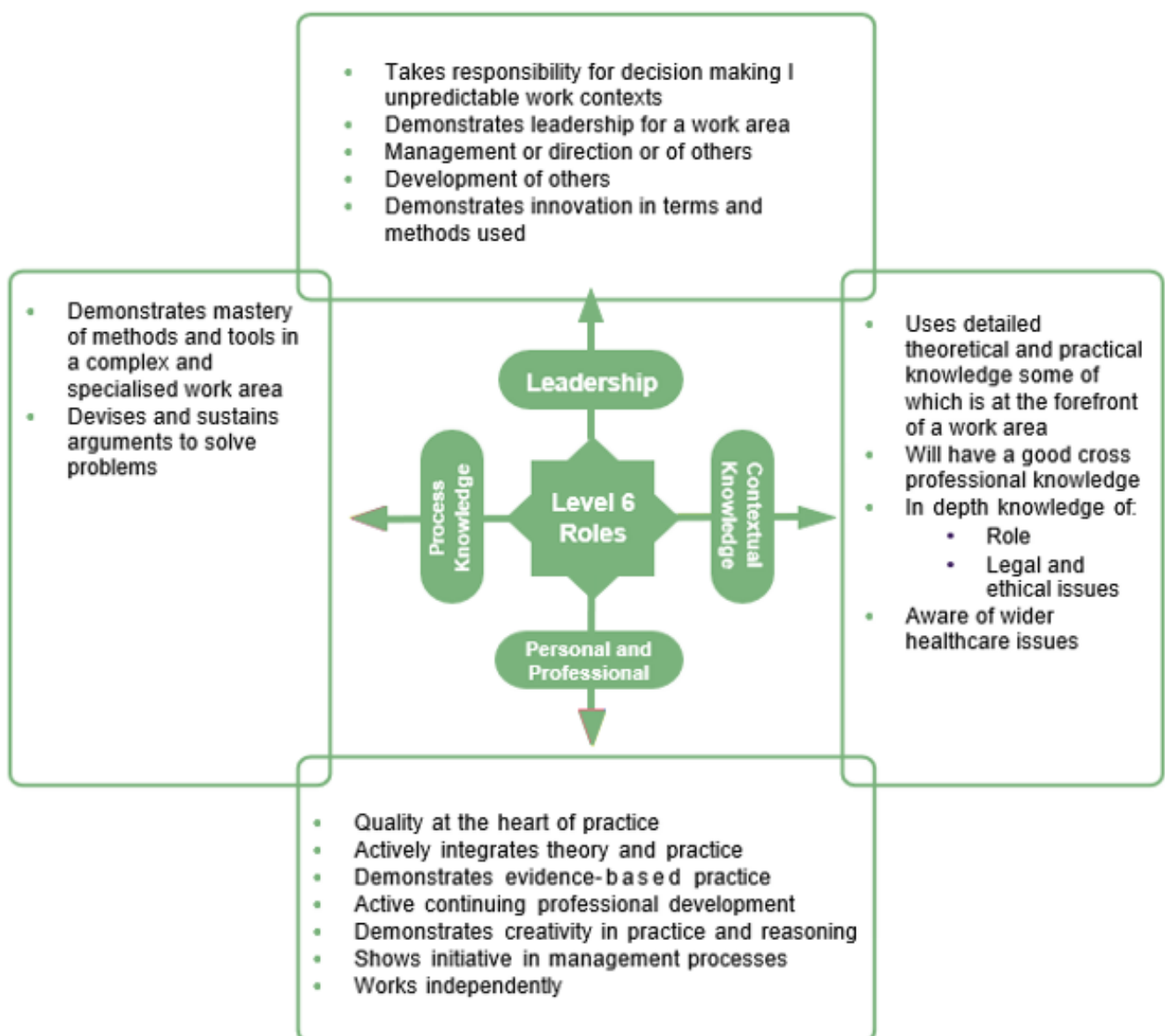
Some people may wish to or need to study whole qualifications - others will not. Some will need to participate in smaller 'bite sized' learning opportunities. Each individual should use the role profile to identify with their line manager what their needs are and how they will achieve them.

# The Template

## Level Descriptors

### Definition of the Level 6 Role

People at level 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.



## 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

<b>Named Role</b>	Liaison and Diversion Service Specialist Practitioner
<b>Area of Work</b>	Liaison and Diversion Service
<b>Experience Required</b>	<p>A relevant qualification or registration, and/or significant experience of working with people, particularly people with identified health needs in the criminal justice system, and/or experience of working within crown courts.</p> <p>A person in this role may have gained previous experience at this level in another service area, but this is not essential.</p> <p>DBS clearance or vetting, where appropriate.</p>
<b>Career Framework Level</b>	Level 6

### Scope of the Role

The Liaison and Diversion Specialist practitioner is someone with a relevant qualification or registration and experience and knowledge of Liaison and Diversion and/or with specialist knowledge and experience of working with groups likely to be disadvantaged by their involvement in the criminal justice system.

The role requires a skilled understanding of health and justice processes to enable the postholder to provide specialist input into the Liaison and Diversion service to meet the needs of and support groups that are particularly vulnerable in the criminal justice system, for example women, children, young people, veterans. Specialist practitioners will also include crown court practitioners.

This specialist input includes the assessment of those individuals identified via the screening process who require further input and the provision of specialist assessments in respect of different populations, for example, people with a learning disability, children and young people. An awareness of validated assessment tools is required, with the ability to apply these in justice settings and utilise the information gained from these tools accordingly.

The post holder will be required to gather pertinent information from a variety of sources including individuals, carers and their families. The ability to prioritise a range of individuals based upon health and care, or justice processes and needs, make and facilitate referrals into services, is required, as is the ability to liaise with and provide timely information for a range of agencies, including criminal justice agencies, to assist with decision making.

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	<a href="#">Communicate effectively in a health care environment</a>
2. Personal and People Development	Develop your own knowledge and practice	<a href="#">Synthesise new knowledge into the development of your own practice</a>
		<a href="#">Develop and maintain your professional networks</a>
	Reflect on your own practice	<a href="#">Monitor your own work practices</a>
		<a href="#">Develop your practice through reflection and learning</a>
	Support the development of knowledge and practice of individuals	<a href="#">Take responsibility for the continuing professional development of yourself and others</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>
4. Service Improvement	Promote service improvement	<a href="#">Identify and evaluate opportunities for innovation and improvement</a>
5. Quality	Act within the limits of your competence and authority	<a href="#">Act within the limits of your competence and authority</a>



Underpinning Principles	Reference Function	Competence
	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>
	Promote equality of opportunity and diversity	<a href="#">Promote the rights and diversity 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>
H. Management and Administration	Contribute to the effectiveness of teams	<a href="#">Contribute to the effectiveness of teams</a>
	Develop relationships with individuals	<a href="#">Develop and sustain productive working relationships with colleagues</a>
	Receive and pass on messages and information	<a href="#">Use digital communications</a>

## Role Specific Competences

Underpinning Principles	Reference Function	Competence
1. Communication	Communicate effectively	<a href="#">Communicate effectively with people</a>
		<a href="#">Communicate with people in vulnerable groups</a>
	Develop relationships with individuals	<a href="#">Develop and sustain effective working with staff from other agencies</a>
	Provide information and guidance	<a href="#">Advise and inform others on services</a>
		<a href="#">Advise on access to and use of services</a>
		<a href="#">Obtain, analyse and provide information required for courts and formal hearings</a>
2. Personal and People Development	Support the development of the knowledge and practice of individuals	<a href="#">Provide supervision to other individuals</a>
	Make use of supervision	<a href="#">Make use of supervision</a>
	Support the development of the knowledge and practice of individuals	<a href="#">Peer training and mentoring</a>
3. Health, Safety and Security	Promote safe and effective working	<a href="#">Supervise the health, safety and welfare of an individual at work</a>
		<a href="#">Manage lone workers</a>
		<a href="#">Support the safeguarding and protection of people from vulnerable groups</a>
A. Assessment (Screening)	Assess an individual's needs arising from their health status	<a href="#">Assess individuals' needs and plan agreed activities</a>

Underpinning Principles	Reference Function	Competence
	Identify individuals at risk of developing health needs	<a href="#">Assess and act upon immediate risk of danger to individuals who have used alcohol and other substances</a>
B. Health Intervention	Obtain valid consent for interventions or investigations	<a href="#">Obtain valid consent for healthcare investigations in a custodial setting</a>
	Review and modify plans to address specific health goals	<a href="#">Support people with mental health needs in crisis</a>
C. Health Promotion and Prevention	Provide information to individuals, groups and communities about promoting health	<a href="#">Contribute to raising awareness of health issues</a>
D. Information Management/Information and Communication Technology	Collect and validate data and information for processing	<a href="#">Collect and validate data and information in a health context</a>
H. Management and Administration	Provide leadership	<a href="#">Represent your area of responsibility in meetings</a>
		<a href="#">Lead your team</a>
	Contribute to the effectiveness of teams	<a href="#">Participate in inter-disciplinary team working to support individuals</a>
	Participate in meetings	<a href="#">Chair meetings</a>
	Represent your own organisation	<a href="#">Present information to courts and formal hearings</a>
	Manage information and knowledge	<a href="#">Search information, evidence and knowledge resources and communicate results</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
1. Communication	Support individuals to communicate	<a href="#">Support individuals with communication and interaction difficulties</a>
	Develop relationships with individuals	<a href="#">Develop relationships with children and young people and those involved in their care</a>
		<a href="#">Communicate and engage with victims and survivors of sexual violence</a>
		<a href="#">Communicate with children and young people in contact with the justice and community safety sector</a>
3. Health, Safety and Security	Protect individuals from abuse	<a href="#">Promote the safeguarding of children and older people</a>
A. Assessment	Plan assessment of an individual's health status	<a href="#">Plan multi-disciplinary assessment of the health and wellbeing of children and young people</a>
	Assess an individual's needs arising from their health status	<a href="#">Carry out a comprehensive assessment for children and young people who use alcohol and other substances</a>
		<a href="#">Assess the needs of and risks to victims/survivors of sexual abuse/violence</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	Liaison and Diversion Specialist Practitioner
Formal endorsed learning	Relevant qualification or registration
Informal learning	Statutory/Mandatory training Knowledge of the criminal justice system, including the roles and responsibilities of staff working within it Knowledge of a wide range of identified health needs, including the needs of children and young people Understanding capacity and consent Conflict resolution Leadership Clinical supervision Supervisory and/or management Quality assurance Trauma-informed practices Understanding of neurodiversity Understanding of mental health conditions Assessing and mitigating risk – including risk of harm to self and others Working in court and police custody settings Use and interpretation of assessment tools Lone working Information sharing E&D in the criminal justice system CSE PREVENT training
National Occupational Standards (competence) 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	For example, Safeguarding	
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)
- NHS England Liaison and Diversion Operating Model (2013/14)
- NHS England Liaison and Diversion Standard Service Specification (2019)

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