Transferable Role Profile Template

Liaison and Diversion Service

Operational/Service Manager

Career Framework Level 7

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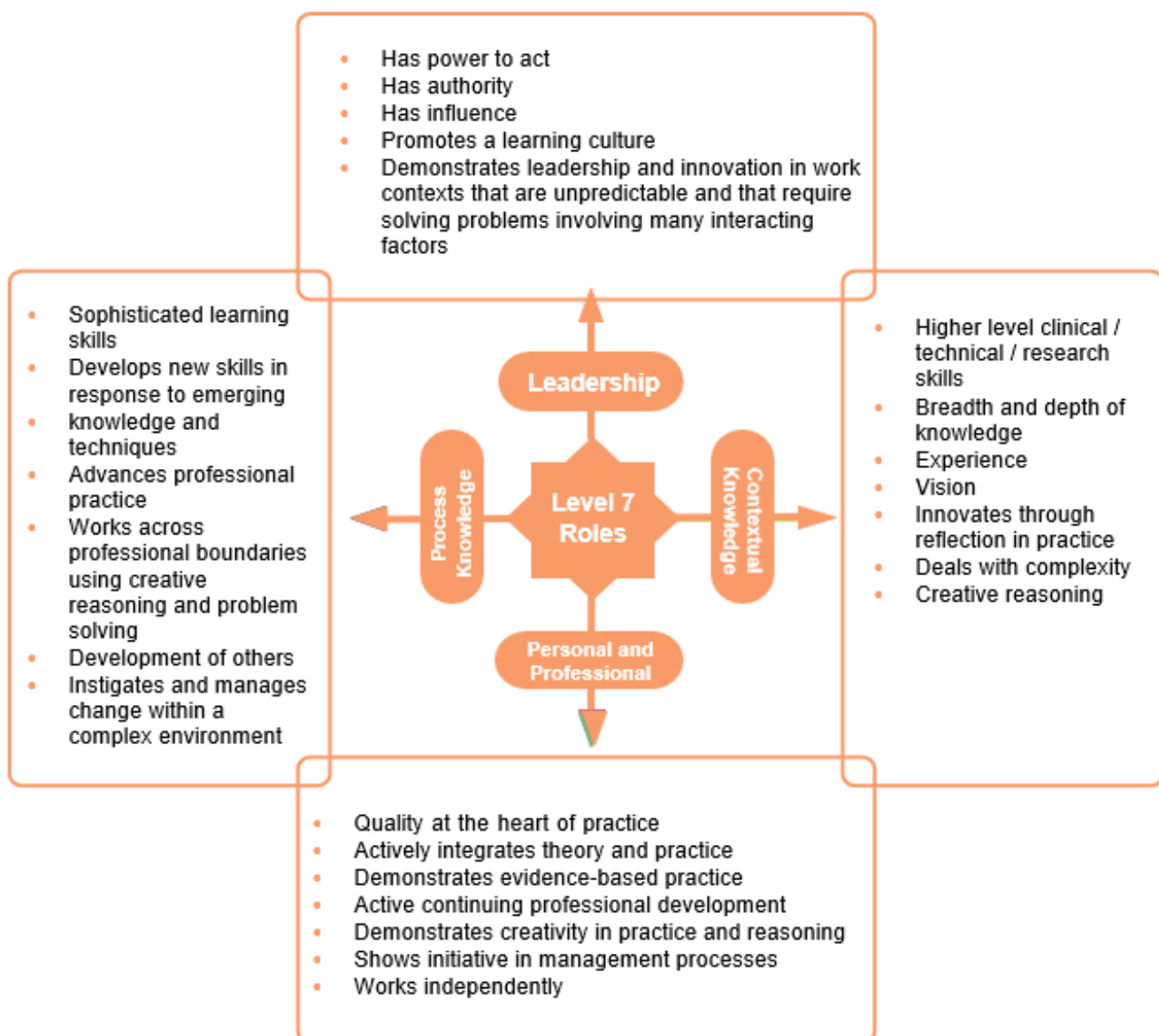
Some people may wish to or need to study whole qualifications - others will not. Some will need to participate in smaller 'bite sized' learning opportunities. Each individual should use the role profile to identify with their line manager what their needs are and how they will achieve them.

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. 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. Indicative learning and development are described within the role profile template.

Basic Information

Named Role	Liaison and Diversion Service Operational/Service Manager
Area of Work	Liaison and Diversion Service
Experience Required	Experience of managing people and of contributing to or running an Operational service. DBS clearance or vetting, where appropriate.
Career Framework Level	Level 7

Scope of the Role

This role supports the strategic manager in delivering the Liaison and Diversion contract, ensuring continuous service improvement whilst achieving agreed service outcomes. The role may have clinical responsibilities, sitting alongside governance, and/or management of service delivery and/or people management.

The post holder will support the Liaison and Diversion service through the recruitment of a diverse and competent workforce with the skills mix required for the roles within the service, interfacing effectively with partners, and developing protocols and service level agreements.

The post holder will support staff to achieve their potential through enabling access to relevant development opportunities, ensuring they have appropriate specialist knowledge.

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 and 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

Underpinning Principles	Reference Function	Competence
	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	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 Principles	Reference Function	Competence
1. Communication	Communicate effectively	Communicate effectively with people
		Communicate with people in vulnerable groups
	Support individuals to communicate	Support individuals with communication and interaction difficulties
	Provide information, advice and guidance	Advise and inform others on services
		Advise on access to and use of services
2. Personal and People Development	Personal development	Develop and maintain your professional connections
		Manage personal development and reflect on current practice
		Make use of supervision
	Support the development of the knowledge and practice of individuals	Provide supervision to other individuals
		Support individuals to access learning, training and development opportunities
		Manage people's performance at work
		Support and challenge workers on specific aspects of their practice

Underpinning Principles	Reference Function	Competence
3. Health, Safety and Security	Promote safe and effective working	Manage lone workers
	Investigate health and safety related incidents	Investigate and evaluate incidents of violence at work
	Evaluate the impact of health and safety related incidents	Investigate work related incidents, incidents, ill health reports and complaints for the purposes of health and safety regulations
5. Quality	Monitor the progress and quality of work within your area of responsibility	Quality assure work in your team
	Facilitate the audit/inspection process	Facilitate the clinical audit process
	Undertake the audit/inspection process	Carry out quality audits
C. Health Promotion and Protection	Encourage behavioural change in people and agencies to promote health & wellbeing	Support individuals with programmes to promote positive behaviour
D. Information Management/Information and Communication Technology	Collect and validate data/information for processing	Collect and validate data and information in a health context
	Analyse data/information	Analyse data and information and present outputs in a health context

Underpinning Principles	Reference Function	Competence
F. Education, Learning and Research	Deliver learning and development programmes	Facilitate individual learning and development
	Assist in the delivery of learning and development for others	Support individuals with cognition and learning difficulties
	Act on research and development findings	Interpret research findings and implement them in practice

Underpinning Principles	Reference Function	Competence
H. Management and Administration	Manage operation plans for an area of responsibility	Manage the development and direction of work
	Provide leadership	Lead your team
	Represent your organisation	Represent your area of responsibility in meetings
		Represent one's own agency at other agencies' meetings
	Contribute to the effectiveness of teams	Allocate work to team members
		Identify team members' need for psychological support
	Develop relationships with individuals	Develop and sustain productive working relationships with stakeholders
	Recruit, select and retain colleagues	Recruit people for your business
	Participate in meetings	Chair meetings
	Manage a project	Manage projects
	Manage a budget	Manage budgets
		Obtain, analyse and provide information required for courts and formal hearings
		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	Liaison and Diversion Service Operational/Service Manager
Formal endorsed learning	
Informal learning	Statutory/Mandatory training Prevention and management of violence and aggression Conflict resolution/De-escalation training Information governance Safeguarding (Level 3 Child, Level 3 Adult) Trauma-informed practices Understanding of neurodiversity Understanding of mental health conditions Applied Suicide and Intervention Skills Training Equality, Diversity and Inclusion Clinical supervision Mentoring Leadership and Management Health & Safety Supervision and appraisal training CSE PREVENT
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	For example, Level 3 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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