Skills for Health

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Transferable Role Profile Template

Enhanced RECONNECT

Clinical Lead

Career Framework Level 7

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Developed in collaboration with the RECONNECT/Enhanced RECONNECT Expert Reference Working Group

Contents

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.
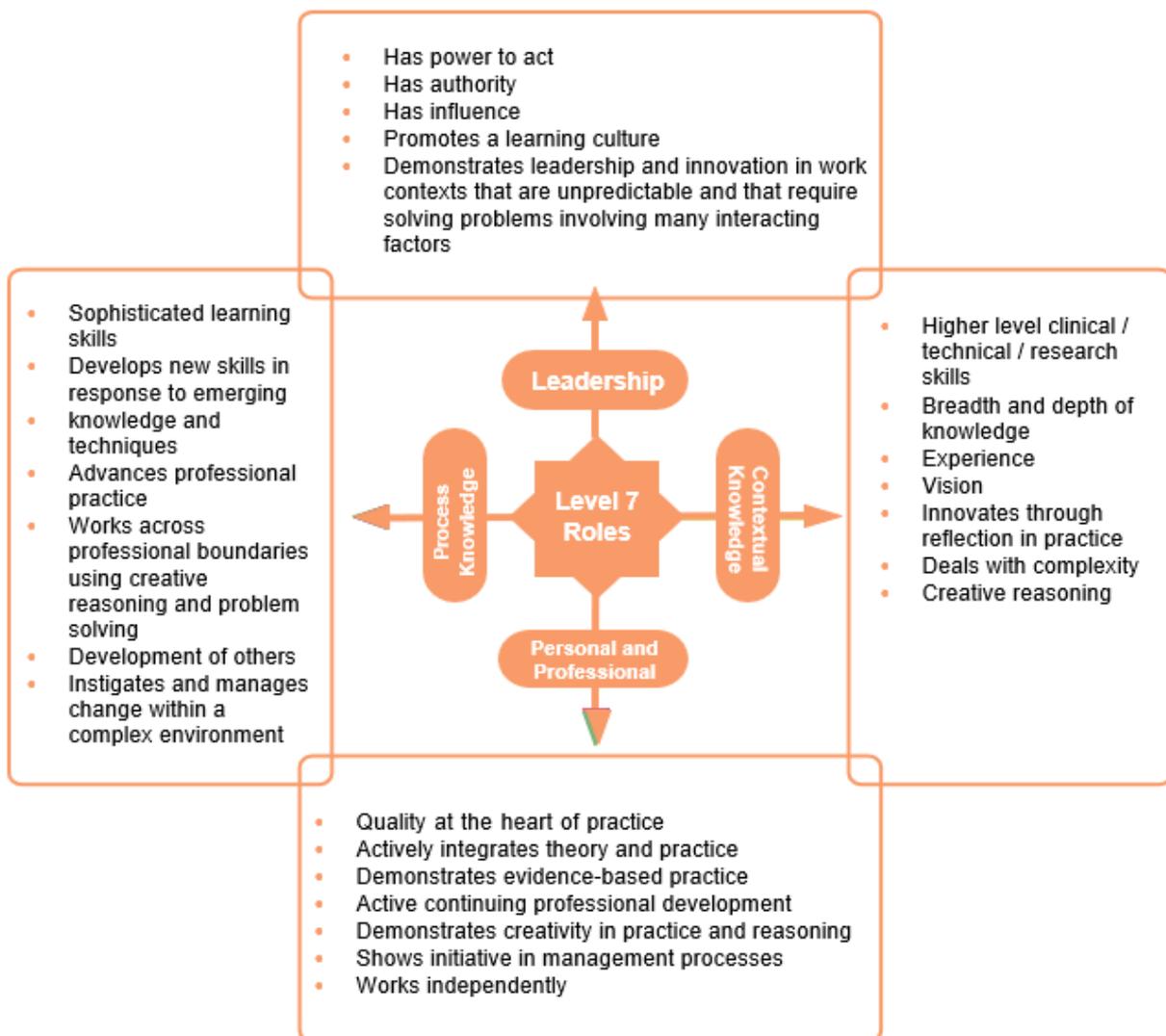
The Template

Level Descriptors

Definition of the Level 7 Role

People at level 7 of the career framework have a critical awareness of knowledge issues in the field and at the interface between different fields. They are innovative and have a responsibility for developing and changing practice and/or services in a complex and unpredictable environment.

Individuals working at Level 7 are experienced professionals who have developed their skills and theoretical knowledge to a very high standard, performing a highly complex role and continuously developing their practice within a defined field and/or have management responsibilities for a section/small department. They will have their own caseload or work area responsibilities.

The characteristics of level 7 roles and an advanced practitioner have been developed by Skills for Health through working with employers and practitioners. They are intended to be broad descriptors which can be interpreted or contextualised at a local level

- Has power to act
- Has authority
- Has influence
- Promotes a learning culture
- Demonstrates leadership and innovation in work contexts that are unpredictable and that require solving problems involving many interacting factors

- Sophisticated learning skills
- Develops new skills in response to emerging knowledge and techniques
- Advances professional practice
- Works across professional boundaries using creative reasoning and problem solving
- Development of others
- Instigates and manages change within a complex environment

Leadership

Process Knowledge

Level 7 Roles

Contextual Knowledge

Personal and Professional

- Higher level clinical / technical / research skills
- Breadth and depth of knowledge
- Experience
- Vision
- Innovates through reflection in practice
- Deals with complexity
- Creative reasoning

- Quality at the heart of practice
- Actively integrates theory and practice
- Demonstrates evidence-based practice
- Active continuing professional development
- Demonstrates creativity in practice and reasoning
- Shows initiative in management processes
- Works independently

The National Occupational Standards

This section of the template has an example of a level 7 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	Clinical Lead
Area of Work	Enhanced RECONNECT
Experience Required	Qualified psychologist with a minimum of 4 years' experience of working with high-risk behaviours. The Enhanced RECONNECT clinical lead will require CTCSC (Counter Terrorist Check and Security Check) clearance to support information sharing in relation to Cohort 1.
Career Framework Level	Level 7

Scope of the Role

The scope of this role includes a requirement for the postholder to be a registered and experienced psychologist that is trained and experienced in formulation-based care and providing advice on trauma-related offending behaviours which may be linked to risk, with a minimum of 4 years' experience of working with high-risk behaviours.

The role will provide clinical supervision, support clinical decision making, provide screening and/or triage assessment, and crisis intervention, as required. Case supervision, clinical oversight and risk management are also key components of the role. The post holder will have an enhanced understanding of risk and duty of care to individuals.

The post holder will be involved in making quality improvements to the service and the end user experience. They will work as part of a multi-disciplinary team, working with a range of agencies, including holding discussions regarding risk and making decisions around interventions, referrals or signposting to other services.

All level 7 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 7 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
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

Underpinning Principles	Reference Function	Competence
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	Implement change	Implement change
	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
	Develop relationships with individuals	Develop and sustain effective working with staff from other agencies
	Provide information and guidance	Provide and present information for courts and formal hearings
		Advise and inform others on services
		Advise on access to and use of services
		Advise on requirements for choice of therapeutic intervention
2. Personal and People Development	Support the development of the knowledge and practice of individuals	Provide supervision to other individuals
		Peer training and mentoring
	Support the development of others	Support individuals to access learning, training and development opportunities
	Personal Development	Manage personal development and reflect on current practice
		Develop and maintain your professional connections
	Make use of supervision	Make use of supervision
	Promote safe and effective working	Supervise the health, safety and welfare of an individual at work

Underpinning Principle	Reference Function	Competence
3. Health, Safety and Security		Manage lone workers
		Support the safeguarding and protection of people from vulnerable groups
	Ensure health and safety	Manage hostility and risks with non-cooperative individuals, families and carers
	Ensure your own actions reduce risks to health and safety	Maintain health, safety and security practices within a health setting
4. Service improvement	Promote service improvement	Identify and evaluate opportunities for innovation and improvement
	Contribute to improving services	Contribute to the improvement of services
A. Assessment (Screening)	Assess an individual's needs arising from their health status	Carry out comprehensive assessments of individuals ' health and wellbeing in a custodial setting
		Assess individuals' needs and plan agreed activities
		Identify mental health needs and related issues
		Establish an individual's suitability to undergo an intervention
	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
		Assess the need for intervention and present assessments of individual's' needs and related risks
		Assess risks associated with health conditions
		Assess offenders for risk factors and levels of risk associated with their behaviour
		Co-ordinate programmes involving several agencies

Underpinning Principle	Reference Function	Competence
		Identify individuals who pose a risk of serious harm
B. Health Intervention	Plan actions to address an individual's healthcare needs	Review the effectiveness of therapeutic interventions with people with mental health needs
	Evaluate treatment plans with individuals and those involved in their care	Contribute to the assessment of needs and the planning, evaluation and review of individualised programmes of care for individuals
C. Health Promotion and Protection	Enable people to address issues relating to their health and well-being	Enable individuals to change their behaviour to improve their own health and wellbeing
	Facilitate the development of community groups / networks	Support individuals in the community
		Assist individuals to establish effective support networks
	Provide information to individuals, groups and communities about promoting health	Communicate with individuals about promoting their health and wellbeing
		Deliver interventions towards enhancing health and social wellbeing
	Respond to and manage challenging behaviour	Plan, monitor and review integrated packages of interventions and support to address individuals' offending behaviour
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	Management	Provide leadership to your team
	Manage and work with people	Develop and sustain collaborative relationships with departments and other organisations
	Contribute to the effectiveness of teams	Participate in inter-disciplinary team working to support individuals

Underpinning Principle	Reference Function	Competence
	Participate in meetings	Present information to courts and formal hearings
		Lead meetings to achieve objectives
	Manage information and knowledge	Search information, evidence and knowledge resources and communicate the results

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	Clinical Lead Enhanced RECONNECT
Formal endorsed learning	HCPC
Informal learning	Statutory /Mandatory training within the service De-escalation Training Safeguarding Training Prevention and management of violence and aggression Locality specific training within the service Offender Risk management Counter Terrorism and extremism learning Awareness of sexual offences Criminal Justice Sector Training Trauma-informed practices Understanding of neurodiversity Understanding of mental health conditions Leadership and Management Training Wider health and social care system
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:	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)

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