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# Transferable Role Profile Template

## Healthcare in Criminal Court Settings

### Career Framework **Level 8**

### Triage Clinician (Doctor)

Revised February 2023

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 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 may be added here.

NOS may only be removed from the pick and mix section.

## **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.

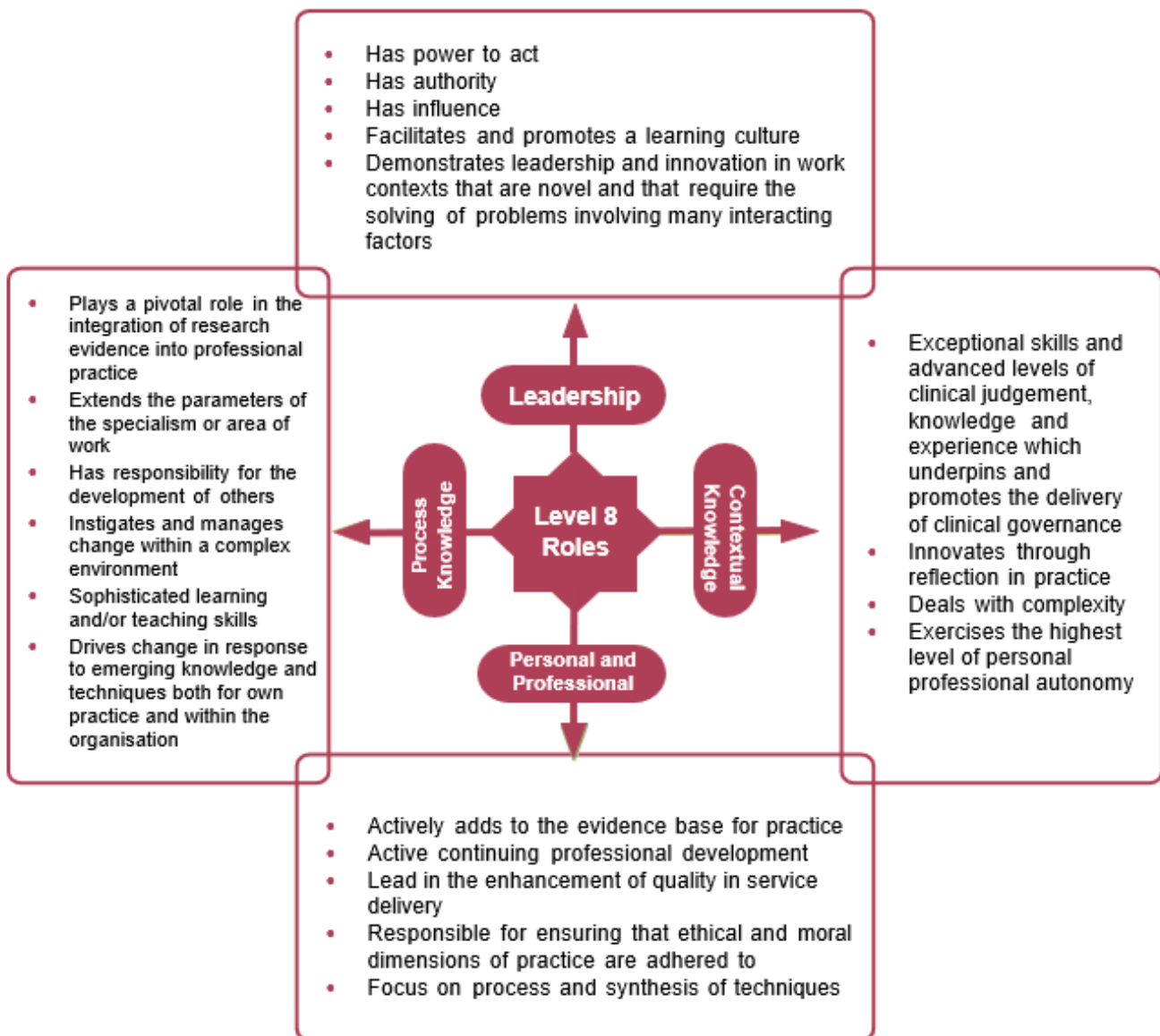
Some people may wish to or need to study whole qualifications – others will not. Some will need to participate in smaller 'bite sized' learning opportunities. Each individual should use the role profile to identify with their line manager what their needs are and how they will achieve them.

# The Template

## Level Descriptors

### Definition of the Level 8 Role

People at level 8 of the career framework have highly specialised knowledge, some of which is at the forefront of knowledge in a field of work, which they use as a basis for original thinking and /or research. They are leaders with considerable responsibility, and the ability to research and analyse complex processes. They have responsibility for service improvement or development. They may have considerable management responsibilities and be accountable for service delivery or have a leading education or commissioning role.



## The National Occupational Standards

This section of the template has an example of a level 8 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

|                               |   |
|-------------------------------|---|
| <b>Named Role</b>             | Triage Clinician (Doctor)   |
| <b>Area of Work</b>           | Healthcare in Criminal Court Settings   |
| <b>Experience Required</b>    | <ul style="list-style-type: none"><li>• GMC Registered Practitioner with no sanctions</li><li>• At least 2 years post qualification experience with a general Practice or Accident and Emergency specialism</li><li>• Experience of working within a wider multi-disciplinary team</li><li>• Able to work within challenging and complex environments and situations</li><li>• Experience in a role requiring similar skillset e.g. remote telephone/video triage</li><li>• DBS clearance or vetting, where appropriate</li></ul> |
| <b>Career Framework Level</b> | Level 8   |

### Scope of the Role

This role is responsible for providing telephone and video Medical Triage services, and providing clinical support and guidance, as requested by Prisoner Escort and Custody Services (PECS) staff managing detainees in Criminal Court Settings via calls to the medical advice helpline.

The role requires the postholder to function autonomously and within the scope of their practice and utilise their clinical judgement and expertise to review each call and determine the appropriate action to take.

The provision of skilled and effective remote assessment of individuals presenting clinical need and the ability to know when to escalate more complex issues, such as identifying a 999 emergency which has not been recognised as such by court staff. These calls require an appreciation of what would constitute a medical emergency that requires urgent attendance by blue light ambulance services, either because specialist equipment or treatment is needed, or the individual cannot wait for non-blue light paramedics to arrive.

The postholder should be experienced in and comfortable with telemedicine work and the adaptation of their medical knowledge to the phone triage environment. This will involve giving telephone only advice or helping with oversight of the safe self-administration of prescription medicines that the individual might need to take whilst in custody.

The postholder is also required to identify medical conditions and circumstances which could benefit from the dispatch of an in-house paramedic (non-blue light NHS service). An appreciation of the signs and symptoms surrounding these common dispatches is required from a medical perspective, therefore an appreciation of triage calling and emergency medicine considerations in terms of pre-hospital care is also required.

Good communication skills with strong questioning techniques and the ability to work closely with colleagues in the secure court environments and with in-house dispatchers is also required.

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

## Common/Core Competences for all Level 8 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 your 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>       |



| Underpinning Principles  | Reference Function   | Competence   |
|--|--|--|
| 5. Quality   | Act within the limits of your competence and authority   | <a href="#">Act within the limits of your competence and authority</a>   |
|  | Manage and organise your own time and activities   | <a href="#">Manage and organise your own time and activities</a>   |
|  | Establish quality policy and quality assurance systems for the delivery of a service or function | <a href="#">Monitor, evaluate and improve inter-agency services for addressing health and well-being needs</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>   |

| Underpinning Principles          | Reference Function                           | Competence   |
|----------------------------------|--|--|
| H. Management and Administration | Implement change                             | <a href="#">Implement change</a>   |
|                                  | 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 from vulnerable groups</a>   |
|                         | Develop relationships with individuals   | <a href="#">Develop and sustain effective working with staff from other agencies</a>   |
|                         | Provide information, advice and guidance | <a href="#">Provide clinical information to individuals</a>  |
|                         |  | <a href="#">Advise and inform others on services</a>   |
|                         |  | <a href="#">Advise on access to and use of services</a>  |
|                         |  | <a href="#">Advise on the health status and healthcare needs of individuals at a distant location using electronic communication media</a> |
|                         |  | <a href="#">Provide clinical care advice and information to others pending the attendance of emergency assistance</a>                      |
|                         |  | <a href="#">Provide interim clinical advice to individuals who are waiting for treatment and care</a>                                      |

| Underpinning Principles          | Reference Function   | Competence   |
|----------------------------------|--|--|
| 2. Personal & People Development | Develop your own practice  | <a href="#">Develop your own knowledge and practice</a>  |
|                                  |  | <a href="#">Make use of supervision</a>  |
|                                  | Reflect on your own practice                                     | <a href="#">Develop your practice through reflection and learning</a>  |
|                                  | Support the development of others                                | <a href="#">Peer training and mentoring</a>  |
|                                  |  | <a href="#">Provide supervision to other individuals</a>   |
| 3. Health, Safety & Security     | Protect individuals from abuse                                   | <a href="#">Support the safeguarding and protection of people from vulnerable groups</a>                               |
| 5. Quality                       | Manage and develop quality assurance (QA) systems                | <a href="#">Promote compliance through use of regulatory framework</a>   |
|                                  | Carry out and act on findings of audits and inspections          | <a href="#">Comply with an external audit of data and information in a health context</a>                              |
| A. Assessment                    | Assess an individual with a suspected health condition           | <a href="#">Form a professional judgement of an individual's health condition</a>                                      |
|                                  | Agree courses of action following assessment                     | <a href="#">Agree courses of action following assessment to address health and wellbeing needs of individuals</a>      |
|                                  | Undertake a risk assessment in relation to a defined health need | <a href="#">Assess the need for intervention and present assessments of individuals' needs and related risks</a>       |
|                                  |  | <a href="#">Assess risks associated with health conditions</a>   |
|                                  |  | <a href="#">Assess and act upon immediate risk of danger to individuals who have used alcohol and other substances</a> |

| Underpinning Principles             | Reference Function   | Competence   |
|-------------------------------------|--|--|
| B. Health Intervention              | Obtain information   | <a href="#">Establish the details of the individual needing care</a>                                   |
|                                     |  | <a href="#">Obtain supporting information to inform the assessment of an individual</a>                |
|                                     | Prescribe medication and treatments for individuals                    | <a href="#">Manage the prescription of controlled drugs for substance users</a>                        |
| C. Health Promotion & Protection    | Enable people to address issues relating to their health and wellbeing | <a href="#">Enable individuals to change their behaviour to improve their own health and wellbeing</a> |
| F. Education, Learning and Research | Interpret results of research and development activities               | <a href="#">Interpret results of research and development activities</a>                               |
| H. Management and Administration    | Provide leadership   | <a href="#">Represent your area of responsibility in meetings</a>                                      |
|                                     |  | <a href="#">Lead your organisation</a>   |
|                                     | Market and promote the service   | <a href="#">Promote your organisation and its services to stakeholders</a>                             |
|                                     | Develop relationships with individuals                                 | <a href="#">Develop and sustain working relationships with colleagues and stakeholders</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 |
|-------------------------|--------------------|--|------------|
|                         |                    |  |            |
|                         |                    |  |            |
|                         |                    |  |            |
|                         |                    |  |            |
|                         |                    |  |            |
|                         |                    |  |            |
|                         |                    |  |            |
|                         |                    |  |            |

## 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                                  | Triage Clinician (Doctor)   |
| Formal endorsed learning                           | Clinicians must have completed all mandatory NHS training<br>All statutory mandatory training must be completed and up to date<br>Must have achieved minimum standards local agencies expect  |
| Informal learning                                  | Mandatory training within the service<br>Knowledge of the Criminal Justice System<br>Trauma-informed practices<br>Understanding of mental health conditions<br>Understanding of neurodiversity<br>Awareness of personal protection training                                 |
| 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:        | GMC registration with no sanctions<br>Maintain validation and approval systems.   |

## 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         | None identified   |                 |
| Formal endorsed learning   | Title   | None identified |
|  | 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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