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Transferable Role Profile Template

Mental Health Treatment Requirement

Clinical Lead

Career Framework **Level 7**

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

Contents

Introduction to the Template	3
Transferable Roles	3
The Template	3
Career Framework Levels and National Occupational Standards (NOS).....	3
Indicative Learning and Development.....	4
The Template.....	5
Level Descriptors.....	5
Definition of the Level 7 Role.....	5
The National Occupational Standards	6
Basic Information.....	6
Scope of the Role	6
Common/Core Competences for all Level 7 Roles:.....	7
Role Specific Competences	9
Locality Specific Competences	13
Indicative Learning and Development.....	14
Continuing Professional Development.....	15
References:	16

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

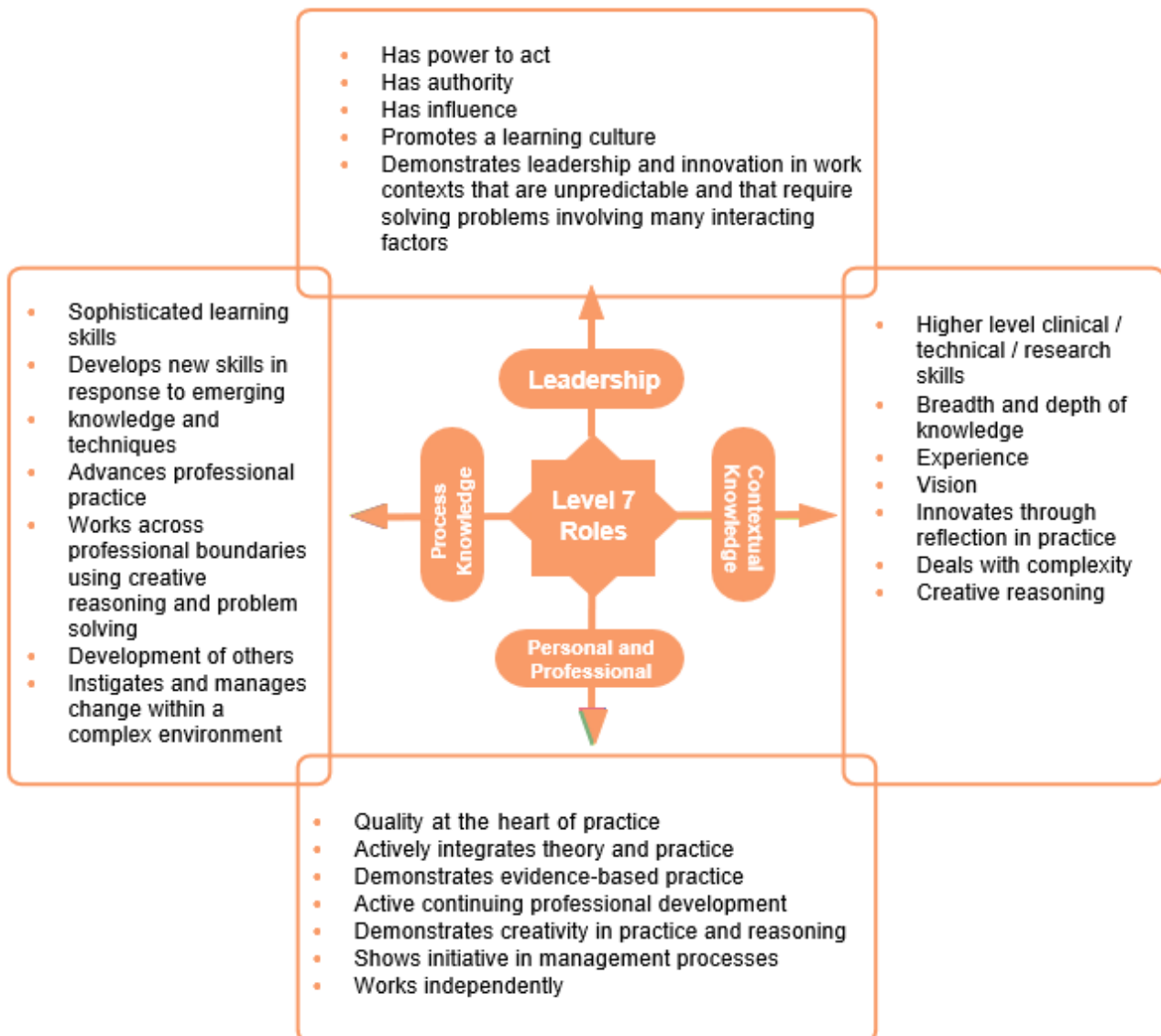
Level Descriptors

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.



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	Clinical Lead
Area of Work	Primary Care Mental Health Treatment Requirement
Experience Required	Qualified Psychologist DBS clearance or vetting, where appropriate
Career Framework Level	Level 7

Scope of the Role

The Clinical Lead role provides expertise, formal and informal clinical advice and support to facilitate the effective and appropriate provision of psychological care and interventions by all members of the Mental Health Treatment Requirement (MHTR) treatment team, particularly where there are conflicting opinions about the multiple options available for assessment and intervention. The role carries clinical responsibility for overseeing and holding the MHTR court requirement, ensuring the individuals' psychological care and interventions are provided effectively and efficiently.

The role requires overall responsibility for the agreement to an MHTR pre-sentence and delivery of the MHTR post-sentence within a designated geographical area and out of area referrals. The role will also oversee and approve all material used during the assessment and treatment delivery of the MHTR.

The role will have oversight and supervision responsibility of Primary Care Practitioners who provide psycho-educational interventions that support and address the health-related offending behaviours and other mental health difficulties.

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

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	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	Provide information and guidance	Advise on requirements for choice of therapeutic intervention
		Advise and inform others on services
		Advise on access to and use of services
		Obtain, analyse and provide information required for courts and formal hearings
2. Personal and People Development	Personal development	Develop and maintain your professional connections
		Plan and manage own workload
		Manage personal development and reflect on current practice
		Make use of supervision
	Support the development of others	Support individuals to access learning, training and development opportunities
		Provide supervision
		Support and challenge workers on specific aspects of their practice
		Manage and quality assure work in your team
3. Health, Safety and Security	Ensure health and safety	Manage hostility and risks with non-cooperative individuals, families and carers
	Protect individuals from abuse	Support the safeguarding and protection of people from vulnerable groups
4. Service Improvement	Promote service improvement	Identify and evaluate opportunities for innovation and improvement

Underpinning Principles	Reference Function	Competence
5. Quality	Manage and develop quality assurance systems	Improve the quality of health and healthcare interventions and services through audit and evaluation
		Promote compliance through use of regulatory framework
		Manage a service which achieves the best possible outcomes for the individual
	Carry out and act on findings of audits and inspections	Facilitate the clinical audit process
6. Equality and Diversity	Ensure your actions support equality of opportunity and diversity	Foster people's equality, diversity and rights
	Promote equality of opportunity and diversity	Challenge injustice and inequalities in access to mainstream provision for people with specific health needs
		Work with service providers to support people with mental health needs in ways which respect their values and promotes their rights
A. Assessment	Assess individuals and agree appropriate action	Plan assessment of an individual's health status
		Plan inter-disciplinary assessment of the health and well-being of individuals
		Identify mental health needs and related issues
		Assess risks associated with health conditions
		Establish an individual's suitability to undergo an intervention

Underpinning Principles	Reference Function	Competence
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 the delivery of care plans to meet the needs of individuals	Evaluate the delivery of care plans to meet the needs of individuals
	Evaluate treatment plans for individuals and those involved in their care	Evaluate treatment plans with individuals and those involved in their care
	Interpret and report on findings from investigations	Provide clinical interpretation from investigations
C. Health Promotion and Protection	Facilitate the development of community groups/networks	Prepare, implement and evaluate group activities
	Enable people to address issues relating to their health and wellbeing	Enable individuals to change their behaviour to improve their own health and wellbeing
D. Information Management/Information and Communication Technology	Analyse data/information	Carry out and analyse research
	Appraise the reliability and validity of information	Critically appraise clinical information and evidence
F. Education, Learning and Research	Plan and prepare learning and development programmes	Assist others to plan presentations to enable learning
	Design and formulate specific research and development proposal	Design and formulate a research and development proposal
		Produce a detailed research and development plan
	Act on research and development findings	Interpret research findings and implement them in practice

Underpinning Principles	Reference Function	Competence
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
		Lead meetings to achieve objectives
		Represent one's own agency at other agencies' meetings
	Manage and improve organisational performance	Manage information governance in a health context
Recruit, select and retain colleagues	Recruit, induct and retain employees into their roles	

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
Formal endorsed learning	Post doctorate level training in at least one therapeutic model and accredited supervisory skills training Learning from Clinical Lead Manual provided by HEIs
Informal learning	<ul style="list-style-type: none"> • Criminal Justice System and intersection with mental health services and relevant legislation • Broad understanding of the wider health and social care system • Knowledge of MHTR services in other localities and learning from associated networks/professional colleagues. Sharing best practice within relevant forums • Statutory/Mandatory training within the service • Trauma-informed practices • 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:	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:

- 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 (2012)
- Skills for Health Employability Skills Matrix (2014)

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