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# Career and Competence Framework: for those working in the Adult Secure and Detained Estate

June 2021

Developed by a collaborative group of experts  
and NHS England and NHS Improvement, NHS England South East and  
Health Education South East

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# Introduction

Ensuring that Health & Justice healthcare providers can recruit and retain staff within both clinical and non-clinical roles, is vital in the delivery of an effective service. Providing healthcare in secure, sensitive, and complex environments requires a wide range of roles and specific expertise, as well as significant continuing professional development for staff.

For those staff working within healthcare services that serve the youth and criminal justice systems, there is an additional awareness and sensitivity required regarding the wider concerns of such settings, including significant security issues.

Staff in these settings therefore require skills and competencies tailored to these areas, including facilitating trauma-informed services and an expertise in continuity of care as people move through the system(s).

Creating an attractive career pathway, raising the profile of roles, and supporting the movement of staff across Health & Justice commissioned services to enable greater flexibility within the workforce, are increasingly becoming key priority areas nationally and locally.

To help address these issues, Skills for Health were commissioned<sup>1</sup> to develop the Career and Competence Framework for the Adult Secure Detained Estate (ASDE).<sup>2</sup> This is similar to, and can align with, the Liaison and Diversion Career and Competence Framework,<sup>3</sup> which has been successfully implemented across Liaison and Diversion Services.

The Career and Competence Framework for the ASDE can help support the development and growth of the workforce in this setting. The framework enables staff to assess their own skills and competences against those required for a range of roles based within the ASDE as it supports the identification of the education and training required to progress and develop into new roles. The framework is a helpful tool for service managers which can be used with staff, for example, at personal development reviews (PDRs) to identify areas for personal and professional development, and how they might be supported to attain the required levels of competence. It is also a beneficial resource for commissioners as well as education and training providers.

The ASDE framework is based on the Skills for Health Career Framework (**Appendix 1**). This provides more general information on the level at which the job holder is required to function and is applicable to roles within the health, social care and justice sectors. Each level has

## Mission Statement:

*“To improve the recruitment and retention of a larger, more diverse, inclusive and representative workforce for all Health & Justice services and programmes.”*

The NHS England Health and Justice Inclusive Workforce Programme

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<sup>1</sup> Commissioned by Health Education England South-East, on behalf of the National Health & Justice Team and the Health & Justice South-East regional team.

<sup>2</sup> The Adult Secure and Detained Estate comprises healthcare delivered within prisons and Immigration Removal Centres

<sup>3</sup> [The Liaison and Diversion Service Career and Competence Framework](#), NHS England, Health Education England and Skills for Health (2018)

characteristics and attributes that describe, for example, the levels of autonomy, responsibility, decision making, and critical analysis required for that in a role or job. It comprises 9 levels ranging from Level 1 (Initial entry jobs) to the most senior staff at Level 9.

**This Framework document comprises the following two elements:**

- A **career framework** for those working in the ASDE. This covers 9 specific **role profiles**. These role profile templates are indicative of the types of roles found in the ASDE. They are not meant to be prescriptive but to provide a useful starting point when managers are looking to develop job descriptions, and for staff wanting to understand more regarding how to enter and progress within these settings or move into other areas.
- A **competence framework** for those working in the ASDE. The competences used are National Occupational Standards (NOS)<sup>4</sup> that describe the skills, knowledge and understanding needed to undertake a particular task or job to a nationally recognised level of competence. They focus on what the person needs to be able to do as well as what they must know and understand to work effectively. The NOS identified within this framework relate to the provision of services within the ASDE, a sub-set of which will relate to specific job roles.

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<sup>4</sup> Skills for Health, National Occupational Standards <https://tools.skillsforhealth.org.uk/>

# Career Frameworks and Agenda for Change

A Career Framework can be utilised in a variety of settings and is not linked to pay. This makes it particularly useful in areas where staff are employed by different organisations and across sectors, such as justice and social care.

NHS 'Agenda for Change' is the pay system that incorporates job evaluation, the Knowledge and Skills Framework,<sup>5</sup> terms and conditions and is specific to the NHS. It is evaluated within services.

The Career Framework provides a common language to support workforce planning and career development by identifying the characteristics and attributes of those working at different levels of the Career Framework and uses National Occupational Standards (NOS)<sup>6</sup> to capture the knowledge and skills required for roles.

Whilst some of the Career Framework descriptors might use similar language to Agenda for Change, there is **no** automatic read across from Agenda for Change bands to levels within the Career Framework.

The levels for the roles identified within the ASDE Career and Competence Framework **do not** align with Agenda for Change bandings.

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<sup>5</sup> [Knowledge and Skills Framework](#)

<sup>6</sup> Skills for Health, National Occupational Standards <https://tools.skillsforhealth.org.uk/>

# The Adult Secure and Detained Estate Career Framework

The Career Framework for the ASDE comprises roles from Level 3 to Level 7 of the Skills for Health Career Framework (**Appendix 1**) There were no relevant ASDE roles identified by the Expert Panel for development at Levels 1, 2, 8 and 9. The roles are as detailed in **Table 1** below. Individuals will be able to progress into different roles within the framework, either vertically or laterally.

There are a number of roles relating to the provision of services across Health & Justice, an individual may enter the service as a Peer Support Worker at Level 3 and progress after undertaking the required training and development. An example of lateral progression may include a pharmacist working within a community setting NHS Trust moving to work within the ASDE.

The requirements of individual jobs in the workplace will vary, depending on the requirements of any particular role in the ASDE in relation to the service. The Role Profiles developed for the ASDE Career and Competence Frameworks are generic, and so when used in practice, can be adapted to meet local service requirements.

For a full description of the 9 roles, please see the corresponding Appendices (2-10)

**Table 1: The Adult Secure and Detained Estate Career Framework**

ASDE Roles	Level Description	Level
No roles identified for development at this Level	People working at level 9 require knowledge at the most advanced frontier of the field of work and at the interface between fields. They will have responsibility for the development and delivery of a service to a population, at the highest level of the organisation.	9
No roles identified for development at this Level	People working at level 8 of the career framework require highly specialised knowledge, some of which is at the forefront of knowledge in a field of work, which they use as the basis for original thinking and/or research. They are leaders with considerable responsibility for service improvement, and the ability to research and analyse complex processes. They have responsibility for service improvement or development. They may have considerable clinical and/or management responsibilities, be accountable for service delivery or have a leading education or commissioning role.	8
Service Manager	People at level 7 of the career framework have a critical awareness of knowledge issues in the field of work and at the interface between different fields. They are innovative and have responsibility for developing and changing practice and/or services in a complex and unpredictable environment.	7
Mental Health Nurse Paramedic	People at level 6 require a critical understanding of detailed theoretical and practical knowledge, are specialist and/or have management and leadership responsibilities. They demonstrate	6

ASDE Roles	Level Description	Level
	initiative and are creative in finding solutions to problems. They have some responsibility for team performance and service development, and they consistently undertake self-development.	
Primary Care Nurse	People at level 5 will have a comprehensive knowledge, specialised, factual and theoretical knowledge within a field of work and an awareness of the boundaries of that knowledge to solve problems creatively, make judgements which require analysis an interpretation, and actively contribute to service and self-development. They may have responsibility for supervision of staff or training.	5
Pharmacy Technician Recovery Worker Psychological Wellbeing Practitioner	People at level 4 require factual and theoretical knowledge in broad contexts within a field of work. Work is guided by standard operating procedures, protocols or systems of work, but the worker makes judgements, plans activities, contributes to service development and demonstrates self-development. They may have responsibility for supervision of some staff.	4
Peer Support Worker Healthcare Administrator	People at level 3 require knowledge of facts, principles, processes and general concepts in a field of work. They may carry out a wider range of duties than the person working at level 2, and will have more responsibility, with guidance and supervision available when needed. They will contribute to service development and are responsible for self-development.	3
No roles identified for development at this Level	People at level 2 require basic factual knowledge of a field of work. They may carry out clinical, technical, scientific or administrative duties according to established protocols or procedures, or systems of work.	2
No roles identified for development at this Level	People at level 1 are at entry level and require basic general knowledge. They undertake a limited number of straightforward tasks under direct supervision. They could be any new starter to work in the Health sector, and progress rapidly to level 2.	1

# The Adult Secure and Detained Estate Competence Framework

The purpose of a competence framework is to identify all the activities that take place within a service. It includes NOS (competences) relevant to the activities being undertaken by those working within the service. The competences include knowledge and understanding as well as performance criteria. Whilst they cover a function, they do not reflect the overall level of a role.

NOS are developed to describe the level of competence for a function, rather than for specific staff groups and therefore should be interpreted as applying to the context in which an individual works. Some competences may appear from the title to be applicable only in a health setting. For example, GEN97: *'Communicate Effectively in a Healthcare Environment.'* However, the knowledge and performance criteria within it are applicable in a wide range of settings, including Health & Justice and social care.

The competences included in this framework are drawn from health, social care, the justice sector and other areas, including leadership and management, administration and learning and development. They have been used within the role profiles to describe the jobs and roles within the ASDE service, alongside their career framework level.

The competence framework for the ASDE is broadly based on a whole care pathway. The focus is on managing individuals within an approach whereby services work collaboratively to ensure that adults in the ASDE receive coordinated multi-agency support to address their health and social care needs.

The competences identified will complement protocols and guidelines used in the service, as they describe the knowledge required and the performance criteria that should be met by an individual working with those protocols and guidelines.

# Core Competences

The competences in Table 2 are core and relate to **any** role at the levels specified within the Skills for Health Career Framework.

The ASDE role profiles include the core competences below, and are the competences that staff are expected to demonstrate at the relevant Career Framework Level.

**Table 2: Core Competences at Career Framework Level**

Competence	Level 3	Level 4	Level 5	Level 6	Level 7
GEN97 <a href="#">Communicate effectively in a healthcare environment</a>	✓	✓	✓	✓	✓
IPC2.2012 <a href="#">Perform hand hygiene to prevent the spread of infection</a>	✓	✓	✓	✓	✓
PROHSS1 <a href="#">Make sure your own actions reduce risks to health and safety</a>	✓	✓	✓	✓	✓
PMWRV1 <a href="#">Make sure your actions contribute to a positive and safe working culture</a>	✓	✓	✓	✓	✓
GEN63 <a href="#">Act within the limits of your competence and authority</a>	✓	✓	✓	✓	✓
ESKITU020 <a href="#">Use digital communications</a>	✓	✓	✓	✓	✓
SCDHSC0024 <a href="#">Support the safeguarding of individuals</a>	✓	✓	✓	✓	✓
SCDHSC0234 <a href="#">Uphold the rights of individuals</a>	✓	✓	✓	✓	✓
CHS169 <a href="#">Comply with legal requirements for maintaining confidentiality in healthcare</a>	✓	✓	✓	✓	✓
SCDHSC0241 <a href="#">Contribute to the effectiveness of teams</a>	✓	✓	✓	✓	✓



Competence	Level 3	Level 4	Level 5	Level 6	Level 7
CFA_BAD332 <a href="#">Store and retrieve information using a filing system</a>	✓	✓	✓	✓	✓
SCDHSC0023 <a href="#">Develop your knowledge and practice</a>	✓	✓			
HT4 <a href="#">Manage and organise your own time and activities</a>	✓	✓	✓	✓	✓
GEN23 <a href="#">Monitor your own work practices</a>	✓	✓	✓	✓	✓
CFAM&LDD1 <a href="#">Develop and sustain productive working relationships with colleagues</a>			✓	✓	✓
GEN13 <a href="#">Synthesise new knowledge into the development of your own practice</a>			✓	✓	✓
CFAM&LAA3 <a href="#">Develop and maintain your professional networks</a>			✓	✓	✓
SCDHSC0033 <a href="#">Develop your practice through reflection and learning</a>			✓	✓	✓
SCDHSC0043 <a href="#">Take responsibility for the continuing professional development of yourself and others</a>			✓	✓	✓
CFAM&LCA1 <a href="#">Identify and evaluate opportunities for innovation and improvement</a>			✓	✓	✓
SCDHSC3111 <a href="#">Promote the rights and diversity of individuals</a>			✓	✓	✓
CFAM&LCA4 <a href="#">Implement change</a>					✓



# Role Specific Competences

In addition to the core competences detailed above, role specific competences have been identified. These are included within the role profiles.

**Table 3: Role Specific Competences at Career Framework Level**

Peer Support Worker		
Underpinning Principle	Reference Function	Competence
Communication	Communicate effectively	<a href="#">CM G4 Communicate with individuals, groups and communities about promoting their health and wellbeing in a defined caseload</a>
	Support individuals to communicate	<a href="#">GEN85 Support individuals with communication and interaction difficulties</a>
	Develop effective relationships with individuals	<a href="#">SCDHSC0233 Develop effective relationships with individuals</a>
		<a href="#">SFJ AB1 Communicate effectively with people</a>
	Provide information advice and guidance	<a href="#">CHS177 Advise on access to and use of services</a>
		<a href="#">SCDHSC0026 Support individuals to access information on services and facilities</a>
Personal and People Development	Develop your own practice	<a href="#">CFAM&amp;LAA3 Develop and maintain your professional networks</a>
	Make use of supervision	<a href="#">GEN36 Make use of supervision</a>
	Manage and organize your own time and activities	<a href="#">HT4 Manage and organise your own time and activities</a>
	Assess an individual's needs arising from their health status	<a href="#">MH14.2013 Identify potential mental health needs and related issues</a>



Peer Support Worker		
Underpinning Principle	Reference Function	Competence
	Refer individuals to services for treatment and care	<a href="#">AA1.2014 Recognise problematic use of alcohol or other substances and refer individuals to services</a>
	Support individuals who are distressed	<a href="#">SCDHSC Support individuals who are distressed</a>
	Enable people to address issues relating to their health and wellbeing	<a href="#">SCDHSC0330 Support individuals to access and use services and facilities</a>
		<a href="#">SCDHSC0026 Support individuals to access information on services and facilities</a>
		<a href="#">HT3 Enable individuals to change their behaviour to improve their own health and wellbeing</a>
		<a href="#">PHP41 Enable people to address issues related to health and wellbeing</a>
	Act on behalf of an individual, family or community (advocacy)	<a href="#">SCDHSC0410 Advocate with and on behalf of individuals</a>
Management and Administration	Provide leadership	<a href="#">SFTMVD2 Lead and motivate volunteers</a>
	Recruit, select and retain colleagues (and volunteers)	<a href="#">SFTMVC3 Recruit and place volunteers</a>
		<a href="#">SFTMVC5 Induct volunteers</a>



## Healthcare Administrator

Underpinning Principle	Reference Function	Competence
Communication	Communicate effectively	<a href="#">SFJAB1 Communicate effectively with people</a>
Service Improvement	Contribute to improving services	<a href="#">SCDINSPG1 Contribute to the improvement of services</a>
		<a href="#">CFACSD8 Work with others to improve customer service</a>
Information Management	Maintain information / record systems	<a href="#">SS33 Enter, retrieve and print data in a database</a>
	Manage ICT Security	<a href="#">SFJOD3 Maintain the security of data through own actions</a>
Management and Administration	Handle mail	<a href="#">CFA BAA612 Handle mail</a>
	Receive and pass on messages and information	<a href="#">SCDHSC0242 Deal with messages and information</a>
		<a href="#">SS07 Receive, transmit, store and retrieve information</a>
		<a href="#">CFA BAA621 Make and receive phone calls</a>
		<a href="#">SFICCAA2 Share information with other organisations</a>
		<a href="#">SCDHSC0399 Maintain effective working relationships with staff in other agencies</a>
	Manage and work with people	<a href="#">Hi1.2010 Identify, and respond to, risks relating to data and information in a health context</a>
		<a href="#">GEN39 Contribute to effective multidisciplinary team working</a>
		<a href="#">SS02 Contribute to the effectiveness of work teams</a>



Pharmacy Technician		
Underpinning Principle	Reference Function	Competence
Communication	Communicate effectively	<a href="#">SfJ AB1 Communicate effectively with people</a>
		<a href="#">SfJ AB8 Communicate with people from vulnerable people</a>
	Develop relationships with individuals	<a href="#">FMH10 Make and maintain personal and professional boundaries with individuals in a secure setting</a>
		<a href="#">SCDHSC0233 Develop effective relationships with individuals</a>
		<a href="#">CFAM&amp;LDD4 Develop and sustain collaborative relationships with other organisations</a>
Service Improvement	Contribute to improving services	<a href="#">CFA_CSD9 Promote continuous improvement</a>
Assessment	Agree courses of action following assessment	<a href="#">CHS45 Agree courses of action following assessment to address health and wellbeing needs of individual</a>
Health Intervention	Manage medication and prescriptions for individuals	<a href="#">AH11.2014 Prepare prescriptions for controlled drugs for substance users</a>
		<a href="#">PHARM01.2016 Assist with the provision of a pharmacy service</a>
		<a href="#">PHARM02.2016 Provide an effective and responsive pharmacy service</a>
		<a href="#">PHARM03.2016 Respond to pharmaceutical queries and requests for information</a>
		<a href="#">PHARM07.2016 Receive prescriptions</a>
		<a href="#">PHARM08.2016 Confirm prescription validity</a>
	Administer medication to individuals	<a href="#">CHS3 Administer medication to individuals</a>
	Support individuals to self-medicate	<a href="#">GEN135 Support individuals to take their medication as prescribed</a>



## Pharmacy Technician

Underpinning Principle	Reference Function	Competence
	Manage an individual's medication to achieve optimum outcomes	<a href="#">CHS74 Manage an individual's medication to achieve optimum outcomes</a>
		<a href="#">PHARM29.2016 Retrieve and reconcile information about an individual's medicines</a>
		<a href="#">CHS1.2012 Receive and store medication and products</a>
Information Management/Information and Communication Technology	Input data/information for processing	<a href="#">ESKITU081 Retrieve and present structured data</a>
	Maintain information/record systems	<a href="#">SS33 Enter, retrieve and print data</a>
Management and Administration	Receive and pass on messages and information	<a href="#">SCDHSC3115 Process information for decision-making</a>
	Manage and work with people	<a href="#">SS02 Contribute to the effectiveness of work teams</a>



## Recovery Worker

Underpinning Principle	Reference Function	Competence
Communication	Communicate effectively	<a href="#">SF AB1 Communicate effectively with people</a>
		<a href="#">SF AB8 Communicate with people from vulnerable groups</a>
	Provide information, advice and guidance	<a href="#">CHS174 Advise and inform others on services</a>
	Develop relationships with individuals	<a href="#">FMH10 Make and maintain personal and professional boundaries with individuals in a secure setting</a>
		<a href="#">SCDHSC0233 Develop effective relationships with individuals</a>
		<a href="#">CFAM&amp;LDD4 Develop and sustain collaborative relationships with other organisations</a>
	Provide, information, advice and guidance	<a href="#">CHS177 Advise on access to and use of services</a>
		<a href="#">SCDHSC0026 Support individuals to access information on services and facilities</a>
	<a href="#">SCDCPC316 Support individuals to secure services in order to achieve outcomes</a>	
Personal and People Development	Support the development of knowledge and practice of teams and agencies	<a href="#">SF HF26 Contribute to the development and promotion of the organisation and its services</a>
Service Improvement	Contribute to improving services	<a href="#">CFA_CSD9 Promote continuous improvement</a>
	Agree courses of action following assessment	<a href="#">CHS45 Agree courses of action following assessment to address health and wellbeing needs of individuals</a>



Recovery Worker		
Underpinning Principle	Reference Function	Competence
Health Intervention	Obtain and manage biomedical and environmental samples	<a href="#">HPC8 Obtain and handle forensic samples</a>
	Provide care and support for individuals to assist them in maximizing their health	<a href="#">SCDHSC0226 Support individuals who are distressed</a>
		<a href="#">SCDHSC0386 Assist in the transfer of individuals between agencies and services</a>
		<a href="#">PHP31 Work in partnership with others to implement strategies for improving health and wellbeing</a>
Information Management/ Information and Communication Technology	Input data/information for processing	<a href="#">ESKITU081 Retrieve and present structured data</a>
	Maintain information/record systems	<a href="#">SS33 Enter, retrieve and print data</a>
		<a href="#">CFABADD321 Collate and organise data</a>
		<a href="#">CFA_BAD322 Analyse and report data</a>
Management and Administration	Organise and co-ordinate events	<a href="#">CFA_BAA412 Plan and organise meetings</a>
	Receive and pass on messages and information	<a href="#">SCDHSC3115 Process information for decision-making</a>
	Manage and work with people	<a href="#">SS02 Contribute to the effectiveness of work teams</a>



## Psychological Wellbeing Practitioner

Underpinning Principle	Reference Function	Competence
Communication	Communicate effectively	<a href="#">SFJ AB1 Communicate effectively with people</a>
		<a href="#">SFJ AB8 Communicate with people from vulnerable groups</a>
	Provide information, advice and guidance	<a href="#">CHS174 Advise and inform others on services</a>
		<a href="#">CHS177 Advise on access to and use of services</a>
	Develop relationships with individuals	<a href="#">FMH10 Make and maintain personal and professional boundaries with individuals in a secure setting</a>
		<a href="#">SCDHSC0233 Develop effective relationships with individuals</a>
		<a href="#">CFAM&amp;LDD4 Develop and sustain collaborative relationships with other organisations</a>
		<a href="#">SCDCPC316 Support individuals to secure services in order to achieve outcomes</a>
Personal and People Development	Personal development	<a href="#">GEN36 Make use of supervision</a>
	Support the development of knowledge and practice of teams and agencies	<a href="#">SFJHF26 Contribute to the development and promotion of the organisation and its services</a>
	Develop your own practice	<a href="#">GEN31 Initiate, and participate in, networks and discussion groups</a>
Quality	Facilitate the audit/inspection process	<a href="#">HI18.2010 Facilitate the clinical audit process</a>
Assessment	Assess an individual's needs arising from their health status	<a href="#">CHS86 Assess individual's psychological, social and emotional needs for rehabilitation</a>
	Undertake a risk assessment in relation to a defined health needs	<a href="#">CHS230 Assess the need for intervention and present assessments of individuals' needs and related risks</a>



## Psychological Wellbeing Practitioner

Underpinning Principle	Reference Function	Competence
	Agree courses of action following assessment	<a href="#">CHS45 Agree courses of action following assessment to address health and wellbeing needs of individuals</a>
	Provide care and support for individuals to assist them in maximizing their health	<a href="#">SCDHSC0226 Support individuals who are distressed</a>
		<a href="#">SCDHSC0386 Assist in the transfer of individuals between agencies and services</a>
		<a href="#">PHP31 Work in partnership with others to implement strategies for improving health and wellbeing</a>
Health Intervention	Plan activities, interventions or treatments to achieve specified health goals	<a href="#">CHS44 Plan activities, interventions and treatments to achieve specified health goals</a>
	Review and modify plans to address specific health goals	<a href="#">MH21.2013 Support people with mental health needs in crisis situations</a>
		<a href="#">SCDHSC0393 Promote participation in agreed therapeutic group activities</a>
Information Management/ Information and Communication Technology	Input data/information for processing	<a href="#">ESKITU081 Retrieve and present structured data</a>
	Maintain information/record systems	<a href="#">SS33 Enter, retrieve and print data</a>
		<a href="#">CFABADD321 Collate and organise data</a>
		<a href="#">CFA_BAD322 Analyse and report data</a>
	Organise and co-ordinate events	<a href="#">CFA_BAA412 Plan and organise meetings</a>
	Receive and pass on messages and information	<a href="#">SCDHSC3115 Process information for decision-making</a>
	Manage and work with people	<a href="#">SS02 Contribute to the effectiveness of work teams</a>



## Primary Care Nurse

Underpinning Principle	Reference Function	Competence
Communication	Communicate effectively	<a href="#">SFJAB1 Communicate effectively with people</a>
		<a href="#">SFJAB8 Communicate with people from vulnerable groups</a>
	Provide information and guidance	<a href="#">SFJ DA1 Obtain, analyse and provide information required for courts and formal hearings</a>
Personal and People Development	Make use of supervision	<a href="#">GEN36 Make use of supervision</a>
		<a href="#">GEN35 Provide supervision</a>
Health, Safety and Security	Ensure your own actions reduce risks to health and safety	<a href="#">FM12 Manage hostility and risks with non-cooperative individuals, families and carers</a>
	Promote safe and effective working	<a href="#">FMH5 Minimise the risks to an individual and staff during clinical interventions and violent and aggressive episodes</a>
		<a href="#">CFAPMVW14 Manage lone workers</a>
Equality and Diversity	Promote equality of opportunity and diversity	<a href="#">GEN109 Promote people's rights and encourage them to recognise their responsibilities</a>
		<a href="#">GEN108 Challenge injustice and inequalities in access to mainstream provision for people with specific health needs</a>
Assessment (Screening)		<a href="#">SFJFJ1 Screen individuals' health and well-being on reception into a custodial setting</a>
		<a href="#">CHS227 Conduct health screening programmes</a>
		<a href="#">SFJEA2 Assess offenders for risk factors and levels of risk associated with their behaviour</a>



Primary Care Nurse		
Underpinning Principle	Reference Function	Competence
		<a href="#">SFJFJ4 Carry out comprehensive assessments of individuals' health and wellbeing in a custodial setting</a>
Health Intervention	Obtain valid consent	<a href="#">HPC1 Obtain valid consent for healthcare investigations in a custodial setting</a>
	Plan/organize actions to maximise the health of individuals	<a href="#">Ch HM2 Provide a treatment and management plan to meet the needs of the client</a>
		<a href="#">CHS63 Enable individuals with long term conditions to manage their symptoms</a>
		<a href="#">CHS64 Enable individuals to manage changes in their long term conditions</a>
		<a href="#">CM C3 Enable individuals with long term conditions to make informed choices concerning their health and well-being</a>
	Review and modify plans to address specific health goals	<a href="#">MH21.2013 Support people with mental health needs in crisis</a>
	Obtain specimens from individuals	<a href="#">HPC8 Obtain and handle forensic samples</a>
	Manage medication and prescriptions for individuals	<a href="#">CHS3 Administer medication to individuals</a>
	Support individuals during and after clinical/therapeutic activities	<a href="#">GEN5 Support individuals undergoing healthcare activities</a>
Health Promotion and Prevention	Enable people to address issues relating to their health and well-being	<a href="#">SCDHSC0330 Support individuals to access and use services and facilities</a>



## Primary Care Nurse

Underpinning Principle	Reference Function	Competence
	Collect and validate data and information for processing	<a href="#">HI7.2010 Collect and validate data and information in a health context</a>
	Provide information to individuals, groups and communities about promoting health	<a href="#">HT2 Communicate with individuals about promoting their health and wellbeing</a>
Education, learning and research	Facilitate learning and development programmes	<a href="#">GEN86 Support individuals with cognition and learning difficulties</a>
Management and Administration	Contribute to the effectiveness of teams	<a href="#">SCDHSC3100 Participate in inter-disciplinary team working to support individuals</a>
		<a href="#">SS02 Contribute to the effectiveness of work teams</a>
	Represent your own organisation	<a href="#">SFJ DA2 Present information to courts and formal hearings</a>
	Provide leadership	<a href="#">CFAM&amp;LDD7 Represent your area of responsibility in meetings</a>
	Manage multi-agency collaborative working	<a href="#">PHS09 Develop and sustain cross-sectoral collaborative working for health and wellbeing</a>



Mental Health Nurse		
Underpinning Principle	Reference function	Competence
Communication	Communicate effectively	<a href="#">SFJ AB1 Communicate effectively with people</a>
		<a href="#">SFJ AB8 Communicate with people from vulnerable groups</a>
	Develop relationships with individuals	<a href="#">SFJAD1 Develop and sustain effective working with staff from other agencies</a>
	Provide information and guidance	<a href="#">SFJ DA1 Provide and present information for courts and formal hearings</a>
Personal and People Development	Support the development of the knowledge and practice of individuals	<a href="#">GEN35 Provide supervision to other individuals</a>
	Make use of supervision	<a href="#">GEN36 Make use of supervision</a>
	Support the development of the knowledge and practice of individuals	<a href="#">CCSCC18 Peer training and mentoring</a>
Health, Safety and Security	Promote safe and effective working	<a href="#">PROHSS9 Supervise the health, safety and welfare of an individual at work</a>
		<a href="#">CFAPMVW14 Manage lone workers</a>
		<a href="#">SFJ AG5 Support the safeguarding and protection of people from vulnerable groups</a>
	Ensure your own actions reduce risks to health and safety	<a href="#">GEN96 Maintain health, safety and security practices within a health setting</a>
Service Improvement	Contribute to improving services	<a href="#">MH66.2013 Assess how environments and practices can be maintained and improved to promote mental health</a>
Assessment (Screening)	Assess an individual's needs arising from their health condition	<a href="#">MH18.2012 Identify the physical health needs of individuals with mental health needs</a>



Mental Health Nurse		
Underpinning Principle	Reference function	Competence
		<a href="#">MH14.2013 Identify potential mental health needs and related issues</a>
	Agree courses of action following assessment	<a href="#">MH20.2013 Use a recovery focused approach in working alongside the person with mental health needs and agree plans to meet their needs</a>
Health Intervention	Obtain valid consent for interventions or investigations	<a href="#">HPC1 Obtain valid consent for healthcare interventions in a custodial setting</a>
	Review and modify plans to address specific health goals	<a href="#">MH21.2013 Support people with mental health needs in crisis situations</a>
	Support individuals to cope with the emotional and psychological aspects of health	<a href="#">FMH13 Help an individual to feel more psychologically secure</a>
		<a href="#">FMH14 Enable an individual to differentiate between positive and negative behaviours and understand the consequences</a>
		<a href="#">FMH15 Increase the individual's capacity to manage negative or distressing thoughts and emotional states</a>
	Administer medication to individuals	<a href="#">CHS3 Administer medication to individuals</a>
	Support individuals to self-medicate	<a href="#">GEN135 Support individuals to take their medication as prescribed</a>
Health Promotion and Prevention	Provide information to individuals, groups and communities about promoting health	<a href="#">SCDHSC3103 Contribute to raising awareness of health issues</a>
Information Management/Information and Communication Technology	Collect and validate data and information for processing	<a href="#">H17.2010 Collect and validate data and information in a health context</a>



Mental Health Nurse		
Underpinning Principle	Reference function	Competence
Management and Administration	Provide leadership	<a href="#">CFAM&amp;LDD7 Represent your area of responsibility in meetings</a>
		<a href="#">CFAM&amp;LBA3 Lead your team</a>
	Contribute to the effectiveness of teams	<a href="#">SCDHSC3100 Participate in inter-disciplinary team working to support individuals</a>
	Participate in meetings	<a href="#">CFABAA413 Chair meetings</a>
	Represent your own organisation	<a href="#">SFJDA2 Present information to courts and formal hearings</a>
	Manage information and knowledge	<a href="#">GEN32 Search information, evidence and knowledge resources and communicate the results</a>



Paramedic		
Underpinning Principle	Reference Function	Competence
Communication	Communicate effectively	<a href="#">SFJ AB1 Communicate effectively with people</a>
		<a href="#">SFJ AB8 Communicate with people from vulnerable groups</a>
	Develop relationships with individuals	<a href="#">SFJAD1 Develop and sustain effective working with staff from other agencies</a>
	Provide information and guidance	<a href="#">SFJ DA1 Provide and present information for courts and formal hearings</a>
Personal and People Development	Support the development of the knowledge and practice of individuals	<a href="#">GEN35 Provide supervision to other individuals</a>
	Make use of supervision	<a href="#">GEN36 Make use of supervision</a>
	Support the development of the knowledge and practice of individuals	<a href="#">CCSCCS18 Peer training and mentoring</a>
Health, Safety and Security	Promote safe and effective working	<a href="#">PROHSS9 Supervise the health, safety and welfare of an individual at work</a>
		<a href="#">CFAPMVW14 Manage lone workers</a>
		<a href="#">SFJ AG5 Support the safeguarding and protection of people from vulnerable groups</a>
	Ensure your own actions reduce risks to health and safety	<a href="#">GEN96 Maintain health, safety and security practices within a health setting</a>
Assessment (Screening)		<a href="#">SFJFJ4 Carry out comprehensive assessments of individuals ' health and wellbeing in a custodial setting</a>
	Assess an individual with a suspected health condition	<a href="#">EC11L Investigate and diagnose an unwell older person presenting for emergency assistance</a>



## Paramedic

Underpinning Principle	Reference Function	Competence
		<a href="#">EC11I Investigate and diagnose an individual presenting for emergency assistance with fever</a>
		<a href="#">EC11J Investigate and diagnose an individual presenting for emergency assistance as the result of a fall</a>
		<a href="#">EC11K Investigate and diagnose an individual presenting for emergency assistance with ear, nose and throat problems</a>
		<a href="#">EC11H Investigate and diagnose an individual presenting for emergency assistance with altered behaviour</a>
		<a href="#">EC11D Investigate and diagnose an individual presenting for emergency assistance with tissue trauma</a>
		<a href="#">EC11E Investigate and diagnose an individual presenting for emergency assistance with skin rashes/dermatological features</a>
		<a href="#">EC11F Investigate and diagnose an individual presenting for emergency assistance with toxic ingestion</a>
		<a href="#">EC11G Investigate and diagnose an individual presenting for emergency assistance with altered consciousness, dizziness, faints and fits</a>
		<a href="#">EC11A Investigate and diagnose an individual presenting for emergency assistance with breathlessness</a>
		<a href="#">EC11B Investigate and diagnose an individual presenting for emergency assistance with bleeding and fluid loss</a>
		<a href="#">EC11C Investigate and diagnose an individual presenting for emergency assistance with pain</a>



Paramedic		
Underpinning Principle	Reference Function	Competence
	Assess an individual's needs arising from their health status	<a href="#">SFIEC6 Assess individuals' needs and plan agreed activities</a>
	Undertake a risk assessment in relation to a defined health need	<a href="#">AB5.2014 Assess and act upon immediate risk of danger to individuals who have used alcohol and other substances</a>
	Prioritise treatment and care for individuals according to their health status and needs	<a href="#">TEL1 Prioritise individuals for treatment and care</a>
Health Intervention	Obtain valid consent for interventions or investigations	<a href="#">HPC1 Obtain valid consent for healthcare investigations in a custodial setting</a>
	Obtain information	<a href="#">EUSC07 Prioritise individuals for further assessment, treatment and care</a>
	Act to maintain life in emergency situations	<a href="#">CHS123 Perform advanced life support for an adult</a>
		<a href="#">EC17 Provide intermediate life support</a>
	Manage emergency situations	<a href="#">CHS163 Manage emergency situations</a>
		<a href="#">SFICCAB1 Anticipate and assess the risk of emergencies</a>
	Administer medication to individuals	<a href="#">CHS3 Administer medication to individuals</a>
Health Promotion and Prevention	Provide information to individuals, groups and communities about promoting health	<a href="#">SCDHSC3103 Contribute to raising awareness of health issues</a>
Information Management/Information and Communication Technology	Collect and validate data and information for processing	<a href="#">HI7.2010 Collect and validate data and information in a health context</a>



Paramedic		
Underpinning Principle	Reference Function	Competence
Management and Administration	Provide leadership	<a href="#">CFAM&amp;LDD7 Represent your area of responsibility in meetings</a>
		<a href="#">CFAM&amp;LBA3 lead your team</a>
	Contribute to the effectiveness of teams	<a href="#">SCDHSC3100 Participate in inter-disciplinary team working to support individuals</a>
	Participate in meetings	<a href="#">SFIDA2 Present information to courts and formal hearings</a>
	Represent your own organisation	<a href="#">SFIDA2 Present information to courts and formal hearings</a>
	Manage information and knowledge	<a href="#">GEN32 Search information, evidence and knowledge resources and communicate the results</a>



## Service Manager

Underpinning Principle	Reference function	Competence
Communication	Communicate effectively	<a href="#">SFJAB1 Communicate effectively with people</a>
		<a href="#">SFJAB8 Communicate with people in vulnerable groups</a>
Personal and People Development	Support the development of knowledge and practice of individuals	<a href="#">GEN35 Provide supervision to other individuals</a>
		<a href="#">CFAM&amp;LDB4 Manage people's performance at work</a>
Health, Safety and Security	Personal Development	<a href="#">GEN36 Make use of supervision</a>
	Promote safe and effective working	<a href="#">CFAPMVW14 Manage lone workers</a>
	Investigate health and safety related incidents	<a href="#">CFAPMVW9 Investigate and evaluate incidents of violence at work</a>
Quality	Evaluate the impact of health and safety related incidents	<a href="#">PROHSR3 Investigate work-related accidents, incidents, ill health reports and complaints for the purposes of health and safety regulation</a>
	Monitor the progress and quality of work within your area of responsibility	<a href="#">CFAM&amp;LDB3 Quality assure work in your team</a>
	Facilitate the audit/inspection process	<a href="#">HI18.2010 Facilitate the clinical audit process</a>
	Undertake the audit/inspection process	<a href="#">CFAM&amp;LFE4 Carry out quality audits</a>
Information Management/ Information and Communication Technology	Collect and validate data/information for processing	<a href="#">CFAM&amp;LBB4 Ensure compliance with legal, regulatory, ethical and social requirements</a>
		<a href="#">H17.2010 Collect and validate data and information in a health context</a>



## Service Manager

Underpinning Principle	Reference function	Competence
Education, Learning and Research	Deliver learning and development programmes	<a href="#">LSILADD07 Facilitate individual learning and development</a>
Management and Administration	Manage operational plans for an area of responsibility	<a href="#">PHS24 Manage the development and direction of work</a>
	Manage multi-agency collaborative working	<a href="#">GEN27 Develop, sustain and evaluate collaborative working with other organisations</a>
		<a href="#">SFJ HG4 Develop and manage multi-agency partnerships</a>
	Provide leadership	<a href="#">CFAM&amp;LBA3 Lead your team</a>
		<a href="#">CFAM&amp;LDD7 Represent your area of responsibility in meetings</a>
		<a href="#">SFJAD3 Represent one's own agency at other agencies' meetings</a>
	Contribute to the effectiveness of teams	<a href="#">CFAM&amp;LDB2 Allocate work to team members</a>
		<a href="#">GEN41 Identify team members need for psychological support</a>
	Develop relationships with individuals	<a href="#">CFAM&amp;LDD2 Develop and sustain productive working relationships with stakeholders</a>
	Recruit, select and retain colleagues	<a href="#">CFAOP3 Recruit people for your business</a>
	Participate in meetings	<a href="#">CFA_BAA413 Chair meetings</a>
	Manage a project	<a href="#">CFAM&amp;LFA5 Manage projects</a>
	Manage a budget	<a href="#">CFAM&amp;LEA4 Manage budgets</a>
	Procurement and commissioning	<a href="#">SFJHF18 Specify, commission and manage external contracts and agreements</a>



Service Manager		
Underpinning Principle	Reference function	Competence
		<a href="#">SFJDA1 Obtain, analyse and provide information required for courts and formal hearings</a>
		<a href="#">SFJDA2 Present information to courts and formal hearings</a>



# The Adult Secure and Detained Estate Role Profiles

Nine role profiles have been developed that are representative of the types of roles that may be found within the ASDE. There will be variations to role titles across services as well as variations within the roles themselves. However, as the ASDE workforce expands, the role profiles will provide a basis for the development of similar roles and appropriate underpinning education and training to support new roles, as they develop.

The role profiles have been designed to enable a common understanding and communication of roles that can be transferable across services. For example, whilst the Peer Support Worker role might not be found in all services within the ASDE, the role profile developed for this role can be used to help to support the introduction of similar roles, where appropriate, as well as defining the learning and development needs of staff where such roles currently exist.

Each role profile contains a learning and development section that gives an indication of the education and learning relevant to the role. It is intended to be indicative of the learning and development requirement and is not a comprehensive listing of learning options available.

Some people may wish, or need, to study whole qualifications whilst others will not. Some people 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 best to meet them.

Some roles and professions will have specific requirements in terms of learning and development. For example, clinical roles such as the Paramedic role, will require formal qualification and training routes and be subject to statutory regulation. Continuous Professional Development will be essential and potentially require additional training and support to work in the ASDE setting.

The role profiles are as follows:

- Peer Support Worker (Level 3)
- Healthcare Administrator (Level 3)
- Pharmacy Technician (Level 4)
- Recovery Worker (Level 4)
- Psychological Wellbeing Practitioner (Level 4)
- Primary Care Nurse (Level 5)
- Mental Health Nurse (Level 6)
- Paramedic (Level 6)
- Service Manager (Level 7)

## Baseline Measures

Skills for Health worked with NHS England and NHS Improvement to identify the right baseline measures for this work. They developed a survey that can be used by commissioners and service providers to capture information that will help to determine the impact of utilising the ASDE career and competence frameworks (**Appendix 11**). The survey is to be completed by staff before and after the frameworks have been implemented.

## Summary

The development of the ASDE Career and Competence Framework will assist and support staff working within the ASDE and, in turn, the vulnerable adults using these services.

Clearly articulating the core competences required to deliver services to adults within the ASDE will assist in improving the quality of care and support being delivered.

The framework will help to highlight that these roles are cross-sector, raise awareness of the range of roles available within these settings and assist in the recruitment and retention of staff generally.

# Acknowledgements

Skills for Health would like to thank members of The Adult Secure and Detained Estates Expert Panel for their significant contribution to the development of this Career and Competence Framework.

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# References

- Skills for Health Summary of Attributes and Definitions for Career Framework Levels (2010)
- Skills for Health Employability Skills Matrix (2014)



# Who we are

Everything we do is designed to help people. As a not-for-profit organisation, we're committed to improving the healthcare industry and patient experience by working with employers to develop a workforce skilled in delivering high-quality services. We do this by providing them with innovative, best-in-class solutions, including consultancy, digital services and apprenticeship support.

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The logo for Skills for Health, featuring the text "Skills for Health" in a dark blue, sans-serif font. The text is contained within a white rounded square shape that has a slight shadow effect against the dark blue background.

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