This is a Broad Post Outline

Postoutline: Band 7 Broad KSF Outline (Core Dimensions)

e-KSF

Created On: 02/02/2012

Created By: Elizabeth Craddock

Originating Organisation: Hywel Dda Health Board

Post Outline is Approved

Purpose: : As per Job Description

Pay Band: Band 7

Reporting To: Line Manager

KSF Dimensions, Levels And Indicators

Dimension Type	Dimension Number	Dimension Name	Second Gateway (Full Outline)		Foundation Gateway (Subset Outline)	
			Level	Indicator	Level	Indicator
Core	C1	COMMUNICATION	4	A,B,C,D,E,F	3	A,B,C,D,E,F
Core	C2	PERSONAL AND PEOPLE DEVELOPMENT	4	A,B,C,D,E,F,G,H	3	A,B,C,D,E,F,G
Core	C3	HEALTH, SAFETY AND SECURITY	3	A,B,C,D,E	3	A,B,C,D,E
Core	C4	SERVICE IMPROVEMENT	3	A,B,C,D,E,F,G	2	A,B,C,D,E,F
Core	C5	QUALITY	3	A,B,C,D,E,F,G	3	A,B,C,D,E,F,G
Core	C6	EQUALITY AND DIVERSITY	2	A,B,C,D	2	A,B,C,D

Second Gateway (Full Outline)

Foundation Gateway (Subset Outline)

COMMUNICATION - Level: 4

COMMUNICATION - Level: 3

Level Indicators:

a)   identifies:
-   the range of people involved in the communication
-   potential communication differences
-   relevant contextual factors
-   broader situational factors, issues and risks
b)   communicates with people in a form and manner which:
-   is consistent with their level of understanding, culture, background and preferred ways of communicating
-   is appropriate to the purpose of the communication and its longer term importance
-   is appropriate to the complexity of the context
-   encourages effective communication between all involved
-   enables a constructive outcome to be achieved
c)   anticipates barriers to communication and takes action to improve communication
d)   is proactive in seeking out different styles and methods of communicating to assist longer term needs and aims
e)   takes a proactive role in producing accurate and complete records of the communication consistent with legislation, policies and procedures
f)   communicates in a manner that is consistent with legislation, policies and procedures.

Level Indicators:

a)   identifies the range of people likely to be involved in the communication, any potential communication differences and relevant contextual factors
b)   communicates with people in a form and manner that:
-   is consistent with their level of understanding, culture, background and preferred ways of communicating
-   is appropriate to the purpose of the communication and the context in which it is taking place
-   encourages the effective participation of all involved
c)   recognises and reflects on barriers to effective communication and modifies communication in response
d)   provides feedback to other workers on their communication at appropriate times
e)   keeps accurate and complete records of activities and communications consistent with legislation, policies and procedures.
f)   communicates in a manner that is consistent with relevant legislation, policies and procedures.

Examples Of Application: The people with whom the individual is communicating might be:
- users of services (such as patients and clients)
- carers
- groups (including families)
- the public and their representatives
- colleagues and co-workers
- managers
- workers from other agencies
- visitors
- the media.

Communication differences might be in relation to:
 - contexts and cultures of the different parties
 - degree of confusion or clarity
 - first/preferred language
 - levels of familiarity with the subject of the communication / context in which the communication is taking place
 - level of knowledge and skills
 - sense of reality.

Situational factors, issues and risks might include:
 - changes affecting the people concerned which are outside their control
 - history of poor communication and misunderstandings
 - complexity of the issues and associated political issues and risks
 - clashes in personal and/or organisational styles and approach that cause difficulties in ongoing communication

Communication might take a number of forms including:
 - oral communication
 - signing
 - written communication
 - electronic communication (eg email, databases, electronic results and reports)
 - the use of third parties (such as interpreters and translators)
 - the use of communication aids (eg charts, pictures, symbols, electronic output devices, specially adapted computers)
 - the use of total communication systems.

Purpose of communication might include:
 - advocating on behalf of others
 - asserting a particular position or view and maintaining it in adversity
 - breaking bad news and supporting those receiving it
 - contributing to decision making balancing a number of different interests
 - delivering presentations without a script actively encouraging participation from the audience
 - explaining complex issues in formal situations (such as courts, expert witnesses)
 - explaining strategy and organisational decisions to everyone in an organisation
 - facilitating processes
 - motivating people

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- carers
- groups (including families)
- the public and their representatives
- colleagues and co-workers
- managers
- workers from other agencies
- visitors
- the media.

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 - the use of total communication systems.

Purpose of communication might include:
- asserting a particular position or view
- breaking bad news
- encouraging and supporting people
- explaining issues in formal situations (such as courts)
- explaining outcomes of activities / interventions
- exploring difficult issues
- facilitating meetings
- helping people make difficult decisions
- making scripted presentations
- presenting and discussing ideas
- providing technical advice to non-technical specialists
- representing views
- seeking consent
- sharing decision making with others including users of services

- negotiating outcomes involving a number of different parties
- presenting and explaining complex concepts, ideas and issues to others who are unfamiliar with them
- providing advice on complex issues or in difficult situations
- representing and articulating different viewpoints testing out others' understanding
- resolving complex issues
- seeking consent
- sharing decision making with others including users of services.
Barriers to communication may be:
- environmental (eg noise, lack of privacy)
- personal (eg the health and wellbeing of the people involved)
- social (eg conflict, violent and abusive situations, ability to read and write in a particular language or style).
Taking action to improve communication might include:
- assessing responses and acting in response
- changing the content and structure of communication
- changing the environment
- changing the methods of communicating
- deciding what information and advice to give and what to withhold
- using a range of skills to influence, inspire and champion people and issues
- using communication aids
- using another language.
Legislation, policies and procedures may be international, national or local and may relate to:
- complaints and issue resolution
- confidentiality
- data protection (including the specific provisions relating to access to health records)
- disability
- diversity
- employment
- equality and good relations
- human rights (including those of children)
- information and related technology
- language.

- sharing information
- supporting people in difficult circumstances.
Barriers to communication may be:
- environmental (eg noise, lack of privacy)
- personal (eg the health and wellbeing of the people involved)
- social (eg conflict, violent and abusive situations, ability to read and write in a particular language or style).
Modifies communication through, for example:
- deciding what information / advice to give / not give as the communication proceeds
- modifying the content and structure of communication
- modifying the environment
- modifying the methods of communicating
- using another language
- using different communication aids
Legislation, policies and procedures may be international, national or local and may relate to:
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- confidentiality
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Second Gateway (Full Outline)	Foundation Gateway (Subset Outline)

PERSONAL AND PEOPLE DEVELOPMENT - Level: 4   PERSONAL AND PEOPLE DEVELOPMENT - Level: 3

Level Indicators:

a)   evaluates the currency and sufficiency of own knowledge and practice against the KSF outline for the post and identifies own development needs and interests
b)   develops and agrees own personal development plan with feedback from others
c)   generates and uses appropriate learning opportunities and applies own learning to the future development of practice
d)   encourages others to make realistic self assessments of their application of knowledge and skills challenging complacency and actions which are not in the interest of the public and/or users of services
e)   enables others to develop and apply their knowledge and skills

f)   actively promotes the workplace as a learning environment encouraging everyone to learn from each other and from external good practice
g)   alerts managers to resource issues which affect learning , development and performance
h)   develops others in a manner that is consistent with legislation, policies and procedures.

Level Indicators:

a)   reflects on and evaluates how well s/he is applying knowledge and skills to meet current and emerging work demands and the requirements of the KSF outline for his/her post
b)   identifies own development needs and sets own personal development objectives in discussion with his/her reviewer
c)   takes responsibility for own personal development and maintains own personal development portfolio
d)   makes effective use of learning opportunities within and outside the workplace evaluating their effectiveness and feeding back relevant information
e)   enables others to develop and apply their knowledge and skills in practice

f)   contributes to the development of others in a manner that is consistent with legislation, policies and procedures
g)   contributes to developing the workplace as a learning environment.

Examples Of Application: Own development needs and interests might include:
- critically appraising new and changing theoretical models, policies and the law
- developing new knowledge and skills in a new area
- developing new knowledge and skills in own work area
- developing strategies to manage emotional and physical impact of work
- keeping up-to-date with evidence-based practice
- keeping up-to-date with information technology
- maintaining work-life balance and personal wellbeing
- managing stress
- updating existing knowledge and skills in own work area

Personal development includes taking part in:
- the development review process - reviewing what you are doing well now and areas for development
- identifying own learning needs and interests and how to address these
- on-job learning and development including: learning through doing, reflective practice, participating in specific areas of work, learning from others on the job, learning from developing others, professional supervision, undertaking qualifications in the workplace, networking
- off-job learning and development on one's own including: e-learning, private study, distance learning
- off-job learning and development with others including: induction, formal courses, scenario-based learning, role play, learning sets, undertaking qualifications in education settings
- evaluating the effectiveness of learning and its effect on own work.

Others, who might support an individual's development or who the individual might help to develop, will include:
- patients and clients
- carers
- the wider public
- colleagues in immediate work team
- other colleagues
- workers from other agencies.

Enabling others to develop might include:
- acting as a coach to others
- acting as a mentor to others
- acting as a role model
- acting in the role of reviewer in the development review process
- demonstrating to others how to do something effectively
- discussing issues with others and suggesting solutions
- facilitating networks of practitioners to learn from each other (eg electronic forums, bulletin boards)
- providing feedback and encouragement to others
- providing feedback during assessment in the workplace (eg for NVQs/SVQs, student placements).
- providing information and advice

Examples of Application: Own development needs might include:
- critically appraising new and changing theoretical models, policies and the law
- developing new knowledge and skills in a new area
- developing new knowledge and skills in own work area
- developing strategies to manage emotional and physical impact of work
- keeping up-to-date with evidence-based practice
- keeping up-to-date with information technology
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- providing feedback during assessment in the workplace (eg for NVQs/SVQs, student placements)

- providing pre-registration or post-registration placements
- providing professional supervision
- providing protected learning time
- sharing own knowledge, skills and experience
- supporting individuals who are focusing on specific learning to improve their work and practice
- supporting others on work placements, secondments and projects
Resource issues might include:
- pressure of service delivery affecting the development of individuals and groups in the short and longer term
- lack of funding for development - raising governance issues
- broader workforce issues which cannot be managed by training and development of current team members (eg high turnover, inability to attract people of the necessary calibre).
Legislation, policies and procedures may be international, national or local and may relate to:
- confidentiality
- data protection (including the specific provisions relating to access to health records)
- disability
- diversity
- employment
- equality and good relations
- human rights (including those of children)
- information and related technology
- language
- learning and development.

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- information and related technology
- language
- learning and development.

Second Gateway (Full Outline)

HEALTH, SAFETY AND SECURITY - Level: 3

Foundation Gateway (Subset Outline)

HEALTH, SAFETY AND SECURITY - Level: 3

Level Indicators:

a) identifies:
-   the risks involved in work activities and processes
-   how to manage the risks
-   how to help others manage risk
b) undertakes work activities consistent with:
-   legislation, policies and procedures
-   the assessment and management of risk
c) monitors work areas and practices and ensures they:
-   are safe and free from hazards
-   conform to health, safety and security legislation, policies, procedures and guidelines
d) takes the necessary action in relation to risks

e) identifies how health, safety and security can be improved and takes action to put this into effect.

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-   conform to health, safety and security legislation, policies, procedures and guidelines
d) takes the necessary action in relation to risks

e) identifies how health, safety and security can be improved and takes action to put this into effect.

Examples Of Application: Risks to health, safety and security might be related to:
- the environment (eg issues related to ventilation, lighting, heating, systems and equipment, pests, work-related stress)
- individuals (eg personal health and wellbeing)
- information and its use (eg sharing passwords, sharing information with other agencies)
- physical interactions (eg abuse, aggression, violence, theft)
- psychological interactions (eg bullying, harassment)
- social interactions (eg discrimination, oppression, lone working).
The others for whom a worker has responsibility for their health, safety and security might be:
 - users of services (including patients and clients)
 - carers
 - communities
 - the wider public
 - colleagues in immediate work team
 - other colleagues
 - contractors
 - visitors to the organisation
 - workers from other agencies.
Legislation, policies and procedures may be international, national or local and may relate to:
 - accident/incident reporting
 - building regulations and standards
 - child protection
 - clinical negligence
 - data and information protection and security
 - emergencies
 - hazardous substances
 - health and safety at work
 - infection control
 - ionising radiation
 - moving and handling
 - protection of vulnerable adults
 - risk management
 - security of premises and people
 - working time
 - workplace ergonomics (eg display screen equipment)
Monitoring work areas and practices includes:
 - confirming individuals maintain good health, safety and security practices
 - ensuring individuals wear protective clothing and equipment
 - monitoring aspects of the environment
 - monitoring and reporting on compliance.
Taking the necessary action in relation to risks might include:
 - accident or incident reporting

- apprehending or expelling people consistent with organisational and statutory requirements - challenging people who put themselves or others at risk - contributing to maintaining and improving organisational policies and procedures - evacuating buildings during emergencies - initiating practice exercises for emergencies - maintaining and improving the environment - supporting others to manage risks more effectively Identifying how health, safety and security can be improved might include: - acting as a role model - identifying the need for expert advice and support - identifying training needs - negotiating resources for training and development in health, safety and security - reporting and recording lack of resources to act effectively .	- accident or incident reporting - apprehending or expelling people consistent with organisational and statutory requirements - challenging people who put themselves or others at risk - contributing to maintaining and improving organisational policies and procedures - evacuating buildings during emergencies - initiating practice exercises for emergencies - maintaining and improving the environment - supporting others to manage risks more effectively Identifying how health, safety and security can be improved might include: - acting as a role model - identifying the need for expert advice and support - identifying training needs - negotiating resources for training and development in health, safety and security - reporting and recording lack of resources to act effectively .

Second Gateway (Full Outline)

SERVICE IMPROVEMENT - Level: 3

Foundation Gateway (Subset Outline)

SERVICE IMPROVEMENT - Level: 2

Level Indicators:

a)   identifies and evaluates areas for potential service improvement

b)   discusses and agrees with others:
-    how services should be improved as a result of suggestions, recommendations and directives
-    how to balance and prioritise competing interests
-    how improvements will be taken forward and implemented

c)   constructively undertakes own role in improving services as agreed and to time, supporting others effectively during times of change and working with others to overcome problems and tensions as they arise

d)   maintains and sustains direction, policies and strategies until they are firmly embedded in the culture inspiring others with values and a vision of the future whilst acknowledging traditions and background

e)   enables and encourages others to:
-    understand and appreciate the influences on services and the reasons why improvements are being made
-    offer suggestions, ideas and views for improving services and developing direction, policies and strategies
-    alter their practice in line with agreed improvements
-    share achievements
-    challenge tradition

f)   evaluates with others the effectiveness of service improvements and agrees that further action is required to take them forward

g)   appraises draft policies and strategies for their effect on users and the public and makes recommendations for improvement

Level Indicators:

a)   discusses and agrees with the work team
-    the implications of direction, policies and strategies on their current practice
-    the changes that they can make as a team
-    the changes s/he can make as an individual
-    how to take the changes forward

b)   constructively makes agreed changes to own work in the agreed timescale seeking support as and when necessary

c)   supports others in understanding the need for and making agreed changes

d)   evaluates own and other's work when required to do so completing relevant documentation

e)   makes constructive suggestions as to how services can be improved for users and the public

f)   constructively identifies issues with direction, policies and strategies in the interests of users and the public.

Examples Of Application: Areas for potential service improvement might include:
- assessing legislation, direction, policy and strategy
- assessing possible future demand for services
- assessing the results of evaluations
- keeping up to date with relevant work areas
- monitoring current service provision
- proactively seeking the views of others

Others might include:
- users of services
- the public
- colleagues and co-workers
- people in other parts of the organisation
- other agencies

Direction, policies and strategies might relate to any aspect of the NHS and the activities within it including:
- buildings, structures and grounds
- cleaning and catering
- development and innovation
- education, training and development
- equality and diversity
- financial services
- financial management
- health and social care services
- health and wellbeing
- health, safety and security
- human resources – selection, recruitment, retention, deployment
- information and knowledge
- public relations and marketing
- other services that effect people's health and wellbeing (eg transport, education, housing)
- procurement and commissioning
- promotion of equality and diversity
- resource use
- service effectiveness
- systems and equipment
- transport and logistics
- user involvement.

Evaluation might be through:
- analysis and interpretation of national and/or local policies and strategies and targets
- analysis of complaints and incidents
- audits

Examples of Application: Direction, policies and strategies might relate to any aspect of the NHS and the activities within it including:
- buildings, structures and grounds
- cleaning and catering
- development and innovation
- education, training and development
- equality and diversity
- financial services
- financial management
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- service effectiveness
- systems and equipment
- transport and logistics
- user involvement.

Evaluating own and other's work might be through:
- audit
- appraising own and team practice in the light of research findings
- comparisons of own services against those of others following benchmarking exercises
- satisfaction surveys.

Constructive suggestions might be related to:
- bright ideas
- feedback from users
- good practice elsewhere
- how to apply changes in legislation, policies and procedures
- how to implement recommendations
- how to respond effectively to evaluations
- own reflections and observations
- team discussion.

- focus groups
- impact assessments (eg environmental, equality, health, policy)
- meetings
- networks
- questionnaires
- reflective practice
- risk assessment
- structured observations
- surveys (eg user involvement, customer satisfaction, staff)

Further action required to take them forward might include:
- further modifying services
- implementing changes more widely
- maintaining current focus
- not adopting changes as they actually offer no recognised benefit
- providing feedback on their effectiveness
- publicising local developments in wider forums

Second Gateway (Full Outline)

QUALITY - Level: 3

Level Indicators:

a)   acts consistently with legislation, policies, procedures and other quality approaches and promotes the value of quality approaches to others

b)   understands own role in the organisation and its scope and identifies how this may develop over time

c)   works as an effective and responsible team member and enables others to do so

d)   prioritises own workload and organises and carries out own work in a manner that maintains and promotes quality

e)   evaluates the quality of own and others' work and raises quality issues and related risks with the relevant people

f)   supports the introduction and maintenance of quality systems and processes in own work area

g)   takes the appropriate action when there are persistent quality problems.

Foundation Gateway (Subset Outline)

QUALITY - Level: 3

Level Indicators:

a)   acts consistently with legislation, policies, procedures and other quality approaches and promotes the value of quality approaches to others

b)   understands own role in the organisation and its scope and identifies how this may develop over time

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d)   prioritises own workload and organises and carries out own work in a manner that maintains and promotes quality

e)   evaluates the quality of own and others' work and raises quality issues and related risks with the relevant people

f)   supports the introduction and maintenance of quality systems and processes in own work area

g)   takes the appropriate action when there are persistent quality problems.

Examples Of Application: Legislation, policies and procedures may be international, national or local and may relate to:
- accident/incident reporting
- anti-discriminatory practices.
- building regulations and standards
- children
- clinical negligence
- corporate identity
- criminal justice
- data and information protection and security (including the specific provisions relating to access to medical records)
- emergencies
- employment
- equality and diversity
- harassment and bullying
- hazardous substances
- health, safety and security
- human rights
- infection control
- ionising radiation protection measures
- language
- mental health
- moving and handling
- protection of vulnerable adults
- public interest
- risk management

Being an effective team member would include such aspects as:
- arriving and leaving promptly and working effectively during agreed hours
- developing the necessary knowledge and skills needed by and in the team
- enabling others to solve problems and address issues
- identifying issues at work and taking action to remedy them
- presenting a positive impression of the team and the service
- reacting constructively to changing circumstances.
- recognising, respecting and promoting the different roles that individuals have in the team
- recognising, respecting and promoting the diversity of the team
- seeking and reflecting on feedback from the team and adapting as necessary
- supporting other team members
- taking a shared approach to team work
- understanding own role in the team and the wider organisation.

Quality issues and related risks might include:
- complaints
- data and information gaps
- health, safety and security
- inappropriate policies

- incidents
- ineffective systems
- lack of knowledge or evidence on which to base the work
- lack of shared decision making with users of services
- mistakes and errors
- poor communication
- poor individual or team practice
- resources
- risks
- team working
- workload

Taking the appropriate action when there are persistent quality problems might include:
- alerting a trade union official
- alerting one's own manager
- alerting the manager of the person concerned
- issuing warnings
- investigating incidents
- whistle blowing.

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- poor individual or team practice
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- investigating incidents
- whistle blowing.

Second Gateway (Full Outline)

Foundation Gateway (Subset Outline)

EQUALITY AND DIVERSITY - Level: 2

EQUALITY AND DIVERSITY - Level: 2

Level Indicators:

a)   recognises the importance of people's rights and acts in accordance with legislation, policies and procedures
b)   acts in ways that:
-     acknowledge and recognise people's expressed beliefs, preferences and choices
-     respect diversity
-     value people as individuals
c)   takes account of own behaviour and its effect on others

d)   identifies and takes action when own or others' behaviour undermines equality and diversity.

Level Indicators:

a)   recognises the importance of people's rights and acts in accordance with legislation, policies and procedures
b)   acts in ways that:
-     acknowledge and recognise people's expressed beliefs, preferences and choices
-     respect diversity
-     value people as individuals
c)   takes account of own behaviour and its effect on others

d)   identifies and takes action when own or others' behaviour undermines equality and diversity.

Examples Of Application: Legislation, policies and procedures may be international, national or local and may relate to:
- age
- complaints and issue resolution (including harassment and bullying)
- employment
- equality
- dependents – people who have caring responsibilities and those who do not
- diversity – age, gender, marital status, political opinion, racial group, religious belief, sexuality
- disability
- gender
- human rights (including those of children)
- language
- marital status
- mental health
- mental incapacity
- political opinion
- racial group
- religious belief
- sexual orientation

People's expressed beliefs, preferences and choices might relate to:
- food and drink
- how they like to be addressed and spoken to
- personal care - living or deceased
- privacy and dignity
- the information they are given
- the support they would like
- their faith or belief.

Identifying and taking action when others' behaviour undermines equality and diversity would include on a day-to-day basis being prepared to:
- recognise when equality and diversity is not being promoted and doing something about it
- recognise when someone is being discriminated against and doing something about it

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