

# How is the NHS KSF Structured

The NHS KSF is made up of 30 dimensions which identify broad functions that are required by the NHS.

Six of the dimensions are core, which means they are relevant to every post in the NHS.

The core dimensions are:

1. Communication
2. Personal and people development
3. Health, safety and security
4. Service improvement
5. Quality
6. Equality and diversity

The other 24 dimensions are specific – they apply to some but not all jobs in the NHS. The specific dimensions most applicable to psychology are as follows:

## Health & Wellbeing

HWB1 Promotion of health and wellbeing and prevention of adverse effects to health and wellbeing.

HWB2 Assessment and care planning to meet health and wellbeing needs.

HWB3 Protection of health and wellbeing

HWB6 Assessment and treatment planning

HWB7 Interventions and treatments

## Information & Knowledge

IK2 Information collection and analysis

## General

G1 Learning and development

G2 Learning and innovation

G4 Financial management

G5 Services and project management

G6 People management

No hierarchy is intended in the NHS KSF dimensions – the grouping and numbering are purely to aid recognition and referencing. No one dimensional level is better than another – all are necessary to provide good quality services within the NHS.

Whilst all the six core dimensions are relevant to every psychology post in the NHS, not all the specific dimensions are relevant to every post, specialty or department. The working group has been deliberately inclusive of all dimensions that could apply and acknowledges that for some specialist posts other dimensions as referenced in the Department of Health document may have to be added or substituted.

# Instructions for Use

The following pages contain:

## 1. A Table of Family of Psychology KSF Dimensions and Levels

Each dimension has four levels (1–4) and each pay banding/post title has a list of the dimension levels which apply to that post. Reading from left to right these are: Assistant Band 4, Assistant Band 5, Clinical Psychologist Band 7, Principal Psychologist Bands 8a and 8b, and Consultant Psychologist Bands 8c and 8d/9. There is as yet no KSF levels for the Trainee grade as essentially the curriculum in training forms the KSF for this grade of psychologist.

## 2. Overview of the NHS Knowledge & Skills Framework

An overview of the Knowledge & Skills Framework is presented for each of the assistant and qualified posts. The overview is referenced by the post title and banding. Each of the level descriptors that are applicable to each of the dimensions for that post are highlighted and give the KSF level expected for that post at the second gateway, where there is no highlighting for a specific dimension that dimension is thought not to apply to psychologists at that grade of post. This overview can be used by managers and post holders at developmental reviews to ascertain that both the post and the post holder are targeting the relevant dimensions within the KSF as part of their development process.

Twelve months after assimilation the Foundation Gateway takes place. This is based on a subset of the full KSF outline for that post. It checks that individuals can apply the basic knowledge and skills required from the outset in a post coupled with that needed after 12 months of development and support.

Like the full KSF post outlines, subsets should be developed using a partnership approach and should be a fair and consistent way of reviewing everyone who fills that post at that point in time.

## 3. The Full KSF Outline

Using the Family of Psychology table of KSF dimensions and the relevant overview the manager and post holder should select the relevant dimension/level outlines from this directory of applicable full KSF outlines. The full KSF outline expands the level definition and provides indicators as to how knowledge and skills need to be applied at that level. The descriptions of level and the indicators form an integral package and are fixed components of the NHS KSF. This means that for an individual to meet a defined level they have to be able to show that they can apply knowledge and skills to meet all of the indicators in that level.

Along side each level title and indicators are some examples of application these show how the NHS KSF might be applied in different psychology posts and are purely for illustrative purposes. However, they play a critical part in relating the KSF to actual jobs through the development of post outlines.

The resulting post outlines will be broadly applicable to the job grade and individual post holder competencies. They need to be read in conjunction with the BPS Code of Conduct and the DCP Professional Standards and are reflected in the BPS National Occupational Standards. They may be further refined and given specific details relevant to a particular post and specialty but should broadly cover the skills and competencies for a particular grade of post.

The full NHS KSF for a particular post/post holder together with the overview need to be included in the developmental review process documentation and support the forms included in Appendix One, which are copied from the NHS Knowledge & Skills Framework (October 2004) Document and are seen as mandatory. Organisations will need to agree in partnership who has access to these forms. As they are about individuals it is recommended that access should only be to the individual her/himself, the individual's reviewer and any agreed persons in the Human Resources departments of particular NHS organisations..

## Table of KSF Levels

	Dimensions	Outlines								
		Assistant		Trainee	Psychologist	Principal Psychologist		Consultant Psychologist		
		4	5			7	8a	8b	8c	8d
1	Communication	2	3		4	4	4	4	4	4
2	Person and people development	2	2		2	3	3	4	4	4
3	Health safety and security	2	2		2	2	2	3	3	4
4	Service improvement	1	1		2	2	2	3	4	4
5	Quality	1	1		2	2	3	3	4	4
6	Equality and diversity	1	1		2	2	3	3	4	4
HWB1	Promotion of health /wellbeing	1	1		2	2	2	3	3	4
HWB2	Assessment and care planning	2	2		3	4	4	4	4	4
HWB3	Protection of health/wellbeing	1	1		2	2	2	3	4	4
HWB6	Assessment and treatment planning	2	2		4	4	4	4	4	4
HWB7	Interventions and treatment	2	2		4	4	4	4	4	4
IK2	Information collection and analysis	2	2		3	3	3	3/4	4	4
G1	Learning and development	1	2		2	2/3	3	3	3/4	4
G2	Development and innovation	1	2		3	3	3	3	3/4	4
G4	Financial management							1	1/2	2
G5	Service and project management						3	3/4	3/4	4
G6	People management				1	1	2	2	3/4	4

# Assistant Psychologist 4

DIMENSIONS	LEVEL DESCRIPTORS			
	1	2	3	4
<b>CORE</b>				
<b>1 Communication</b>	Communicate with a limited range of people on day-to-day matters	Communicate with a range of people on a range of matters	Develop and maintain communication with people about difficult matters and/or in difficult situations	Develop and maintain communication with people on complex matters, issues and ideas and/or in complex situations
<b>2 Personal and people development</b>	Contribute to own personal development	Develop own skills and knowledge and provide information to others to help their development	Develop oneself and contribute to the development of others	Develop oneself and others in areas of practice
<b>3 Health, safety and security</b>	Assist in maintaining own and others' health, safety and security	Monitor and maintain health, safety and security of self and others	Promote, monitor and maintain best practice in health, safety and security	Maintain and develop an environment and culture that improves health, safety and security
<b>4 Service improvement</b>	Make changes in own practice and offer suggestions for improving services	Contribute to the improvement of services	Appraise, interpret and apply suggestions, recommendations and directives to improve services	Work in partnership with others to develop, take forward and evaluate direction, policies and strategies
<b>5 Quality</b>	Maintain the quality of own work	Maintain quality in own work and encourage others to do so	Contribute to improving quality	Develop a culture that improves quality
<b>6. Equality and diversity</b>	Act in ways that support equality and value diversity	Support equality and value diversity	Promote equality and value diversity	Develop a culture that promotes equality and values diversity

DIMENSIONS	LEVEL DESCRIPTORS			
	1	2	3	4
<b>HEALTH AND WELLBEING</b>				
<b>HWB1</b> Promotion of health wellbeing and prevention of adverse effects on health and wellbeing	Contribute to promoting health and wellbeing and preventing adverse effects on health and wellbeing	Plan, develop and implement approaches to promote health and wellbeing and prevent adverse effects on health and wellbeing	Plan, develop and implement programmes to promote health and wellbeing and prevent adverse effects on health and wellbeing	Promote health and wellbeing and prevent adverse effects on health and wellbeing through contributing to the development, implementation and evaluation of related policies
<b>HWB2</b> Assessment and care planning to meet health and wellbeing needs	Assist in the assessment of people's health and wellbeing needs	Contribute to assessing health and wellbeing needs and planning how to meet those needs	Assess health and wellbeing needs and develop, monitor and review care plans to meet specific needs	Assess complex health and wellbeing needs and develop, monitor and review care plans to meet those needs
<b>HWB3</b> Protection of health wellbeing	Recognise and report situations where there might be a need for protection	Contribute to protecting people at risk	Implement aspects of a protection plan and review its effectiveness	Develop and lead on the implementation of an overall protection plan
<b>HWB4</b> Enablement to address health and wellbeing needs	Help people meet daily health and wellbeing needs	Enable people to meet ongoing health and wellbeing needs	Enable people to address specific needs in relation to health and wellbeing	Empower people to realise and maintain their potential in relation to health and wellbeing
<b>HWB5</b> Provision of care to meet health and wellbeing needs	Undertake care activities to meet individuals' health and wellbeing needs	Undertake care activities to meet the health and wellbeing needs of individuals with a greater degree of dependency	Plan, deliver and evaluate care to meet people's health and wellbeing needs	Plan, deliver and evaluate care to address people's complex health and wellbeing needs

DIMENSIONS		LEVEL DESCRIPTORS			
		1	2	3	4
<b>HEALTH AND WELLBEING</b>	<b>HWB6 Assessment and treatment planning</b>	Undertake tasks related to the assessment of physiological and psychological functioning	Contribute to the assessment of physiological and psychological functioning	Assess physiological and psychological functioning and develop, monitor and review related treatment plans	Assess physiological and psychological functioning when there are complex and/or undifferentiated abnormalities, diseases and disorders and develop, monitor and review related treatment plans
	<b>HWB7 Interventions and treatments</b>	Assist in providing interventions and/or treatments	Contribute to planning, delivering and monitoring interventions and/or treatments	Plan, deliver and evaluate interventions and/or treatments	Plan, deliver and evaluate interventions and/or treatments when there are complex issues and/or serious illness
	<b>HWB8 Biomedical investigation and intervention</b>	Undertake tasks to support biomedical investigations and/or interventions	Undertake and report on routine biomedical investigations and / or interventions	Plan, undertake, evaluate and report biomedical investigations and / or interventions	Plan, undertake, evaluate and report complex/unusual biomedical investigations and / or interventions
	<b>HWB9 Equipment and devices to meet health and wellbeing needs</b>	Assist in the production and/or adaptation of equipment and devices	Produce and/or adapt equipment and devices to set requirements	Design, produce and adapt equipment and devices	Design, produce and adapt complex/unusual equipment and devices
	<b>HWB10 Products to meet health and wellbeing needs</b>	Prepare simple products and ingredients	Prepare and supply routine products	Prepare and supply specialised products	Support, monitor and control the supply of products

DIMENSIONS	LEVEL DESCRIPTORS			
	1	2	3	4
<b>ESTATES AND FACILITIES</b>				
<b>EF1 Systems, vehicles and equipment</b>	Carry out routine maintenance of simple equipment, vehicle and system components	Contribute to the monitoring and maintenance of systems, vehicles and equipment	Monitor, maintain and contribute to the development of systems, vehicles and equipment	Review, develop and improve systems, vehicles and equipment
<b>EF2 Environments and buildings</b>	Assist with the maintenance and monitoring of environments, buildings and/or items	Monitor and maintain environments, buildings and/or items	Monitor, maintain and improve environments, buildings and/or items	Plan, design and develop environments, buildings and/or items
<b>EF3 Transport and logistics</b>	Transport people and/or items	Monitor and maintain the flow of people and/or items	Plan, monitor and control the flow of people and/or items	Plan, develop and evaluate the flow of people and/or items
<b>INFORMATION AND KNOWLEDGE</b>				
<b>IK1 Information processing</b>	1	2	3	4
<b>IK1 Information processing</b>	Input, store and provide data and information	Modify, structure, maintain and present data and information	Monitor the processing of data and information	Develop and modify data and information management models and processes
<b>IK2 Information collection and analysis</b>	Collect, collate and report routine and simple data and information	Gather, analyse and report a limited range of data and information	Gather, analyse, interpret and present extensive and / or complex data and information	Plan, develop and evaluate methods and processes for gathering, analysing, interpreting and presenting data and information
<b>IK3 Knowledge and information resources</b>	Access, appraise and apply knowledge and information	Maintain knowledge and information resources and help others to access and use them	Organise knowledge and information resources and provide information to meet needs	Develop the acquisition, organisation, provision and use of knowledge and information

<b>DIMENSIONS</b>		<b>LEVEL DESCRIPTORS</b>			
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>GENERAL</b>					
<b>G1 Learning and development</b>	Assist with learning and development activities	Enable people to learn and develop	Plan, deliver and review interventions to enable people to learn and develop	Design, plan, implement and evaluate learning and development programmes	
<b>G2 Development and Innovation</b>	Appraise concepts, models, methods, practices, products and equipment developed by others	Contribute to developing, testing and reviewing new concepts, models, methods, practices, products and equipment	Test and review new concepts, models, methods, practices, products and equipment	Develop new and innovative concepts, models, methods, practices, products and equipment	
<b>G3 Procurement and commissioning</b>	Monitor, order and check supplies of goods and/or services	Assist in commissioning, procuring and monitoring goods and/or services	Commission and procure products, equipment, services, systems and facilities	Develop, review and improve commissioning and procurement systems	
<b>G4 Financial management</b>	Monitor expenditure	Coordinate and monitor the use of financial resources	Coordinate, monitor and review the use of financial resources	Plan, implement, monitor and review the acquisition, allocation and management of financial resources	
<b>G5 Services and project management</b>	Assist with the organisation of services and/or projects	Organise specific aspects of services and/or projects	Prioritise and manage the ongoing work of services and/or projects	Plan, coordinate and monitor the delivery of services and/or projects	
<b>G6 People management</b>	Supervise people's work	Plan, allocate and supervise the work of a team	Coordinate and delegate work and review people's performance	Plan, develop, monitor and review the recruitment, deployment and management of people	
<b>G7 Capacity and capability</b>	Sustain capacity and capability	Facilitate the development of capacity and capability	Contribute to developing and sustaining capacity and capability	Work in partnership with others to develop and sustain capacity and capability	
<b>G8 Public relations and marketing</b>	Assist with public relations and marketing activities	Undertake public relations and marketing activities	Market and promote a service / organisation	Plan, develop, monitor and review public relations and marketing for a service / organisation	

# Assistant Psychologist 5

DIMENSIONS	LEVEL DESCRIPTORS			
	1	2	3	4
<b>CORE</b>				
<b>1 Communication</b>	Communicate with a limited range of people on day-to-day matters	Communicate with a range of people on a range of matters	Develop and maintain communication with people about difficult matters and/or in difficult situations	Develop and maintain communication with people on complex matters, issues and ideas and/or in complex situations
<b>2 Personal and people development</b>	Contribute to own personal development	Develop own skills and knowledge and provide information to others to help their development	Develop oneself and contribute to the development of others	Develop oneself and others in areas of practice
<b>3 Health, safety and security</b>	Assist in maintaining own and others' health, safety and security	Monitor and maintain health, safety and security of self and others	Promote, monitor and maintain best practice in health, safety and security	Maintain and develop an environment and culture that improves health, safety and security
<b>4 Service improvement</b>	Make changes in own practice and offer suggestions for improving services	Contribute to the improvement of services	Appraise, interpret and apply suggestions, recommendations and directives to improve services	Work in partnership with others to develop, take forward and evaluate direction, policies and strategies
<b>5 Quality</b>	Maintain the quality of own work	Maintain quality in own work and encourage others to do so	Contribute to improving quality	Develop a culture that improves quality
<b>6. Equality and diversity</b>	Act in ways that support equality and value diversity	Support equality and value diversity	Promote equality and value diversity	Develop a culture that promotes equality and values diversity

DIMENSIONS	LEVEL DESCRIPTORS			
	1	2	3	4
<b>HEALTH AND WELLBEING</b>				
<b>HWB1 Promotion of health wellbeing and prevention of adverse effects on health and wellbeing</b>	Contribute to promoting health and wellbeing and preventing adverse effects on health and wellbeing	Plan, develop and implement approaches to promote health and wellbeing and prevent adverse effects on health and wellbeing	Plan, develop and implement programmes to promote health and wellbeing and prevent adverse effects on health and wellbeing	Promote health and wellbeing and prevent adverse effects on health and wellbeing through contributing to the development, implementation and evaluation of related policies
<b>HWB2 Assessment and care planning to meet health and wellbeing needs</b>	Assist in the assessment of people's health and wellbeing needs	Contribute to assessing health and wellbeing needs and planning how to meet those needs	Assess health and wellbeing needs and develop, monitor and review care plans to meet specific needs	Assess complex health and wellbeing needs and develop, monitor and review care plans to meet those needs
<b>HWB3 Protection of health wellbeing</b>	Recognise and report situations where there might be a need for protection	Contribute to protecting people at risk	Implement aspects of a protection plan and review its effectiveness	Develop and lead on the implementation of an overall protection plan
<b>HWB4 Enablement to address health and wellbeing needs</b>	Help people meet daily health and wellbeing needs	Enable people to meet ongoing health and wellbeing needs	Enable people to address specific needs in relation to health and wellbeing	Empower people to realise and maintain their potential in relation to health and wellbeing
<b>HWB5 Provision of care to meet health and wellbeing needs</b>	Undertake care activities to meet individuals' health and wellbeing needs	Undertake care activities to meet the health and wellbeing needs of individuals with a greater degree of dependency	Plan, deliver and evaluate care to meet people's health and wellbeing needs	Plan, deliver and evaluate care to address people's complex health and wellbeing needs

DIMENSIONS	LEVEL DESCRIPTORS			
	1	2	3	4
<b>HEALTH AND WELLBEING</b>				
<b>HWB6 Assessment and treatment planning</b>	Undertake tasks related to the assessment of physiological and psychological functioning	Contribute to the assessment of physiological and psychological functioning	Assess physiological and psychological functioning and develop, monitor and review related treatment plans	Assess physiological and psychological functioning when there are complex and/or undifferentiated abnormalities, diseases and disorders and develop, monitor and review related treatment plans
<b>HWB7 Interventions and treatments</b>	Assist in providing interventions and/or treatments	Contribute to planning, delivering and monitoring interventions and/or treatments	Plan, deliver and evaluate interventions and/or treatments	Plan, deliver and evaluate interventions and/or treatments when there are complex issues and/or serious illness
<b>HWB8 Biomedical investigation and intervention</b>	Undertake tasks to support biomedical investigations and/or interventions	Undertake and report on routine biomedical investigations and / or interventions	Plan, undertake, evaluate and report biomedical investigations and / or interventions	Plan, undertake, evaluate and report complex/unusual biomedical investigations and / or interventions
<b>HWB9 Equipment and devices to meet health and wellbeing needs</b>	Assist in the production and/or adaptation of equipment and devices	Produce and/or adapt equipment and devices to set requirements	Design, produce and adapt equipment and devices	Design, produce and adapt complex/unusual equipment and devices
<b>HWB10 Products to meet health and wellbeing needs</b>	Prepare simple products and ingredients	Prepare and supply routine products	Prepare and supply specialised products	Support, monitor and control the supply of products

DIMENSIONS	LEVEL DESCRIPTORS			
	1	2	3	4
<b>ESTATES AND FACILITIES</b>				
<b>EF1 Systems, vehicles and equipment</b>	Carry out routine maintenance of simple equipment, vehicle and system components	Contribute to the monitoring and maintenance of systems, vehicles and equipment	Monitor, maintain and contribute to the development of systems, vehicles and equipment	Review, develop and improve systems, vehicles and equipment
<b>EF2 Environments and buildings</b>	Assist with the maintenance and monitoring of environments, buildings and/or items	Monitor and maintain environments, buildings and/or items	Monitor, maintain and improve environments, buildings and/or items	Plan, design and develop environments, buildings and/or items
<b>EF3 Transport and logistics</b>	Transport people and/or items	Monitor and maintain the flow of people and/or items	Plan, monitor and control the flow of people and/or items	Plan, develop and evaluate the flow of people and/or items
<b>INFORMATION AND KNOWLEDGE</b>				
<b>IK1 Information processing</b>	1	2	3	4
<b>IK1 Information processing</b>	Input, store and provide data and information	Modify, structure, maintain and present data and information	Monitor the processing of data and information	Develop and modify data and information management models and processes
<b>IK2 Information collection and analysis</b>	Collect, collate and report routine and simple data and information	Gather, analyse and report a limited range of data and information	Gather, analyse, interpret and present extensive and / or complex data and information	Plan, develop and evaluate methods and processes for gathering, analysing, interpreting and presenting data and information
<b>IK3 Knowledge and information resources</b>	Access, appraise and apply knowledge and information	Maintain knowledge and information resources and help others to access and use them	Organise knowledge and information resources and provide information to meet needs	Develop the acquisition, organisation, provision and use of knowledge and information

DIMENSIONS	LEVEL DESCRIPTORS			
	1	2	3	4
<b>GENERAL</b>				
<b>G1 Learning and development</b>	Assist with learning and development activities	Enable people to learn and develop	Plan, deliver and review interventions to enable people to learn and develop	Design, plan, implement and evaluate learning and development programmes
<b>G2 Development and Innovation</b>	Appraise concepts, models, methods, practices, products and equipment developed by others	Contribute to developing, testing and reviewing new concepts, models, methods, practices, products and equipment	Test and review new concepts, models, methods, practices, products and equipment	Develop new and innovative concepts, models, methods, practices, products and equipment
<b>G3 Procurement and commissioning</b>	Monitor, order and check supplies of goods and/or services	Assist in commissioning, procuring and monitoring goods and/or services	Commission and procure products, equipment, services, systems and facilities	Develop, review and improve commissioning and procurement systems
<b>G4 Financial management</b>	Monitor expenditure	Coordinate and monitor the use of financial resources	Coordinate, monitor and review the use of financial resources	Plan, implement, monitor and review the acquisition, allocation and management of financial resources
<b>G5 Services and project management</b>	Assist with the organisation of services and/or projects	Organise specific aspects of services and/or projects	Prioritise and manage the ongoing work of services and/or projects	Plan, coordinate and monitor the delivery of services and/or projects
<b>G6 People management</b>	Supervise people's work	Plan, allocate and supervise the work of a team	Coordinate and delegate work and review people's performance	Plan, develop, monitor and review the recruitment, deployment and management of people
<b>G7 Capacity and capability</b>	Sustain capacity and capability	Facilitate the development of capacity and capability	Contribute to developing and sustaining capacity and capability	Work in partnership with others to develop and sustain capacity and capability
<b>G8 Public relations and marketing</b>	Assist with public relations and marketing activities	Undertake public relations and marketing activities	Market and promote a service / organisation	Plan, develop, monitor and review public relations and marketing for a service / organisation

# Psychologist 7

DIMENSIONS	LEVEL DESCRIPTORS			
	1	2	3	4
<b>CORE</b>				
<b>1 Communication</b>	Communicate with a limited range of people on day-to-day matters	Communicate with a range of people on a range of matters	Develop and maintain communication with people about difficult matters and/or in difficult situations	Develop and maintain communication with people on complex matters, issues and ideas and/or in complex situations
<b>2 Personal and people development</b>	Contribute to own personal development	Develop own skills and knowledge and provide information to others to help their development	Develop oneself and contribute to the development of others	Develop oneself and others in areas of practice
<b>3 Health, safety and security</b>	Assist in maintaining own and others' health, safety and security	Monitor and maintain health, safety and security of self and others	Promote, monitor and maintain best practice in health, safety and security	Maintain and develop an environment and culture that improves health, safety and security
<b>4 Service improvement</b>	Make changes in own practice and offer suggestions for improving services	Contribute to the improvement of services	Appraise, interpret and apply suggestions, recommendations and directives to improve services	Work in partnership with others to develop, take forward and evaluate direction, policies and strategies
<b>5 Quality</b>	Maintain the quality of own work	Maintain quality in own work and encourage others to do so	Contribute to improving quality	Develop a culture that improves quality
<b>6. Equality and diversity</b>	Act in ways that support equality and value diversity	Support equality and value diversity	Promote equality and value diversity	Develop a culture that promotes equality and values diversity

DIMENSIONS	LEVEL DESCRIPTORS			
	1	2	3	4
<b>HEALTH AND WELLBEING</b>				
<b>HWB1</b> Promotion of health wellbeing and prevention of adverse effects on health and wellbeing	Contribute to promoting health and wellbeing and preventing adverse effects on health and wellbeing	Plan, develop and implement approaches to promote health and wellbeing and prevent adverse effects on health and wellbeing	Plan, develop and implement programmes to promote health and wellbeing and prevent adverse effects on health and wellbeing	Promote health and wellbeing and prevent adverse effects on health and wellbeing through contributing to the development, implementation and evaluation of related policies
<b>HWB2</b> Assessment and care planning to meet health and wellbeing needs	Assist in the assessment of people's health and wellbeing needs	Contribute to assessing health and wellbeing needs and planning how to meet those needs	Assess health and wellbeing needs and develop, monitor and review care plans to meet specific needs	Assess complex health and wellbeing needs and develop, monitor and review care plans to meet those needs
<b>HWB3</b> Protection of health Wellbeing	Recognise and report situations where there might be a need for protection	Contribute to protecting people at risk	Implement aspects of a protection plan and review its effectiveness	Develop and lead on the implementation of an overall protection plan
<b>HWB4</b> Enablement to address health and wellbeing needs	Help people meet daily health and wellbeing needs	Enable people to meet ongoing health and wellbeing needs	Enable people to address specific needs in relation to health and wellbeing	Empower people to realise and maintain their potential in relation to health and wellbeing
<b>HWB5</b> Provision of care to meet health and wellbeing needs	Undertake care activities to meet individuals' health and wellbeing needs	Undertake care activities to meet the health and wellbeing needs of individuals with a greater degree of dependency	Plan, deliver and evaluate care to meet people's health and wellbeing needs	Plan, deliver and evaluate care to address people's complex health and wellbeing needs

DIMENSIONS	LEVEL DESCRIPTORS			
	1	2	3	4
<b>HEALTH AND WELLBEING</b>				
<b>HWB6 Assessment and treatment planning</b>	Undertake tasks related to the assessment of physiological and psychological functioning	Contribute to the assessment of physiological and psychological functioning	Assess physiological and psychological functioning and develop, monitor and review related treatment plans	Assess physiological and psychological functioning when there are complex and/or undifferentiated abnormalities, diseases and disorders and develop, monitor and review related treatment plans
<b>HWB7 Interventions and treatments</b>	Assist in providing interventions and/or treatments	Contribute to planning, delivering and monitoring interventions and/or treatments	Plan, deliver and evaluate interventions and/or treatments	Plan, deliver and evaluate interventions and/or treatments when there are complex issues and/or serious illness
<b>HWB8 Biomedical investigation and intervention</b>	Undertake tasks to support biomedical investigations and/or interventions	Undertake and report on routine biomedical investigations and / or interventions	Plan, undertake, evaluate and report biomedical investigations and / or interventions	Plan, undertake, evaluate and report complex/unusual biomedical investigations and / or interventions
<b>HWB9 Equipment and devices to meet health and wellbeing needs</b>	Assist in the production and/or adaptation of equipment and devices	Produce and/or adapt equipment and devices to set requirements	Design, produce and adapt equipment and devices	Design, produce and adapt complex/unusual equipment and devices
<b>HWB10 Products to meet health and wellbeing needs</b>	Prepare simple products and ingredients	Prepare and supply routine products	Prepare and supply specialised products	Support, monitor and control the supply of products

<b>DIMENSIONS</b>		<b>LEVEL DESCRIPTORS</b>			
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>ESTATES AND FACILITIES</b>					
<b>EF1</b> Systems, vehicles and equipment	Carry out routine maintenance of simple equipment, vehicle and system components	Contribute to the monitoring and maintenance of systems, vehicles and equipment	Monitor, maintain and contribute to the development of systems, vehicles and equipment	Review, develop and improve systems, vehicles and equipment	
<b>EF2</b> Environments and buildings	Assist with the maintenance and monitoring of environments, buildings and/or items	Monitor and maintain environments, buildings and/or items	Monitor, maintain and improve environments, buildings and/or items	Plan, design and develop environments, buildings and/or items	
<b>EF3</b> Transport and logistics	Transport people and/or items	Monitor and maintain the flow of people and/or items	Plan, monitor and control the flow of people and/or items	Plan, develop and evaluate the flow of people and/or items	
<b>INFORMATION AND KNOWLEDGE</b>					
<b>IK1</b> Information processing	Input, store and provide data and information	Modify, structure, maintain and present data and information	Monitor the processing of data and information	Develop and modify data and information management models and processes	
<b>IK2</b> Information collection and analysis	Collect, collate and report routine and simple data and information	Gather, analyse and report a limited range of data and information	Gather, analyse, interpret and present extensive and / or complex data and information	Plan, develop and evaluate methods and processes for gathering, analysing, interpreting and presenting data and information	
<b>IK3</b> Knowledge and information resources	Access, appraise and apply knowledge and information	Maintain knowledge and information resources and help others to access and use them	Organise knowledge and information resources and provide information to meet needs	Develop the acquisition, organisation, provision and use of knowledge and information	

DIMENSIONS	LEVEL DESCRIPTORS			
	1	2	3	4
<b>GENERAL</b>				
<b>G1 Learning and development</b>	Assist with learning and development activities	Enable people to learn and develop	Plan, deliver and review interventions to enable people to learn and develop	Design, plan, implement and evaluate learning and development programmes
<b>G2 Development and Innovation</b>	Appraise concepts, models, methods, practices, products and equipment developed by others	Contribute to developing, testing and reviewing new concepts, models, methods, practices, products and equipment	Test and review new concepts, models, methods, practices, products and equipment	Develop new and innovative concepts, models, methods, practices, products and equipment
<b>G3 Procurement and commissioning</b>	Monitor, order and check supplies of goods and/or services	Assist in commissioning, procuring and monitoring goods and/or services	Commission and procure products, equipment, services, systems and facilities	Develop, review and improve commissioning and procurement systems
<b>G4 Financial management</b>	Monitor expenditure	Coordinate and monitor the use of financial resources	Coordinate, monitor and review the use of financial resources	Plan, implement, monitor and review the acquisition, allocation and management of financial resources
<b>G5 Services and project management</b>	Assist with the organisation of services and/or projects	Organise specific aspects of services and/or projects	Prioritise and manage the ongoing work of services and/or projects	Plan, coordinate and monitor the delivery of services and/or projects
<b>G6 People management</b>	Supervise people's work	Plan, allocate and supervise the work of a team	Coordinate and delegate work and review people's performance	Plan, develop, monitor and review the recruitment, deployment and management of people
<b>G7 Capacity and capability</b>	Sustain capacity and capability	Facilitate the development of Capacity and capability	Contribute to developing and sustaining capacity and capability	Work in partnership with others to develop and sustain capacity and capability
<b>G8 Public relations and marketing</b>	Assist with public relations and marketing activities	Undertake public relations and marketing activities	Market and promote a service / organisation	Plan, develop, monitor and review public relations and marketing for a service / organisation

# Principal Psychologist 8a

DIMENSIONS	LEVEL DESCRIPTORS			
	1	2	3	4
<b>CORE</b>				
<b>1 Communication</b>	Communicate with a limited range of people on day-to-day matters	Communicate with a range of people on a range of matters	Develop and maintain communication with people about difficult matters and/or in difficult situations	Develop and maintain communication with people on complex matters, issues and ideas and/or in complex situations
<b>2 Personal and people development</b>	Contribute to own personal development	Develop own skills and knowledge and provide information to others to help their development	Develop oneself and contribute to the development of others	Develop oneself and others in areas of practice
<b>3 Health, safety and security</b>	Assist in maintaining own and others' health, safety and security	Monitor and maintain health, safety and security of self and others	Promote, monitor and maintain best practice in health, safety and security	Maintain and develop an environment and culture that improves health, safety and security
<b>4 Service improvement</b>	Make changes in own practice and offer suggestions for improving services	Contribute to the improvement of services	Appraise, interpret and apply suggestions, recommendations and directives to improve services	Work in partnership with others to develop, take forward and evaluate direction, policies and strategies
<b>5 Quality</b>	Maintain the quality of own work	Maintain quality in own work and encourage others to do so	Contribute to improving quality	Develop a culture that improves quality
<b>6. Equality and diversity</b>	Act in ways that support equality and value diversity	Support equality and value diversity	Promote equality and value diversity	Develop a culture that promotes equality and values diversity

DIMENSIONS	LEVEL DESCRIPTORS			
	1	2	3	4
<b>HEALTH AND WELLBEING</b>				
<b>HWB1 Promotion of health wellbeing and prevention of adverse effects on health and wellbeing</b>	Contribute to promoting health and wellbeing and preventing adverse effects on health and wellbeing	Plan, develop and implement approaches to promote health and wellbeing and prevent adverse effects on health and wellbeing	Plan, develop and implement programmes to promote health and wellbeing and prevent adverse effects on health and wellbeing	Promote health and wellbeing and prevent adverse effects on health and wellbeing through contributing to the development, implementation and evaluation of related policies
<b>HWB2 Assessment and care planning to meet health and wellbeing needs</b>	Assist in the assessment of people's health and wellbeing needs	Contribute to assessing health and wellbeing needs and planning how to meet those needs	Assess health and wellbeing needs and develop, monitor and review care plans to meet specific needs	Assess complex health and wellbeing needs and develop, monitor and review care plans to meet those needs
<b>HWB3 Protection of health Wellbeing</b>	Recognise and report situations where there might be a need for protection	Contribute to protecting people at risk	Implement aspects of a protection plan and review its effectiveness	Develop and lead on the implementation of an overall protection plan
<b>HWB4 Enablement to address health and wellbeing needs</b>	Help people meet daily health and wellbeing needs	Enable people to meet ongoing health and wellbeing needs	Enable people to address specific needs in relation to health and wellbeing	Empower people to realise and maintain their potential in relation to health and wellbeing
<b>HWB5 Provision of care to meet health and wellbeing needs</b>	Undertake care activities to meet individuals' health and wellbeing needs	Undertake care activities to meet the health and wellbeing needs of individuals with a greater degree of dependency	Plan, deliver and evaluate care to meet people's health and wellbeing needs	Plan, deliver and evaluate care to address people's complex health and wellbeing needs

DIMENSIONS	LEVEL DESCRIPTORS			
	1	2	3	4
<b>HEALTH AND WELLBEING</b>				
<b>HWB6 Assessment and treatment planning</b>	Undertake tasks related to the assessment of physiological and psychological functioning	Contribute to the assessment of physiological and psychological functioning	Assess physiological and psychological functioning and develop, monitor and review related treatment plans	Assess physiological and psychological functioning when there are complex and/or undifferentiated abnormalities, diseases and disorders and develop, monitor and review related treatment plans
<b>HWB7 Interventions and treatments</b>	Assist in providing interventions and/or treatments	Contribute to planning, delivering and monitoring interventions and/or treatments	Plan, deliver and evaluate interventions and/or treatments	Plan, deliver and evaluate interventions and/or treatments when there are complex issues and/or serious illness
<b>HWB8 Biomedical investigation and intervention</b>	Undertake tasks to support biomedical investigations and/or interventions	Undertake and report on routine biomedical investigations and / or interventions	Plan, undertake, evaluate and report biomedical investigations and / or interventions	Plan, undertake, evaluate and report complex/unusual biomedical investigations and / or interventions
<b>HWB9 Equipment and devices to meet health and wellbeing needs</b>	Assist in the production and/or adaptation of equipment and devices	Produce and/or adapt equipment and devices to set requirements	Design, produce and adapt equipment and devices	Design, produce and adapt complex/unusual equipment and devices
<b>HWB10 Products to meet health and wellbeing needs</b>	Prepare simple products and ingredients	Prepare and supply routine products	Prepare and supply specialised products	Support, monitor and control the supply of products

DIMENSIONS	LEVEL DESCRIPTORS			
	1	2	3	4
<b>ESTATES AND FACILITIES</b>				
<b>EF1 Systems, vehicles and equipment</b>	Carry out routine maintenance of simple equipment, vehicle and system components	Contribute to the monitoring and maintenance of systems, vehicles and equipment	Monitor, maintain and contribute to the development of systems, vehicles and equipment	Review, develop and improve systems, vehicles and equipment
<b>EF2 Environments and buildings</b>	Assist with the maintenance and monitoring of environments, buildings and/or items	Monitor and maintain environments, buildings and/or items	Monitor, maintain and improve environments, buildings and/or items	Plan, design and develop environments, buildings and/or items
<b>EF3 Transport and logistics</b>	Transport people and/or items	Monitor and maintain the flow of people and/or items	Plan, monitor and control the flow of people and/or items	Plan, develop and evaluate the flow of people and/or items
<b>INFORMATION AND KNOWLEDGE</b>				
<b>IK1 Information processing</b>	1	2	3	4
<b>IK1 Information processing</b>	Input, store and provide data and information	Modify, structure, maintain and present data and information	Monitor the processing of data and information	Develop and modify data and information management models and processes
<b>IK2 Information collection and analysis</b>	Collect, collate and report routine and simple data and information	Gather, analyse and report a limited range of data and information	Gather, analyse, interpret and present extensive and / or complex data and information	Plan, develop and evaluate methods and processes for gathering, analysing, interpreting and presenting data and information
<b>IK3 Knowledge and information resources</b>	Access, appraise and apply knowledge and information	Maintain knowledge and information resources and help others to access and use them	Organise knowledge and information resources and provide information to meet needs	Develop the acquisition, organisation, provision and use of knowledge and information

DIMENSIONS	LEVEL DESCRIPTORS			
	1	2	3	4
<b>GENERAL</b>				
<b>G1 Learning and development</b>	Assist with learning and development activities	Enable people to learn and develop	Plan, deliver and review interventions to enable people to learn and develop	Design, plan, implement and evaluate learning and development programmes
<b>G2 Development and Innovation</b>	Appraise concepts, models, methods, practices, products and equipment developed by others	Contribute to developing, testing and reviewing new concepts, models, methods, practices, products and equipment	Test and review new concepts, models, methods, practices, products and equipment	Develop new and innovative concepts, models, methods, practices, products and equipment
<b>G3 Procurement and commissioning</b>	Monitor, order and check supplies of goods and/or services	Assist in commissioning, procuring and monitoring goods and/or services	Commission and procure products, equipment, services, systems and facilities	Develop, review and improve commissioning and procurement systems
<b>G4 Financial management</b>	Monitor expenditure	Coordinate and monitor the use of financial resources	Coordinate, monitor and review the use of financial resources	Plan, implement, monitor and review the acquisition, allocation and management of financial resources
<b>G5 Services and project management</b>	Assist with the organisation of services and/or projects	Organise specific aspects of services and/or projects	Prioritise and manage the ongoing work of services and/or projects	Plan, coordinate and monitor the delivery of services and/or projects
<b>G6 People management</b>	Supervise people's work	Plan, allocate and supervise the work of a team	Coordinate and delegate work and review people's performance	Plan, develop, monitor and review the recruitment, deployment and management of people
<b>G7 Capacity and capability</b>	Sustain capacity and capability	Facilitate the development of Capacity and capability	Contribute to developing and sustaining capacity and capability	Work in partnership with others to develop and sustain capacity and capability
<b>G8 Public relations and marketing</b>	Assist with public relations and marketing activities	Undertake public relations and marketing activities	Market and promote a service / organisation	Plan, develop, monitor and review public relations and marketing for a service / organisation

# Principal Psychologist 8b

DIMENSIONS	LEVEL DESCRIPTORS			
	1	2	3	4
<b>CORE</b>				
<b>1 Communication</b>	Communicate with a limited range of people on day-to-day matters	Communicate with a range of people on a range of matters	Develop and maintain communication with people about difficult matters and/or in difficult situations	Develop and maintain communication with people on complex matters, issues and ideas and/or in complex situations
<b>2 Personal and people development</b>	Contribute to own personal development	Develop own skills and knowledge and provide information to others to help their development	Develop oneself and contribute to the development of others	Develop oneself and others in areas of practice
<b>3 Health, safety and security</b>	Assist in maintaining own and others' health, safety and security	Monitor and maintain health, safety and security of self and others	Promote, monitor and maintain best practice in health, safety and security	Maintain and develop an environment and culture that improves health, safety and security
<b>4 Service improvement</b>	Make changes in own practice and offer suggestions for improving services	Contribute to the improvement of services	Appraise, interpret and apply suggestions, recommendations and directives to improve services	Work in partnership with others to develop, take forward and evaluate direction, policies and strategies
<b>5 Quality</b>	Maintain the quality of own work	Maintain quality in own work and encourage others to do so	Contribute to improving quality	Develop a culture that improves quality
<b>6. Equality and diversity</b>	Act in ways that support equality and value diversity	Support equality and value diversity	Promote equality and value diversity	Develop a culture that promotes equality and values diversity

DIMENSIONS	LEVEL DESCRIPTORS			
	1	2	3	4
<b>HEALTH AND WELLBEING</b>				
<b>HWB1 Promotion of health wellbeing and prevention of adverse effects on health and wellbeing</b>	Contribute to promoting health and wellbeing and preventing adverse effects on health and wellbeing	Plan, develop and implement approaches to promote health and wellbeing and prevent adverse effects on health and wellbeing	Plan, develop and implement programmes to promote health and wellbeing and prevent adverse effects on health and wellbeing	Promote health and wellbeing and prevent adverse effects on health and wellbeing through contributing to the development, implementation and evaluation of related policies
<b>HWB2 Assessment and care planning to meet health and wellbeing needs</b>	Assist in the assessment of people's health and wellbeing needs	Contribute to assessing health and wellbeing needs and planning how to meet those needs	Assess health and wellbeing needs and develop, monitor and review care plans to meet specific needs	Assess complex health and wellbeing needs and develop, monitor and review care plans to meet those needs
<b>HWB3 Protection of health Wellbeing</b>	Recognise and report situations where there might be a need for protection	Contribute to protecting people at risk	Implement aspects of a protection plan and review its effectiveness	Develop and lead on the implementation of an overall protection plan
<b>HWB4 Enablement to address health and wellbeing needs</b>	Help people meet daily health and wellbeing needs	Enable people to meet ongoing health and wellbeing needs	Enable people to address specific needs in relation to health and wellbeing	Empower people to realise and maintain their potential in relation to health and wellbeing
<b>HWB5 Provision of care to meet health and wellbeing needs</b>	Undertake care activities to meet individuals' health and wellbeing needs	Undertake care activities to meet the health and wellbeing needs of individuals with a greater degree of dependency	Plan, deliver and evaluate care to meet people's health and wellbeing needs	Plan, deliver and evaluate care to address people's complex health and wellbeing needs

DIMENSIONS	LEVEL DESCRIPTORS			
	1	2	3	4
<b>HEALTH AND WELLBEING</b>				
<b>HWB6 Assessment and treatment planning</b>	Undertake tasks related to the assessment of physiological and psychological functioning	Contribute to the assessment of physiological and psychological functioning	Assess physiological and psychological functioning and develop, monitor and review related treatment plans	Assess physiological and psychological functioning when there are complex and/or undifferentiated abnormalities, diseases and disorders and develop, monitor and review related treatment plans
<b>HWB7 Interventions and treatments</b>	Assist in providing interventions and/or treatments	Contribute to planning, delivering and monitoring interventions and/or treatments	Plan, deliver and evaluate interventions and/or treatments	Plan, deliver and evaluate interventions and/or treatments when there are complex issues and/or serious illness
<b>HWB8 Biomedical investigation and intervention</b>	Undertake tasks to support biomedical investigations and/or interventions	Undertake and report on routine biomedical investigations and / or interventions	Plan, undertake, evaluate and report biomedical investigations and / or interventions	Plan, undertake, evaluate and report complex/unusual biomedical investigations and / or interventions
<b>HWB9 Equipment and devices to meet health and wellbeing needs</b>	Assist in the production and/or adaptation of equipment and devices	Produce and/or adapt equipment and devices to set requirements	Design, produce and adapt equipment and devices	Design, produce and adapt complex/unusual equipment and devices
<b>HWB10 Products to meet health and wellbeing needs</b>	Prepare simple products and ingredients	Prepare and supply routine products	Prepare and supply specialised products	Support, monitor and control the supply of products

DIMENSIONS	LEVEL DESCRIPTORS			
	1	2	3	4
<b>ESTATES AND FACILITIES</b>				
<b>EF1</b> Systems, vehicles and equipment	Carry out routine maintenance of simple equipment, vehicle and system components	Contribute to the monitoring and maintenance of systems, vehicles and equipment	Monitor, maintain and contribute to the development of systems, vehicles and equipment	Review, develop and improve systems, vehicles and equipment
<b>EF2</b> Environments and buildings	Assist with the maintenance and monitoring of environments, buildings and/or items	Monitor and maintain environments, buildings and/or items	Monitor, maintain and improve environments, buildings and/or items	Plan, design and develop environments, buildings and/or items
<b>EF3</b> Transport and logistics	Transport people and/or items	Monitor and maintain the flow of people and/or items	Plan, monitor and control the flow of people and/or items	Plan, develop and evaluate the flow of people and/or items
<b>INFORMATION AND KNOWLEDGE</b>				
<b>IK1</b> Information processing	1 Input, store and provide data and information	2 Modify, structure, maintain and present data and information	3 Monitor the processing of data and information	4 Develop and modify data and information management models and processes
<b>IK2</b> Information collection and analysis	Collect, collate and report routine and simple data and information	Gather, analyse and report a limited range of data and information	Gather, analyse, interpret and present extensive and / or complex data and information	Plan, develop and evaluate methods and processes for gathering, analysing, interpreting and presenting data and information
<b>IK3</b> Knowledge and information resources	Access, appraise and apply knowledge and information	Maintain knowledge and information resources and help others to access and use them	Organise knowledge and information resources and provide information to meet needs	Develop the acquisition, organisation, provision and use of knowledge and information

DIMENSIONS	LEVEL DESCRIPTORS			
	1	2	3	4
<b>GENERAL</b>				
<b>G1 Learning and development</b>	Assist with learning and development activities	Enable people to learn and develop	Plan, deliver and review interventions to enable people to learn and develop	Design, plan, implement and evaluate learning and development programmes
<b>G2 Development and Innovation</b>	Appraise concepts, models, methods, practices, products and equipment developed by others	Contribute to developing, testing and reviewing new concepts, models, methods, practices, products and equipment	Test and review new concepts, models, methods, practices, products and equipment	Develop new and innovative concepts, models, methods, practices, products and equipment
<b>G3 Procurement and commissioning</b>	Monitor, order and check supplies of goods and/or services	Assist in commissioning, procuring and monitoring goods and/or services	Commission and procure products, equipment, services, systems and facilities	Develop, review and improve commissioning and procurement systems
<b>G4 Financial management</b>	Monitor expenditure	Coordinate and monitor the use of financial resources	Coordinate, monitor and review the use of financial resources	Plan, implement, monitor and review the acquisition, allocation and management of financial resources
<b>G5 Services and project management</b>	Assist with the organisation of services and/or projects	Organise specific aspects of services and/or projects	Prioritise and manage the ongoing work of services and/or projects	Plan, coordinate and monitor the delivery of services and/or projects
<b>G6 People management</b>	Supervise people's work	Plan, allocate and supervise the work of a team	Coordinate and delegate work and review people's performance	Plan, develop, monitor and review the recruitment, deployment and management of people
<b>G7 Capacity and capability</b>	Sustain capacity and capability	Facilitate the development of Capacity and capability	Contribute to developing and sustaining capacity and capability	Work in partnership with others to develop and sustain capacity and capability
<b>G8 Public relations and marketing</b>	Assist with public relations and marketing activities	Undertake public relations and marketing activities	Market and promote a service / organisation	Plan, develop, monitor and review public relations and marketing for a service / organisation

# Consultant Psychologist 8c

DIMENSIONS	LEVEL DESCRIPTORS			
	1	2	3	4
<b>CORE</b>				
<b>1 Communication</b>	Communicate with a limited range of people on day-to-day matters	Communicate with a range of people on a range of matters	Develop and maintain communication with people about difficult matters and/or in difficult situations	Develop and maintain communication with people on complex matters, issues and ideas and/or in complex situations
<b>2 Personal and people development</b>	Contribute to own personal development	Develop own skills and knowledge and provide information to others to help their development	Develop oneself and contribute to the development of others	Develop oneself and others in areas of practice
<b>3 Health, safety and security</b>	Assist in maintaining own and others' health, safety and security	Monitor and maintain health, safety and security of self and others	Promote, monitor and maintain best practice in health, safety and security	Maintain and develop an environment and culture that improves health, safety and security
<b>4 Service improvement</b>	Make changes in own practice and offer suggestions for improving services	Contribute to the improvement of services	Appraise, interpret and apply suggestions, recommendations and directives to improve services	Work in partnership with others to develop, take forward and evaluate direction, policies and strategies
<b>5 Quality</b>	Maintain the quality of own work	Maintain quality in own work and encourage others to do so	Contribute to improving quality	Develop a culture that improves quality
<b>6. Equality and diversity</b>	Act in ways that support equality and value diversity	Support equality and value diversity	Promote equality and value diversity	Develop a culture that promotes equality and values diversity

DIMENSIONS	LEVEL DESCRIPTORS			
	1	2	3	4
<b>HEALTH AND WELLBEING</b>				
<b>HWB1 Promotion of health wellbeing and prevention of adverse effects on health and wellbeing</b>	Contribute to promoting health and wellbeing and preventing adverse effects on health and wellbeing	Plan, develop and implement approaches to promote health and wellbeing and prevent adverse effects on health and wellbeing	Plan, develop and implement programmes to promote health and wellbeing and prevent adverse effects on health and wellbeing	Promote health and wellbeing and prevent adverse effects on health and wellbeing through contributing to the development, implementation and evaluation of related policies
<b>HWB2 Assessment and care planning to meet health and wellbeing needs</b>	Assist in the assessment of people's health and wellbeing needs	Contribute to assessing health and wellbeing needs and planning how to meet those needs	Assess health and wellbeing needs and develop, monitor and review care plans to meet specific needs	Assess complex health and wellbeing needs and develop, monitor and review care plans to meet those needs
<b>HWB3 Protection of health Wellbeing</b>	Recognise and report situations where there might be a need for protection	Contribute to protecting people at risk	Implement aspects of a protection plan and review its effectiveness	Develop and lead on the implementation of an overall protection plan
<b>HWB4 Enablement to address health and wellbeing needs</b>	Help people meet daily health and wellbeing needs	Enable people to meet ongoing health and wellbeing needs	Enable people to address specific needs in relation to health and wellbeing	Empower people to realise and maintain their potential in relation to health and wellbeing
<b>HWB5 Provision of care to meet health and wellbeing needs</b>	Undertake care activities to meet individuals' health and wellbeing needs	Undertake care activities to meet the health and wellbeing needs of individuals with a greater degree of dependency	Plan, deliver and evaluate care to meet people's health and wellbeing needs	Plan, deliver and evaluate care to address people's complex health and wellbeing needs

DIMENSIONS	LEVEL DESCRIPTORS			
	1	2	3	4
<b>HEALTH AND WELLBEING</b>				
<b>HWB6 Assessment and treatment planning</b>	Undertake tasks related to the assessment of physiological and psychological functioning	Contribute to the assessment of physiological and psychological functioning	Assess physiological and psychological functioning and develop, monitor and review related treatment plans	Assess physiological and psychological functioning when there are complex and/or undifferentiated abnormalities, diseases and disorders and develop, monitor and review related treatment plans
<b>HWB7 Interventions and treatments</b>	Assist in providing interventions and/or treatments	Contribute to planning, delivering and monitoring interventions and/or treatments	Plan, deliver and evaluate interventions and/or treatments	Plan, deliver and evaluate interventions and/or treatments when there are complex issues and/or serious illness
<b>HWB8 Biomedical investigation and intervention</b>	Undertake tasks to support biomedical investigations and/or interventions	Undertake and report on routine biomedical investigations and / or interventions	Plan, undertake, evaluate and report biomedical investigations and / or interventions	Plan, undertake, evaluate and report complex/unusual biomedical investigations and / or interventions
<b>HWB9 Equipment and devices to meet health and wellbeing needs</b>	Assist in the production and/or adaptation of equipment and devices	Produce and/or adapt equipment and devices to set requirements	Design, produce and adapt equipment and devices	Design, produce and adapt complex/unusual equipment and devices
<b>HWB10 Products to meet health and wellbeing needs</b>	Prepare simple products and ingredients	Prepare and supply routine products	Prepare and supply specialised products	Support, monitor and control the supply of products

DIMENSIONS	LEVEL DESCRIPTORS			
	1	2	3	4
<b>ESTATES AND FACILITIES</b>				
<b>EF1</b> Systems, vehicles and equipment	Carry out routine maintenance of simple equipment, vehicle and system components	Contribute to the monitoring and maintenance of systems, vehicles and equipment	Monitor, maintain and contribute to the development of systems, vehicles and equipment	Review, develop and improve systems, vehicles and equipment
<b>EF2</b> Environments and buildings	Assist with the maintenance and monitoring of environments, buildings and/or items	Monitor and maintain environments, buildings and/or items	Monitor, maintain and improve environments, buildings and/or items	Plan, design and develop environments, buildings and/or items
<b>EF3</b> Transport and logistics	Transport people and/or items	Monitor and maintain the flow of people and/or items	Plan, monitor and control the flow of people and/or items	Plan, develop and evaluate the flow of people and/or items
<b>INFORMATION AND KNOWLEDGE</b>				
<b>IK1</b> Information processing	1 Input, store and provide data and information	2 Modify, structure, maintain and present data and information	3 Monitor the processing of data and information	4 Develop and modify data and information management models and processes
<b>IK2</b> Information collection and analysis	1 Collect, collate and report routine and simple data and information	2 Gather, analyse and report a limited range of data and information	3 Gather, analyse, interpret and present extensive and / or complex data and information	4 Plan, develop and evaluate methods and processes for gathering, analysing, interpreting and presenting data and information
<b>IK3</b> Knowledge and information resources	1 Access, appraise and apply knowledge and information	2 Maintain knowledge and information resources and help others to access and use them	3 Organise knowledge and information resources and provide information to meet needs	4 Develop the acquisition, organisation, provision and use of knowledge and information

<b>DIMENSIONS</b>		<b>LEVEL DESCRIPTORS</b>			
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>GENERAL</b>					
<b>G1 Learning and development</b>	Assist with learning and development activities	Enable people to learn and develop	Plan, deliver and review interventions to enable people to learn and develop	Design, plan, implement and evaluate learning and development programmes	
<b>G2 Development and Innovation</b>	Appraise concepts, models, methods, practices, products and equipment developed by others	Contribute to developing, testing and reviewing new concepts, models, methods, practices, products and equipment	Test and review new concepts, models, methods, practices, products and equipment	Develop new and innovative concepts, models, methods, practices, products and equipment	
<b>G3 Procurement and commissioning</b>	Monitor, order and check supplies of goods and/or services	Assist in commissioning, procuring and monitoring goods and/or services	Commission and procure products, equipment, services, systems and facilities	Develop, review and improve commissioning and procurement systems	
<b>G4 Financial management</b>	Monitor expenditure	Coordinate and monitor the use of financial resources	Coordinate, monitor and review the use of financial resources	Plan, implement, monitor and review the acquisition, allocation and management of financial resources	
<b>G5 Services and project management</b>	Assist with the organisation of services and/or projects	Organise specific aspects of services and/or projects	Prioritise and manage the ongoing work of services and/or projects	Plan, coordinate and monitor the delivery of services and/or projects	
<b>G6 People management</b>	Supervise people's work	Plan, allocate and supervise the work of a team	Coordinate and delegate work and review people's performance	Plan, develop, monitor and review the recruitment, deployment and management of people	
<b>G7 Capacity and capability</b>	Sustain capacity and capability	Facilitate the development of Capacity and capability	Contribute to developing and sustaining capacity and capability	Work in partnership with others to develop and sustain capacity and capability	
<b>G8 Public relations and marketing</b>	Assist with public relations and marketing activities	Undertake public relations and marketing activities	Market and promote a service / organisation	Plan, develop, monitor and review public relations and marketing for a service / organisation	

# Consultant Psychologist 8d

DIMENSIONS		LEVEL DESCRIPTORS			
		1	2	3	4
<b>CORE</b>					
<b>1 Communication</b>	Communicate with a limited range of people on day-to-day matters	Communicate with a range of people on a range of matters	Develop and maintain communication with people about difficult matters and/or in difficult situations	Develop and maintain communication with people on complex matters, issues and ideas and/or in complex situations	
<b>2 Personal and people development</b>	Contribute to own personal development	Develop own skills and knowledge and provide information to others to help their development	Develop oneself and contribute to the development of others	Develop oneself and others in areas of practice	
<b>3 Health, safety and security</b>	Assist in maintaining own and others' health, safety and security	Monitor and maintain health, safety and security of self and others	Promote, monitor and maintain best practice in health, safety and security	Maintain and develop an environment and culture that improves health, safety and security	
<b>4 Service improvement</b>	Make changes in own practice and offer suggestions for improving services	Contribute to the improvement of services	Appraise, interpret and apply suggestions, recommendations and directives to improve services	Work in partnership with others to develop, take forward and evaluate direction, policies and strategies	
<b>5 Quality</b>	Maintain the quality of own work	Maintain quality in own work and encourage others to do so	Contribute to improving quality	Develop a culture that improves quality	
<b>6. Equality and diversity</b>	Act in ways that support equality and value diversity	Support equality and value diversity	Promote equality and value diversity	Develop a culture that promotes equality and values diversity	

DIMENSIONS	LEVEL DESCRIPTORS			
	1	2	3	4
<b>HEALTH AND WELLBEING</b>				
<b>HWB1 Promotion of health wellbeing and prevention of adverse effects on health and wellbeing</b>	Contribute to promoting health and wellbeing and preventing adverse effects on health and wellbeing	Plan, develop and implement approaches to promote health and wellbeing and prevent adverse effects on health and wellbeing	Plan, develop and implement programmes to promote health and wellbeing and prevent adverse effects on health and wellbeing	Promote health and wellbeing and prevent adverse effects on health and wellbeing through contributing to the development, implementation and evaluation of related policies
<b>HWB2 Assessment and care planning to meet health and wellbeing needs</b>	Assist in the assessment of people's health and wellbeing needs	Contribute to assessing health and wellbeing needs and planning how to meet those needs	Assess health and wellbeing needs and develop, monitor and review care plans to meet specific needs	Assess complex health and wellbeing needs and develop, monitor and review care plans to meet those needs
<b>HWB3 Protection of health Wellbeing</b>	Recognise and report situations where there might be a need for protection	Contribute to protecting people at risk	Implement aspects of a protection plan and review its effectiveness	Develop and lead on the implementation of an overall protection plan
<b>HWB4 Enablement to address health and wellbeing needs</b>	Help people meet daily health and wellbeing needs	Enable people to meet ongoing health and wellbeing needs	Enable people to address specific needs in relation to health and wellbeing	Empower people to realise and maintain their potential in relation to health and wellbeing
<b>HWB5 Provision of care to meet health and wellbeing needs</b>	Undertake care activities to meet individuals' health and wellbeing needs	Undertake care activities to meet the health and wellbeing needs of individuals with a greater degree of dependency	Plan, deliver and evaluate care to meet people's health and wellbeing needs	Plan, deliver and evaluate care to address people's complex health and wellbeing needs

DIMENSIONS	LEVEL DESCRIPTORS			
	1	2	3	4
<b>HEALTH AND WELLBEING</b>				
<b>HWB6 Assessment and treatment planning</b>	Undertake tasks related to the assessment of physiological and psychological functioning	Contribute to the assessment of physiological and psychological functioning	Assess physiological and psychological functioning and develop, monitor and review related treatment plans	Assess physiological and psychological functioning when there are complex and/or undifferentiated abnormalities, diseases and disorders and develop, monitor and review related treatment plans
<b>HWB7 Interventions and treatments</b>	Assist in providing interventions and/or treatments	Contribute to planning, delivering and monitoring interventions and/or treatments	Plan, deliver and evaluate interventions and/or treatments	Plan, deliver and evaluate interventions and/or treatments when there are complex issues and/or serious illness
<b>HWB8 Biomedical investigation and intervention</b>	Undertake tasks to support biomedical investigations and/or interventions	Undertake and report on routine biomedical investigations and / or interventions	Plan, undertake, evaluate and report biomedical investigations and / or interventions	Plan, undertake, evaluate and report complex/unusual biomedical investigations and / or interventions
<b>HWB9 Equipment and devices to meet health and wellbeing needs</b>	Assist in the production and/or adaptation of equipment and devices	Produce and/or adapt equipment and devices to set requirements	Design, produce and adapt equipment and devices	Design, produce and adapt complex/unusual equipment and devices
<b>HWB10 Products to meet health and wellbeing needs</b>	Prepare simple products and ingredients	Prepare and supply routine products	Prepare and supply specialised products	Support, monitor and control the supply of products

DIMENSIONS	LEVEL DESCRIPTORS			
	1	2	3	4
<b>ESTATES AND FACILITIES</b>				
<b>EF1</b> Systems, vehicles and equipment	Carry out routine maintenance of simple equipment, vehicle and system components	Contribute to the monitoring and maintenance of systems, vehicles and equipment	Monitor, maintain and contribute to the development of systems, vehicles and equipment	Review, develop and improve systems, vehicles and equipment
<b>EF2</b> Environments and buildings	Assist with the maintenance and monitoring of environments, buildings and/or items	Monitor and maintain environments, buildings and/or items	Monitor, maintain and improve environments, buildings and/or items	Plan, design and develop environments, buildings and/or items
<b>EF3</b> Transport and logistics	Transport people and/or items	Monitor and maintain the flow of people and/or items	Plan, monitor and control the flow of people and/or items	Plan, develop and evaluate the flow of people and/or items
<b>INFORMATION AND KNOWLEDGE</b>				
<b>IK1</b> Information processing	1 Input, store and provide data and information	2 Modify, structure, maintain and present data and information	3 Monitor the processing of data and information	4 Develop and modify data and information management models and processes
<b>IK2</b> Information collection and analysis	Collect, collate and report routine and simple data and information	Gather, analyse and report a limited range of data and information	Gather, analyse, interpret and present extensive and / or complex data and information	Plan, develop and evaluate methods and processes for gathering, analysing, interpreting and presenting data and information
<b>IK3</b> Knowledge and information resources	Access, appraise and apply knowledge and information	Maintain knowledge and information resources and help others to access and use them	Organise knowledge and information resources and provide information to meet needs	Develop the acquisition, organisation, provision and use of knowledge and information

DIMENSIONS	LEVEL DESCRIPTORS			
	1	2	3	4
<b>GENERAL</b>				
<b>G1 Learning and development</b>	Assist with learning and development activities	Enable people to learn and develop	Plan, deliver and review interventions to enable people to learn and develop	Design, plan, implement and evaluate learning and development programmes
<b>G2 Development and Innovation</b>	Appraise concepts, models, methods, practices, products and equipment developed by others	Contribute to developing, testing and reviewing new concepts, models, methods, practices, products and equipment	Test and review new concepts, models, methods, practices, products and equipment	Develop new and innovative concepts, models, methods, practices, products and equipment
<b>G3 Procurement and commissioning</b>	Monitor, order and check supplies of goods and/or services	Assist in commissioning, procuring and monitoring goods and/or services	Commission and procure products, equipment, services, systems and facilities	Develop, review and improve commissioning and procurement systems
<b>G4 Financial management</b>	Monitor expenditure	Coordinate and monitor the use of financial resources	Coordinate, monitor and review the use of financial resources	Plan, implement, monitor and review the acquisition, allocation and management of financial resources
<b>G5 Services and project management</b>	Assist with the organisation of services and/or projects	Organise specific aspects of services and/or projects	Prioritise and manage the ongoing work of services and/or projects	Plan, coordinate and monitor the delivery of services and/or projects
<b>G6 People management</b>	Supervise people's work	Plan, allocate and supervise the work of a team	Coordinate and delegate work and review people's performance	Plan, develop, monitor and review the recruitment, deployment and management of people
<b>G7 Capacity and capability</b>	Sustain capacity and capability	Facilitate the development of Capacity and capability	Contribute to developing and sustaining capacity and capability	Work in partnership with others to develop and sustain capacity and capability
<b>G8 Public relations and marketing</b>	Assist with public relations and marketing activities	Undertake public relations and marketing activities	Market and promote a service / organisation	Plan, develop, monitor and review public relations and marketing for a service / organisation

# Consultant Psychologist 9

DIMENSIONS	LEVEL DESCRIPTORS			
	1	2	3	4
<b>CORE</b>				
<b>1 Communication</b>	Communicate with a limited range of people on day-to-day matters	Communicate with a range of people on a range of matters	Develop and maintain communication with people about difficult matters and/or in difficult situations	Develop and maintain communication with people on complex matters, issues and ideas and/or in complex situations
<b>2 Personal and people development</b>	Contribute to own personal development	Develop own skills and knowledge and provide information to others to help their development	Develop oneself and contribute to the development of others	Develop oneself and others in areas of practice
<b>3 Health, safety and security</b>	Assist in maintaining own and others' health, safety and security	Monitor and maintain health, safety and security of self and others	Promote, monitor and maintain best practice in health, safety and security	Maintain and develop an environment and culture that improves health, safety and security
<b>4 Service improvement</b>	Make changes in own practice and offer suggestions for improving services	Contribute to the improvement of services	Appraise, interpret and apply suggestions, recommendations and directives to improve services	Work in partnership with others to develop, take forward and evaluate direction, policies and strategies
<b>5 Quality</b>	Maintain the quality of own work	Maintain quality in own work and encourage others to do so	Contribute to improving quality	Develop a culture that improves quality
<b>6. Equality and diversity</b>	Act in ways that support equality and value diversity	Support equality and value diversity	Promote equality and value diversity	Develop a culture that promotes equality and values diversity

DIMENSIONS	LEVEL DESCRIPTORS			
	1	2	3	4
<b>HEALTH AND WELLBEING</b>				
<b>HWB1</b> Promotion of health wellbeing and prevention of adverse effects on health and wellbeing	Contribute to promoting health and wellbeing and preventing adverse effects on health and wellbeing	Plan, develop and implement approaches to promote health and wellbeing and prevent adverse effects on health and wellbeing	Plan, develop and implement programmes to promote health and wellbeing and prevent adverse effects on health and wellbeing	Promote health and wellbeing and prevent adverse effects on health and wellbeing through contributing to the development, implementation and evaluation of related policies
<b>HWB2</b> Assessment and care planning to meet health and wellbeing needs	Assist in the assessment of people's health and wellbeing needs	Contribute to assessing health and wellbeing needs and planning how to meet those needs	Assess health and wellbeing needs and develop, monitor and review care plans to meet specific needs	Assess complex health and wellbeing needs and develop, monitor and review care plans to meet those needs
<b>HWB3</b> Protection of health Wellbeing	Recognise and report situations where there might be a need for protection	Contribute to protecting people at risk	Implement aspects of a protection plan and review its effectiveness	Develop and lead on the implementation of an overall protection plan
<b>HWB4</b> Enablement to address health and wellbeing needs	Help people meet daily health and wellbeing needs	Enable people to meet ongoing health and wellbeing needs	Enable people to address specific needs in relation to health and wellbeing	Empower people to realise and maintain their potential in relation to health and wellbeing
<b>HWB5</b> Provision of care to meet health and wellbeing needs	Undertake care activities to meet individuals' health and wellbeing needs	Undertake care activities to meet the health and wellbeing needs of individuals with a greater degree of dependency	Plan, deliver and evaluate care to meet people's health and wellbeing needs	Plan, deliver and evaluate care to address people's complex health and wellbeing needs

DIMENSIONS	LEVEL DESCRIPTORS			
	1	2	3	4
<b>HEALTH AND WELLBEING</b>				
<b>HWB6 Assessment and treatment planning</b>	Undertake tasks related to the assessment of physiological and psychological functioning	Contribute to the assessment of physiological and psychological functioning	Assess physiological and psychological functioning and develop, monitor and review related treatment plans	Assess physiological and psychological functioning when there are complex and/or undifferentiated abnormalities, diseases and disorders and develop, monitor and review related treatment plans
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DIMENSIONS	LEVEL DESCRIPTORS			
	1	2	3	4
<b>GENERAL</b>				
<b>G1 Learning and development</b>	Assist with learning and development activities	Enable people to learn and develop	Plan, deliver and review interventions to enable people to learn and develop	Design, plan, implement and evaluate learning and development programmes
<b>G2 Development and Innovation</b>	Appraise concepts, models, methods, practices, products and equipment developed by others	Contribute to developing, testing and reviewing new concepts, models, methods, practices, products and equipment	Test and review new concepts, models, methods, practices, products and equipment	Develop new and innovative concepts, models, methods, practices, products and equipment
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# Dimensions, Levels and Indicators

Core 1/Level 2 Communicate with a range of people on a range of matters	
<p><b>Indicators</b></p> <p>a) communicates with a range of people on a range of matters in a form that is appropriate to them and the situation</p> <p>b) improves the effectiveness of communication through the use of communication skills</p> <p>c) constructively manages barriers to effective communication</p> <p>d) keeps accurate and complete records consistent with legislation, policies and procedures</p> <p>e) communicates in a manner that is consistent with relevant legislation, policies and procedures</p>	<p><b>Examples of application</b></p> <p>Communication might take a number of forms including:</p> <ul style="list-style-type: none"> <li>- oral communication</li> <li>- signing</li> <li>- written communication</li> <li>- electronic communication (eg email, databases)</li> <li>- different styles of communication</li> </ul> <p>The people with whom the individual is communicating might be:</p> <ul style="list-style-type: none"> <li>- users of the services (such as patients and clients)</li> <li>- carers</li> <li>- groups (including families)</li> <li>- colleagues and co-workers</li> <li>- managers</li> <li>- workers from other agencies</li> <li>- visitors</li> <li>- interpreters and advocates</li> </ul> <p>Matters might relate to:</p> <ul style="list-style-type: none"> <li>- establishing and maintaining contact with different people</li> <li>- explaining how to do something</li> <li>- making arrangements</li> <li>- reporting any changes that are needed</li> </ul> <p>Communication skills might include:</p> <ul style="list-style-type: none"> <li>- listening skills</li> <li>- non-verbal skills and body language</li> <li>- questioning skills</li> </ul> <p>Barriers to communication may be:</p> <ul style="list-style-type: none"> <li>- environmental</li> <li>- personal</li> <li>- social</li> </ul> <p>Managing barriers might include:</p> <ul style="list-style-type: none"> <li>- changing the form of communication</li> <li>- helping others' communication</li> <li>- monitoring the effectiveness of own communication</li> <li>- presenting a positive image of her/himself and the service</li> <li>- simplifying the content</li> <li>- using communication aids.</li> <li>- Working in other languages</li> </ul> <p>Legislation, policies and procedures may be international, national or local and may relate to:</p> <ul style="list-style-type: none"> <li>- confidentiality</li> <li>- data protection (including the specific provisions relating to access to health records)</li> <li>- disability</li> <li>- diversity</li> </ul>

**Core 1/Level 3**

**Develop and maintain communication with people about difficult matters and / or in difficult situations**

**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 the services (such as patients and clients)
- carers
- groups (including families)
- colleagues and co-workers
- managers
- workers from other agencies
- visitors

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

Communication might take a number of forms including:

- oral communication
- signing
- written communication
- electronic communication (eg email, databases)

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
- sharing information
- supporting people in difficult circumstances

Barriers to communication

- environmental
- personal
- social

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

	<ul style="list-style-type: none"><li>- modifying the methods of communicating</li><li>- using another language</li><li>- using different communication aids</li></ul> <p>Legislation, policies and procedures may be international, national or local and may relate to:</p> <ul style="list-style-type: none"><li>- confidentiality</li><li>- data protection (including the specific provisions relating to access to health records)</li><li>- disability</li><li>- diversity</li></ul>
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**Core 1/Level 4**

**Develop and maintain communication with people on complex matters, issues and ideas and/or in complex situations**

**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.

**Examples of application**

People with whom communicating

- Wide range

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
- current mental state.

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 ( eg refugees and asylum seekers )
- clashes in personal and/or organisational styles and approach that cause difficulties in ongoing communication

Forms of communication – all forms

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)
- facilitating processes
- motivating people
- 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

Environmental, personal and social

	<p><u>Taking action to improve communication</u> might include:</p> <ul style="list-style-type: none"><li>- assessing responses and acting in response</li><li>- changing the content and structure of communication</li><li>- changing the environment</li><li>- changing the methods of communicating</li><li>- deciding what information and advice to give and what to withhold</li><li>- using a range of skills to influence, inspire and champion people and issues</li><li>- using communication aids</li><li>- using another language.</li><li>-</li></ul> <p><u>Legislation, policies and procedures</u> National and local</p>
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**Core 2/Level 2**

**Develop own knowledge and skills and provide information to others to help their development**

***Indicators***

- a) assesses and identifies:
  - feedback from others on own work
  - how s/he is applying knowledge and skills in relation to the KSF outline for the post
  - own development needs and interests in the current post
  - what has been helpful in his/her learning and development to date
- b) takes an active part in the development review of own work against the KSF outline for the post with their reviewer and suggests areas for learning and development in the coming year
- c) takes responsibility for own personal development and takes an active part in learning opportunities
- d) evaluates the effectiveness of learning opportunities and alerts others to benefits and problems
- e) keeps up-to-date records of own development review process
- f) offers information to others when it will help their development and/or help them meet work demands.

***Examples of application***

Offering information to others might be:

- during induction
- during ongoing work
- when changes are being made to work practices.
- to trainees on placement
- during clinical supervision of assistants and other workers

Feedback from others will include:

- participation in regular professional supervision

Taking responsibility for own personal development will mean:

- participation in CPD Programmes
- participation in KSF Developmental Review

**Core 2/Level 3****Develop oneself and contribute to the development of others****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 might include:

- critically appraising new and changing theoretical models, policies and the law
- developing new knowledge and skills in a new clinical 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

- the development review process
- identifying own learning needs and interests and how to address these
- on-job learning and development
- off-job learning and development on one's own
- off-job learning and development with others
- evaluating the effectiveness of learning and its effect on 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 inc. community groups and voluntary agencies
- 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
- providing professional supervision
- sharing own knowledge, skills and experience
- supporting individuals who are focusing on specific

	<p>learning to improve their work and practice</p> <ul style="list-style-type: none"><li>- supporting others on work placements, secondments and projects</li></ul> <p>Legislation, policies and procedures may be international, national or local and may relate to:</p> <ul style="list-style-type: none"><li>- confidentiality</li><li>- data protection (including the specific provisions relating to access to health records)</li><li>- disability</li><li>- diversity</li><li>- employment</li><li>- equality and good relations</li><li>- human rights (including those of children)</li><li>- information and related technology</li><li>- language</li><li>- learning and development.</li></ul>
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**Core 2/Level 4****Develop oneself and others in areas of practice****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.

**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

- the development review process
- identifying own learning needs and interests and how to address these
- on-job learning and development
- off-job learning and development on one's own
- off-job learning and development with others
- evaluating the effectiveness of learning and its effect on work

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- 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
- providing pre-registration or post-registration placements
- providing professional supervision

	<ul style="list-style-type: none"><li>- providing protected learning time</li><li>- sharing own knowledge, skills and experience</li><li>- supporting individuals who are focusing on specific learning to improve their work and practice</li><li>- supporting others on work placements, secondments and projects</li></ul> <p>Resource issues might include:</p> <ul style="list-style-type: none"><li>- pressure of service delivery affecting the development of individuals and groups in the short and longer term</li><li>- lack of funding for development - raising governance issues</li><li>- 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).</li></ul> <p>Legislation, policies and procedures may be international, national or local and may relate to:</p> <ul style="list-style-type: none"><li>- confidentiality</li><li>- data protection (including the specific provisions relating to access to health records)</li><li>- disability</li><li>- diversity</li><li>- employment</li><li>- equality and good relations</li><li>- human rights (including those of children)</li><li>- information and related technology</li><li>- language</li><li>- learning and development.</li></ul>
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**Core 3/Level 2**

**Monitor and maintain health, safety and security of self**

***Indicators***

- a) identifies and assesses the potential risks involved in work activities and processes for self and others
- b) identifies how best to manage the risks
- c) undertakes work activities consistent with:
  - legislation, policies and procedures
  - the assessment and management of risk
- d) takes the appropriate action to manage an emergency summoning assistance immediately when this is necessary
- e) reports actual or potential problems that may put health, safety and security at risk and suggests how they might be addressed
- f) supports others in maintaining health, safety and security.

***Examples of application***

Work activities include:

- clinical interventions
- knowledge of policies, e.g. lone working, harassment and bullying
- non patient monitoring/handling
- storage of equipment

Management of risk will include:

- undertaking risk assessments and risk management
- attending all necessary training

Action in an emergency includes

- following local procedures

Supporting others in maintaining health, safety and security might include:

- acting as a role model
- alerting others when there are specific risks
- enabling individuals to learn healthier, safer and more secure ways of working
- intervening to protect others from risk

**Core 3/Level 3**

**Promote, monitor and maintain best practice in health, safety and security**

**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.

**Examples of application**

- Risks to health, safety and security:
- the environment
  - individuals
  - information and its use
  - physical interactions
  - psychological interactions
  - social interactions
- 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
- Legislation, policies and procedures may be international, national or local and may relate to:
- accident/incident reporting
  - child protection
  - clinical negligence
  - data and information protection and security
  - emergencies
  - health and safety at work
  - protection of vulnerable adults
  - risk management
- 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
  - challenging people who put themselves or others at risk
  - contributing to maintaining and improving organisational policies and procedures
  - evacuating buildings during emergencies
- 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.
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**Core 4/Level 1**

**Make changes in own practice and offer suggestions for improving services**

***Indicators***

- a) discusses with line manager / work team the changes that need to be made in own practice and the reasons for them
- b) adapts own practice as agreed and to time seeking support if necessary
- c) effectively carries out tasks related to evaluating services when asked
- d) passes on to the appropriate person constructive views and ideas on improving services for users and the public
- e) alerts line manager / work team when direction, policies and strategies are adversely affecting users of services or the public

***Examples of application***

Tasks related to evaluating services might include:

- audits (eg clinical)
- customer satisfaction surveys
- risk assessments
- staff questionnaires.

Direction, policies and strategies might relate to any aspect of the NHS and the activities within it including:

- development and innovation
- education, training and development
- equality and diversity
- health and wellbeing
- health, safety and security
- information and knowledge
- resource use
- service effectiveness
- systems and equipment
- user involvement

**Core 4/Level 2**

**Contribute to the improvement of services**

**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**

Direction, policies and strategies will include:

- contributing to team objectives
- contributing to psychology objectives
- contributing to procedures in the interest of users

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:

- research data/funding
- feedback from users
- good practice elsewhere
- how to apply changes in legislation, policies and procedures

**Core 4/Level 3****Appraise, interpret and apply suggestions, recommendations and directives to improve services****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

**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:

- development and innovation
- education, training and development
- equality and diversity
- health and wellbeing
- health, safety and security
- human resources – selection, recruitment, retention, deployment
- information and knowledge
- resource use
- clinical practice
- service effectiveness
- systems and equipment
- 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
- 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

	<ul style="list-style-type: none"><li>- providing feedback on their effectiveness</li><li>- publicising local developments in wider forums</li></ul>
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**Core 4/Level 4****Work in partnership with others to develop, take forward and evaluate direction, policies and strategies****Indicators**

- a) effectively engages the public, users of services and other interested parties in an open and effective discussion on values, direction, policies and strategies for the organisation/services
- b) works effectively with others to clearly define values, direction and policies including guidance on how to respond when these are under pressure or interests are in conflict
- c) works effectively with others to continually review values, direction and policies in the light of changing circumstances
- d) works effectively with others to formulate strategies and associated objectives that:
- are consistent with values, direction and policies
  - are attainable given available resources and timescales
  - contain sufficient detail for the operational planning of services, projects and programmes
  - take account of constraints
  - realistically balance competing interests and tensions whilst maintaining values and direction
- e) communicates values, direction, policies and strategies effectively to relevant people and enables them to:
- appraise and apply them to their area of responsibility
  - feed in their views and suggestions for change
- f) works effectively with everyone affected by direction, policies and strategies to evaluate their impact and effectiveness and feed this information into ongoing improvements.

**Examples of application**

Direction, policies and strategies might relate to any aspect of the NHS and the activities within it including:

- development and innovation
- education, training and development
- equality and diversity
- equality impact assessment
- health and wellbeing
- health, safety and security
- human resources – selection, recruitment, retention, deployment
- information and knowledge
- resource use
- service effectiveness
- systems and equipment
- user involvement

Others might include:

- users of services
- the wider public
- colleagues and co-workers
- people in other parts of the organisation
- other agencies

**Core 5/Level 1**

**Maintain the quality of own work**

**Indicators**

- a) complies with legislation, policies, procedures and other quality approaches relevant to the work being undertaken
- b) works within the limits of own competence and responsibility and refers issues beyond these limits to relevant people
- c) acts responsibly as a team member and seeks help if necessary
- d) uses and maintains resources efficiently and effectively
- e) reports problems as they arise, solving them if possible.

**Examples of application**

Legislation, policies and procedures

- accident/incident reporting
- anti-discriminatory practices
- children
- clinical negligence
- corporate identity
- criminal justice
- data and information protection and security
- emergencies
- equality and diversity
- harassment and bullying
- mental health
- protection of vulnerable adults

Acting responsibly as a team member would include such aspects as:

- developing the necessary knowledge and skills needed by 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 wider organisation.

Resources would include:

- environments
- equipment
- information
- materials.

**Core 5/Level 2**

**Maintain quality in own work and encourage others to do so**

***Indicators***

- a) acts consistently with legislation, policies, procedures and other quality approaches and encourages others to do so
- b) works within the limits of own competence and levels of responsibility and accountability in the work team and organisation
- c) works as an effective and responsible team member
- d) prioritises own workload and organises own work to meet these priorities and reduce risks to quality
- e) uses and maintains resources efficiently and effectively and encourages others to do so
- f) monitors the quality of work in own area and alerts others to quality issues.

***Examples of application***

Acting consistently within

Legislation, policies and procedures will include:

- following local/national guidelines
- maintaining own registration
- adhering to KSF and CPD guidelines

Resources would include:

- all psychology equipment/materials

Quality issues might relate to:

- complaints
- data and information gaps
- health, safety and security
- clinical incidents

**Core 5/Level 3****Contribute to improving quality****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.

**Examples of application**

Legislation, policies and procedures

- accident/incident reporting
- anti-discriminatory practices
- children
- clinical negligence
- corporate identity
- criminal justice
- data and information protection and security
- emergencies
- equality and diversity
- equality impact assessment
- harassment and bullying
- professional and cultural diversity
- mental health
- protection of vulnerable adults

Being an effective team member would include such aspects as:

- 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
- 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

	<p>Taking the appropriate action when there are persistent quality problems might include:</p>
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- alerting one's own manager
- alerting the manager of the person concerned
- whistle blowing.

**Core 5/Level 4****Develop a culture that improves quality****Indicators**

- a) acts consistently with legislation, policies, procedures and other quality approaches and alerts others to the need for improvements to quality
- b) works effectively in own team and as part of the whole organisation
- c) prioritises, organises and carries out own work effectively
- d) enables others to understand, and address risks to quality
- e) actively promotes quality in all areas of work
- f) initiates and takes forward the introduction and maintenance of quality and governance systems and processes across the organisation and its activities
- g) continuously monitors quality and takes effective action to address quality issues and promote quality.

**Examples of application**

Legislation, policies and procedures

- accident/incident reporting
- anti-discriminatory practices
- children
- clinical negligence
- corporate identity
- criminal justice
- data and information protection and security
- emergencies
- equality and diversity
- equality impact assessment
- harassment and bullying
- mental health
- protection of vulnerable adults

The need for improvements to quality might be identified by:

- analysis of legislation and other emerging requirements and standards
- auditing
- benchmarking exercises
- inspections
- investigations of incidents
- monitoring and analysis of complaints, incidents, errors etc
- observation of practice

Being an effective team member would include such aspects as:

- 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.

Risks to quality might include:

- failure to comply with legislation, published standards and guidelines
- individual's state of health
- ineffective quality systems and approaches
- out of date quality systems and approaches
- people being unable to access legislation, policies and procedures on the ground
- people's lack of knowledge and understanding about

	<p>legislation, policies and procedures</p> <ul style="list-style-type: none"><li>- prevailing culture</li><li>- quality systems and approaches that are not capable of use by the intended users</li><li>- user dissatisfaction</li><li>- workload pressures and stress.</li></ul>
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**Core 6/Level 1**

**Act in ways that support equality and value diversity**

**Indicators**

- a) acts in ways that are in accordance with legislation, policies, procedures and good practice
- b) treats everyone with whom s/he comes into contact with dignity and respect
- c) acknowledges others' different perspectives
- d) recognises that people are different and makes sure they do not discriminate against other people
- e) recognises and reports behaviour that undermines equality and diversity

**Examples of application**

- Legislation, policies and procedures
- age
  - equality
  - 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 capacity inc. consent issues
  - sexual orientation
- Makes sure they do not discriminate against other people may include
- what they do or say
  - what they do not do or say
  - when interacting with colleagues
  - when interacting with users of services
  - when working with the public
  - when working with visitors to the organisation

**Core 6/Level 2**

**Support equality and value diversity**

**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**

Acting in accordance within legislation, policies and procedures includes:

- giving advice on equality and diversity
- providing a service sensitive to equality and diversity issues.
- Undertaking equality impact assessments

People's expressed beliefs, preferences and choices might relate to:

- gender and racial origin
- forms of address
- privacy and dignity
- the information they are given
- the support they would like
- their faith
- belief systems about mental health
- 

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

**Core 6/Level 3****Promote equality and value diversity****Indicators**

- a) interprets equality, diversity and rights in accordance with legislation, policies, procedures and relevant standards
- b) evaluates the extent to which legislation is applied in the culture and environment of own sphere of activity
- c) identifies patterns of discrimination and takes action to overcome discrimination and promote diversity and equality of opportunity
- d) enables others to promote equality and diversity and a non-discriminatory culture
- e) supports people who need assistance in exercising their rights.

**Examples of application**

Legislation, policies and procedures relate to:

- age
- equality
- 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
- sexual orientation

Evaluating the extent to which legislation is applied in the culture and environment of own sphere of activity might relate to:

- communication with different people
- health, safety and security including risk management
- systems, standards and guidelines designed to promote quality
- the allocation of resources
- the availability of services
- the development of services

Patterns of discrimination might relate to:

- the learning and development offered to different people
- the recruitment, selection and promotion of staff

Enabling others to promote equality and diversity and a non-discriminatory culture might include:

- acting as a role model
- being aware of the wellbeing of all members of the work team and supporting them appropriately
- enabling others to reflect on their behaviour
- identifying training and development needs

Supporting people who need assistance might relate to:

- advocacy
- enabling people to make the best use of their abilities
- intervening when someone else is discriminating against someone on a one-off basis or routinely
- making arrangements for support (eg as part of the development review process)
- representing people's views

**Core 6/Level 4**

**Develop a culture that promotes equality and values diversity**

**Indicators**

- a) interprets legislation to inform individuals' rights and responsibilities
- b) actively promotes equality and diversity
- c) identifies and highlights methods and processes to resolve complaints as a consequence of unfair and discriminatory practice
- d) supports those whose rights have been compromised consistent with legislation, policies and procedures and good and best practice
- e) actively challenges individual and organisational discrimination
- f) evaluates the effectiveness of equality and diversity policies and procedures within the service/agency and contributes to the development of good and best practice.

**Examples of application**

- Actively promoting equality and diversity would include:
- Understanding the ethnocentric nature of service provision and delivery
- acting as a mentor to people from diverse groups
- acting as a role model
- actively working in partnership with diverse groups
- developing and supporting own team in relation to equality and diversity
- ensuring that development opportunities are available for all staff
- ensuring the fair recruitment and selection of staff
- focusing resources to deliver equitable outcomes involving the local population in the development of services
- listening to the experiences and views of different groups and acting on them
- modelling good practice
- promoting an open and fair culture throughout the organisation
- promoting equality and diversity during partnership working, service improvement, research and audit etc.

Legislation, policies and procedures relate to:

- age
- equality
- 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
- sexual orientation

**HWB1/Level 1****Contribute to promoting health and wellbeing and preventing adverse effects on health and wellbeing****Indicators**

- a) identifies factors which have a positive and negative affect on health and wellbeing and how it can be promoted and adverse effects prevented
- b) enables people to view health and wellbeing as a positive aspect of their lives
- c) enables people to be involved in activities and make their own decisions about them consistent with people's views and beliefs
- d) undertakes planned activities with people with their agreement consistent with legislation, policies and procedures
- e) records and reports back fully on the activities undertaken and alerts others in the team to any issues that arise during the activities.

**Examples of application**

Activities to promote health and wellbeing and prevent adverse effects on health and wellbeing might take place at individual or family/group/community level.

Legislation, policies and procedures may be international, national or local and may relate to:

- consent
- health improvement
- public health
- shared decision making.
- awareness raising
- enabling people to adopt health lifestyles
- enabling people to learn how to look after their own health and wellbeing/becoming expert in managing conditions that affect their health and wellbeing
- enabling people to maintain and develop their self-management skills
- involving people in decision making about their health and wellbeing
- limiting people's exposure to risks to health and wellbeing
- providing information and advice on health and wellbeing and stressors to health and wellbeing
- reducing risks in lifestyles
- reducing the stressors that effect people's health and wellbeing

Any issues would include:

- adverse changes in/to the people as a result of the activities
- the activities not working out as planned

**HWB1/Level 2**

**Plan, develop and implement approaches to promote health and wellbeing and prevent adverse effects on health and wellbeing**

***Indicators***

- a) works effectively with people to identify their concerns about health and wellbeing and the target groups for any approaches
- b) identifies how the health and wellbeing of the target group can be improved through promotion and/or prevention approaches consistent with legislation, policies and procedures
- c) involves people in the target group in the planning and development of the approaches
- d) designs approaches that are based on evidence and the interests of the target group
- e) enables people to participate effectively in the promotion of their health and wellbeing and the prevention of adverse effects
- f) acts as a resource for improving health to the people in the target group keeping a record of what has been done
- g) reviews with people from the target group the effectiveness of the approaches in improving their health and wellbeing.

***Examples of application***

Approaches to promote health and wellbeing and prevent adverse effects on health and wellbeing include:

- awareness raising
- enabling people to adopt healthy lifestyles
- empowering people psychologically
- reducing psychological risks
- increasing access to psychological therapies for BME communities

Legislation, policies and procedures may be national or local and may relate to:

- consent
- equality and fair access
- health improvement
- public health
- shared decision making

Acting as a resource might include:

- being there for people
- listening and reflecting
- providing information
- referring people to other colleagues or agencies.

**HWB1/Level 3****Plan, develop, implement and evaluate programmes to promote health and wellbeing and prevent adverse effects on health and wellbeing****Indicators**

- a) engages and works effectively with a wide range of diverse people to identify their concerns about health and wellbeing and the target groups for any programmes
- b) proactively identifies the purpose of the programme and the issues it is designed to address
- c) actively involves people from the target group in setting priorities, programme design, planning and implementation
- d) identifies
- trends in people's health and wellbeing
  - other resources that people in the target group have available to them
  - how these resources might be better used by the people concerned
  - the contribution that the programme might make
- e) works with others to produce and record a detailed plan for the health improvement programmes that are appropriate for the target group and take into account:
- relevant policies and strategies
  - the different levels at which the programme needs to operate
  - specific activities within each of those levels
  - how the programme will be coordinated
  - the evidence that will be used to judge its effectiveness
  - legislation, policies and procedures
- f) works with others to implement programmes effectively for the target group
- g) evaluates with people from the target group and those involved in running the programme its effectiveness in improving health and wellbeing.

**Examples of application**

Programmes, to promote health and wellbeing and prevent adverse effects on health and wellbeing

Other resources might include:

- community networks
- other health and social care services
- support systems
- support services

The different levels at which the programme needs to operate might include:

- community development and capacity building
- health and social services
- organisational and workforce development
- partnership working
- policy and strategy development
- regeneration programmes
- social inclusion programmes
- specific activities within the programmes

Legislation, policies and procedures may be international, national or local and may relate to:

- consent
- health improvement
- public health
- shared decision making.

**HWB2/Level 2****Contribute to assessing health and wellbeing needs and planning how to meet those needs****Indicators**

- a) explains the purpose of assessing health and wellbeing needs to the people concerned
- b) respects people's dignity, wishes and beliefs; involves them in shared decision making; and obtains their consent
- c) assists in the assessment of people's health and wellbeing and related needs and risks as agreed with the care team and consistent with legislation, policies and procedures
- d) records and reports back accurately and fully on the assessments undertaken and risks identified
- e) offers to the team his/her own insights into the health and well-being needs and wishes of the people concerned
- f) makes suggestions on the care, protection and support that will be needed and how this might relate to his/her own work.

**Examples of application**

Health and wellbeing needs may be

- emotional
- psychological
- physical
- social
- spiritual

Assisting in the assessment might include:

- preparation for specific activities and tests
- observations
- obtaining specific information from the people concerned
- undertaking specific assessment activities
- undertaking specific tests.

Risks to health and wellbeing might arise from:

- abuse
- incidents/accidents
- neglect
- self-harm
- the environment.

Legislation, policies and procedures

- carers
- children
- disability
- duty of care
- education
- human rights
- mental health
- mental incapacity
- vulnerable adults

Reports might be:

- in writing
- verbally
- by other means

**HWB2/Level 3****Assess health and wellbeing needs and develop, monitor and review care plans to meet specific needs**

<b>Indicators</b>	<b>Examples of application</b>
<p>a) plans the assessment of people's <u>health and wellbeing needs</u> and prepares for it to take place</p> <p>b) explains clearly to people:</p> <ul style="list-style-type: none"> <li>- own role, responsibilities and accountability</li> <li>- the information that is needed from the assessment and who might have access to it</li> <li>- the benefits and risks of the assessment process and alternatives approaches</li> </ul> <p>c) respects people's dignity, wishes and beliefs; involves them in shared decision making; and obtains their consent</p> <p>d) uses <u>assessment methods</u> and processes of reasoning that</p> <ul style="list-style-type: none"> <li>- are based on available evidence</li> <li>- are appropriate for the people concerned</li> <li>- obtain sufficient information for informed decision making</li> <li>- s/he has the knowledge, skills and experience to use effectively</li> <li>- are consistent with <u>legislation, policies and procedures</u></li> </ul> <p>e) considers and interprets all of the information available and makes a justifiable assessment of people's health and well-being, related needs and risks and explains the outcomes to those concerned</p> <p>f) develops and records care plans that are appropriate to the people concerned and:</p> <ul style="list-style-type: none"> <li>- are consistent with the outcomes of assessing their health and wellbeing needs</li> <li>- identify the risks that need to be managed</li> <li>- have clear goals</li> <li>- involve other practitioners and agencies when this is necessary to meet people's health and wellbeing needs and risks</li> <li>- are consistent with the resources available</li> <li>- note people's wishes and needs that it was not possible to meet</li> <li>-</li> </ul> <p>g) monitors the implementation of care plans and makes changes to meet people's needs</p>	<p><u>Health and wellbeing needs</u> include emotional psychological needs.</p> <p><u>Assessment methods</u> that are appropriate for complex needs include the use of:</p> <ul style="list-style-type: none"> <li>- checklists</li> <li>- discussions and conversations</li> <li>- frameworks</li> <li>- observations</li> <li>- questioning</li> <li>- psychometric tests</li> </ul> <p><u>Legislation, policies and procedures</u> may relate to mental health disability, children or vulnerable adults</p> <p><u>Risks</u> to health and wellbeing might arise from:</p> <ul style="list-style-type: none"> <li>- abuse (physical, social or emotional)</li> <li>- incidents/accidents</li> <li>- neglect</li> <li>- rapid deterioration of condition or situation</li> <li>- self-harm or harm to others</li> <li>- the environment</li> </ul>

**HWB2/Level 4****Assess complex health and wellbeing needs and develop, monitor and review care plans to meet those needs****Indicators**

- a) explains clearly to people:
- own role, responsibilities and accountability
  - the information that is needed from the assessment of health and wellbeing needs and who might have access to it
  - the benefits and risks of the assessment process and alternative approaches
  - the outcomes of assessment
  - options within care plans and associated benefits and risks
- b) respects people's dignity, wishes and beliefs; involves them in shared decision making; and obtains their consent
- c) plans and uses assessment methods that are appropriate for complex needs, and uses processes of reasoning that
- are appropriate for the complex needs of the people concerned
  - s/he has the knowledge, skills and experience to use effectively
  - are based on available evidence
  - obtain sufficient information for decision making including gaining assessment information from other practitioners
- d) follows processes of reasoning which:
- balance additional information against the overall picture of the individual's needs to confirm or deny developing hypotheses
  - are capable of justification given the available information at the time
  - are likely to result in the optimum outcome
- e) interprets all of the information available and makes a justifiable assessment of:
- people's health and wellbeing
  - their related complex needs and prognosis
  - risks to their health and wellbeing in the short and longer term transferring and applying her/his skills and knowledge to address the complexity of people's needs
- f) develops and records care plans that are appropriate to the people concerned and:
- are consistent with the outcomes of assessing their complex health and wellbeing needs
  - identify the risks that need to be managed
  - have clear goals
  - involve other practitioners and agencies to meet people's complex health and wellbeing needs and risks
  - are consistent with the resources available
  - note people's wishes and needs that it was not

**Examples of application**

Health and wellbeing needs include emotional and psychological needs may be:

- emotional
- psychological
- physical
- social
- spiritual
- religious

Assessment methods that are appropriate for complex needs include the use of:

- checklists and rating scales
- discussions and conversations ( including respect of other world views )
- frameworks
- observations and time sampling
- questioning including structured interviews
- psychometric tests
- specific activities
- specially designed methods to assess the particular needs of the people concerned, eg ethnocentric needs

Legislation, policies and procedures may relate to:

- mental health
- disability
- discrimination and race relations
- children or vulnerable adults

Risks to health and wellbeing might arise from:

- abuse (physical, social or emotional)
- incidents/accidents
- neglect
- rapid deterioration of condition or situation
- self-harm or harm to others
- the complexity and range of contributory factors
- the environment.
- Trauma – physical and psychological
- Inability to access psychological help and support

possible to meet

g) coordinates the delivery of care plans, feeding in relevant information to support wider service planning

h) monitors the implementation of care plans and makes changes to better meet people's complex health and wellbeing needs.

**HWB3/Level 1****Recognise and report situations where there might be a need for protection****Indicators**

- a) identifies signs that people are at risk and that there might be a need for protective measures
- b) reports any suspicions of risk to the appropriate people and/or organisations consistent with legislation, policies and procedures
- c) records and reports any information that is available on the risks.

**Examples of application**

Signs that people are at risk might relate to:

- individuals who are in danger of / are being harmed and/or abused
- individuals who are in danger of / are neglecting or harming themselves
- aspects in systems and cultures that put people at risk
- aspects of the environment that put people at risk

Risks to health and wellbeing including:

- risks to emotional health and wellbeing
- risks to psychological health and wellbeing
- risks to physical health and wellbeing
- risks to social health and wellbeing

Legislation, policies and procedures may be international, national or local and may relate to:

- child protection
- domestic violence
- duty of care
- environmental protection
- health and safety at work
- human rights (including the specific rights of children)
- mental health
- protection of vulnerable adults

Information that is available on the risks might include what the worker:

- sees
- hears
- measures
- is told.

**HWB3/Level 2**

**Contribute to protecting people at risk**

**Indicators**

- a) contacts people who are at risk taking the necessary action if difficulties are encountered
- b) explains to people the purpose for the contact, relevant regulatory powers, whether information will be confidential or disclosed and involves them in shared decision making
- c) prepares for and contributes to protective interventions in a manner that
  - is consistent with legislation, policies and procedures
  - is appropriate to the people concerned
  - is appropriate for the setting
  - maintains the health and safety of the people themselves, self and others
- d) takes appropriate and immediate action in response to contingencies
- e) records and reports the interventions consistent with legislation and relevant policies and procedures.

**Examples of application**

People might include:

- individuals who have been identified as being in danger of/are being harmed and/or abused
- are disabled
- have been identified as being in danger of/are neglecting or harming themselves
- put others at risk
- are at risk due to the systems and cultures in which they work or live
- individuals, groups or populations whose health and wellbeing has been/maybe put at risk due to the environment in which they live or work or the practices within that environment, or whose health and wellbeing may be at risk from the interventions/treatments that they need.

Risks to health and wellbeing including:

- emotional
- psychological
- physical
- social
- spiritual

Protective interventions might be:

- assessment and monitoring of systems and cultures
- assessment and monitoring of the environment
- assessment and monitoring of the people concerned
- ongoing contact and follow-up.
- specific interventions/protective measures

Legislation, policies and procedures may be international, national or local and may relate to:

- child protection
- domestic violence
- duty of care
- environmental protection
- health and safety at work
- human rights (including the specific rights of children)
- mental health
- protection of vulnerable adults

**HWB3/Level 3****Implement aspects of a protection plan and review its effectiveness****Indicators**

- a) works in partnership with others to identify and assess the nature, location and seriousness of the particular risks
- b) prioritises own work in line with areas of highest risk coordinating own actions with anyone else involved
- c) contacts people who are at risk taking the necessary action if difficulties are encountered
- d) explains to people the purpose for the contact, any requirements for statutory enforcement, what people are required to do to comply with statutory enforcement and what will happen if they fail to comply and involves them in shared decision making
- e) prepares for and undertakes the protective interventions that s/he is responsible for as part of the protection plan in a manner that
- is consistent with evidence-based practice, legislation, policies and procedures
  - is appropriate to the people concerned
  - is appropriate for the setting
  - maintains health and safety
  -
- f) undertakes own work in ways which manage risk and are consistent with statutory enforcement
- g) works with other members of the protection team to plan, monitor and review the effectiveness of the protection plan
- h) records and reports on the aspects of the overall protection plan for which s/he is responsible consistent with legislation, policies and procedures.

**Examples of application**

Risks to health and wellbeing including:

- emotional
- psychological
- physical
- social
- spiritual

Protective interventions might be:

- advising / requiring other staff to carry out interventions
- assessment and monitoring of systems and cultures
- assessment and monitoring of the environment
- assessment and monitoring of the people concerned
- ongoing contact and follow-up.
- specific interventions / protective measure

Protection plan might focus on risks to:

- individuals who have been identified as being in danger of / are being harmed and/or abused
- have been identified as being in danger of / are neglecting or harming themselves
- put others at risk
- individuals or groups who
- who are at risk due to the systems and cultures in which they work or live
- individuals, groups or populations whose health and wellbeing has been/maybe put at risk due to the environment in which they live or work or the practices within that environment.

Legislation, policies and procedures may be international, national or local and may relate to:

- child protection
- domestic violence
- duty of care
- environmental protection
- health and safety at work
- human rights (including the specific rights of children)
- mental health
- protection of vulnerable adults

**HWB3/Level 4****Develop and lead on the implementation of an overall protection plan****Indicators**

- a) works in partnership with others to identify and assess
- the nature, location and seriousness of risks
  - the problems that need to be addressed
  - the factors that might be causing the problems
  - priorities
  - legislative, policy and procedural requirements
- b) identifies and agrees with others a range of options for addressing agreed priorities and selects those that have the best chance of success
- c) develops with the help of others an overall protection plan
- d) considers each specific case in the context of the overall protection plan and decides with others how to proceed
- e) identifies and agrees in partnership with others
- who will be involved in the management of specific risks
  - how the risks can best be managed
  - who needs to be kept informed
- f) coordinates across the different people involved to effectively manage risks facilitating swift and effective communication and support
- g) undertakes any protective interventions that are necessary for the management of risks, their complexity and for which s/he holds responsibility
- h) maintains an ongoing accurate record of risks, the actions taken and other investigations that have been put into effect
- i) reviews with others the effectiveness of protection plans, any issues with their implementation, and makes the necessary changes as a result.

**Examples of application**

Risks to health and wellbeing including:

- emotional
- psychological
- physical
- social
- spiritual

Legislation, policies and procedures may be international, national or local and may relate to:

- child protection
- domestic violence
- duty of care
- environmental protection
- health and safety at work
- human rights (including the specific rights of children)
- mental health
- protection of vulnerable adults

Overall protection plan might focus on risks to:

- individuals who have been identified as being in danger of / are being harmed and/or abused
- have been identified as being in danger of / are neglecting or harming themselves
- put others at risk
- individuals or groups who
- who are at risk due to the systems and cultures in which they work or live
- individuals, groups or populations whose health and wellbeing has been/maybe put at risk due to the environment in which they live or work or the practices within that environment.

Protective interventions might be:

- advising / requiring other staff to carry out interventions
- assessment and monitoring of systems and cultures
- assessment and monitoring of the environment
- assessment and monitoring of the people concerned
- ongoing contact and follow-up
- specific interventions / protective measures
- statutory enforcement to protect people from risks.

**HWB6/Level 2****Contribute to the assessment of physiological and/or psychological functioning****Indicators**

- a) discusses the assessment to be undertaken with the work team and understands his/her own role in the overall assessment and the activities to be undertaken
- b) respects individuals' dignity, wishes and beliefs; involves them in shared decision making; and obtains their consent for the assessment to be undertaken
- c) identifies appropriate methods, techniques and equipment for different activities and individuals and prepares appropriately taking into account any risks
- d) undertakes and records assessment activities as agreed with the care team, following established protocols/procedures and consistent with legislation, policies and procedures
- e) monitors individuals during assessment activities and takes the appropriate action in relation to any significant changes or possible risks
- f) reports assessment findings in the appropriate format to the people who need them
- g) offers to the team his/her own insights into the health and well-being needs and wishes of the people concerned and makes suggestions on the treatment that might be needed.

**Examples of application**

Activities might include:

- measuring and monitoring psychological functioning
- other specific delegated assessment tasks
- preparing equipment for the person responsible for the assessment / diagnostic procedure
- screening assessments

Preparation might include preparing:

- equipment
- materials
- self
- the environment
- the individuals with whom the assessment is being undertaken.

Risks might arise from:

- abuse
- incidents/accidents
- neglect
- self-harm
- the complexity and range of contributory factors
- the environment.

Legislation, policies and procedures may be international, national or local and may relate to:

- carers
- children
- consent
- disability
- health and safety
- mental health
- mental incapacity
- vulnerable adults

**HWB6/Level 4****Assess physiological and/or psychological functioning when there are complex and/or undifferentiated abnormalities, diseases and disorders and develop, monitor and review related treatment plans****Indicators**

- a) identifies and evaluates:
- the particular factors which contribute to the complex nature of the cases
  - evidence from similar cases which may inform the approach to be taken
  - the nature and urgency of the case
- b) determines and plans the range and sequence of assessments that evidence suggests are most likely to provide answers to the clinical questions, including:
- the specific activities to be undertaken
  - any modifications to standard procedures/protocols
  - methods, techniques and equipment to be used
  - the risks to be managed
- c) respects people's dignity, wishes and beliefs; involves them in shared decision making; and obtains their consent
- d) carries out assessments in line with evidence based practice, legislation, policies and procedures and/or established protocols / established theories and models, monitoring individuals and adjusting the approach in the light of arising information and any significant changes or risks
- e) considers and interprets all of the information available using systematic processes of reasoning and reaches justifiable conclusions, including the making of a differential diagnosis and the listing and rank of possible alternatives if appropriate, and explains the outcomes to individuals
- f) develops and records treatment plans that are:
- appropriate to the clinical context
  - consistent with the outcomes of assessment and the most probable diagnosis
  - identify the risks that need to be managed
  - have clear goals
  - involve other practitioners and agencies as and when necessary
  - are consistent with the resources available
  - note people's wishes and needs that it was not possible to meet
- g) coordinates the delivery of treatment plans feeding in relevant information to support wider service planning

**Examples of application**

Assessments may include

- taking case history
- baseline observations
- obtaining reports from others
- rating scales
- psychometric tests

and may be carried out

- with others
- by self
- by service users/carers

Risks might arise from:

- abuse (physical, sexual or emotional)
- incidents/accidents
- neglect
- rapid deterioration of condition or situation
- self-harm or harm to others
- the complexity and range of contributory factors
- the environment.

Legislation, policies and procedures may relate to mental health disability, children or venerable adults.

h) monitors the implementation of treatment plans and makes changes as a result of emerging information

i) identifies individuals whose needs fall outside own expertise and makes referrals to the appropriate practitioners with the necessary degree of urgency.

**HWB7/Level 2****Contribute to planning, delivering and monitoring interventions and/or treatments****Indicators**

- a) discusses the individual's treatment plan and their related condition/illness with the care team and understands his/her own role in delivering interventions and/or treatments within the plan
- b) respects individuals' dignity, wishes and beliefs; involves them in shared decision making; and obtains their consent for the interventions and/or treatments to be undertaken
- c) identifies any specific precautions or contraindications to the proposed interventions / treatments and takes the appropriate action
- d) prepares for, undertakes and records interventions/treatments correctly, and in line with legislation, policies and procedures and/or established protocols
- e) supports and monitors people throughout promptly alerting the relevant person when there are unexpected changes in individuals' health and wellbeing or risks
- f) provides information to the team on how individuals' needs are changing and feedback on the appropriateness of the individual's treatment plan when there are issues
- g) responds to, records and reports any adverse events or incidents relating to the intervention/treatment with an appropriate degree of urgency.

**Examples of application**

Interventions and/or treatments may relate to physical and/or psychological functioning and might include:

- advice, explanation and reassurance
- ongoing monitoring
- palliation
- psychotherapeutic approaches
- rehabilitative approaches
- therapeutics (not included above)

Legislation, policies and procedures may be international, national or local and may relate to:

- carers
- children
- consent
- counselling and therapeutic regulation
- disability
- equality and diversity
- health and safety
- mental health
- mental incapacity
- vulnerable adults

**HWB7/Level 4****Plan, deliver and evaluate interventions and/or treatments when there are complex issues and/or serious illness****Indicators**

- a) respects individuals' dignity, wishes and beliefs; involves them in shared decision making; and obtains their consent
- b) identifies with the people concerned:
- goals for the specific interventions / treatments to be undertaken within the context of the overall treatment plan and the individual's physiological and/or psychological functioning
  - the nature of the different interventions /treatments given the complexity of the issues and/or the seriousness of the illness
  - relevant care pathways
  - the involvement of other people and/or agencies
  - relevant evidence-based practice and/or clinical guidelines / theories and models
  - any specific precautions or contraindications to the proposed interventions / treatment and takes the appropriate action
  - how to manage potential risks
- c) undertakes interventions / treatments in a manner that is consistent with:
- evidence-based practice and/or clinical guidelines / theories and models
  - multidisciplinary team working
  - his/her own knowledge, skills and experience
  - legislation, policies and procedures applying own skills, knowledge and experience and using considered judgment to meet individual's complex needs
- d) takes the appropriate action to address any issues or risks
- e) evaluates the effectiveness of the interventions / treatments and makes any necessary modifications
- f) provides effective feedback to inform the overall treatment plan
- g) makes complete records of the interventions / treatments undertaken, people's health and wellbeing, needs and related risks
- h) responds to, records and reports any adverse events or incidents relating to the intervention/treatment with an appropriate degree of urgency.

**Examples of application**

Interventions and/or treatments may relate to physical and/or psychological functioning and include:

- advice, explanation and reassurance
- ongoing monitoring
- counselling
- psychotherapy (individual and group)
- rehabilitation
- supporting carers and families

Legislation, policies and procedures may relate to:

- mental health, disability, children, vulnerable adults, counselling and psychological regulation, equality and diversity.

Risks might be from:

- abuse (physical, sexual, emotional)
- incidents/accidents
- neglect
- rapid deterioration of condition or situation
- self-harm or harm to others
- the environment

**IK2/Level 2****Gather, analyse and report a limited range of data and information**

<b>Indicators</b>	<b>Examples of application</b>
<p>a) identifies and agrees:</p> <ul style="list-style-type: none"> <li>- the question/issue to be addressed by the data/information</li> <li>- the nature and quantity of data/information to be collected</li> <li>- the quality criteria which the data/information should meet</li> </ul> <p>b) effectively uses appropriate methods and sources for obtaining and recording the data/information</p> <p>c) confirms that the data/information meets the agreed quality criteria and takes appropriate action if it does not</p> <p>d) collates and analyses the data/information using methods appropriate to:</p> <ul style="list-style-type: none"> <li>- the initial questions which the data/information is intended to answer</li> <li>- the nature of the data/information</li> </ul> <p>e) reports the data and information at the agreed time using presentation, layout, tone, language, content and images appropriate to:</p> <ul style="list-style-type: none"> <li>- its purpose</li> <li>- the people for whom it is intended</li> <li>- agreed formats and protocols</li> </ul> <p>f) complies with relevant legislation, policies and procedures throughout</p>	<p>Data and information might be:</p> <ul style="list-style-type: none"> <li>- qualitative</li> <li>- quantitative</li> </ul> <p>Data and information might relate to:</p> <ul style="list-style-type: none"> <li>- assessment, diagnosis, care and treatment of patients</li> <li>- development and innovation</li> <li>- education, training and development</li> <li>- effectiveness of special treatments, forms of care</li> <li>- health and wellbeing</li> </ul> <p>Data and information may be held in systems which are:</p> <ul style="list-style-type: none"> <li>- electronic</li> <li>- paper-based</li> </ul> <p>Data and information may be</p> <ul style="list-style-type: none"> <li>- raw</li> <li>- intermediate</li> <li>- processed</li> </ul> <p>Legislation, policies and procedures may be international, national or local and may relate to:</p> <ul style="list-style-type: none"> <li>- consent</li> <li>- data protection and confidentiality</li> <li>- freedom of information</li> <li>- records management</li> </ul> <p>Images include:</p> <ul style="list-style-type: none"> <li>- charts</li> <li>- diagrams</li> <li>- maps</li> <li>- pictures</li> <li>- spreadsheets</li> </ul>

**IK2/Level 3****Gather, analyse, interpret and present extensive and/or complex data and information****Indicators**

- a) formulates and agrees with others:
- the questions to be answered and issues to be addressed by the data/information
  - the concepts to be used for data and information collection, management, analysis, interpretation and reporting
- b) identifies appropriate and valid sources which can provide data and information of sufficient quality and quantity
- c) identifies, develops and implements a range of valid, reliable, cost-effective and ethical methods for addressing the agreed questions and issues, minimising disruption to the people providing the data/information and complying with relevant legislation, policies and procedures
- d) defines and implements search strategies for reviewing data and information and summarising the results
- e) monitors the quality and quantity of the data and information and takes the necessary action to deal with any problems and maintain data quality
- f) collates and analyses data and information using methods appropriate to:
- the initial questions/issues to be addressed
  - the nature of the data and information
- g) interprets, appraises and synthesises data and information appropriately and identifies:
- consistency and inconsistency in outcomes
  - any limitations in the analyses used and continually holds issues raised open to question
- h) develops justifiable and realistic conclusions and recommendations to time and presents them using format, layout, images and structure appropriate to:
- the needs and interests of the intended audience(s)
  - accepted conventions and protocols
  - the intended purpose of the presentation

**Examples of application**

- Data and information might be qualitative or quantitative
- Data and information may be held in systems which are electronic or paper based.
- Data and information might relate to:
- assessment, diagnosis, care and treatment of patients
  - development and innovation
  - education, training and development
  - effectiveness of specific treatments, forms of care
  - health and wellbeing
- Legislation, policies and procedures may be international, national or local and may relate to:
- consent
  - data protection and confidentiality
  - freedom of information
  - records management
- Problems with data and information may be related to:
- gaps in coverage
  - inconsistencies/conflicts between different aspects of the data/information
  - insufficient quality/quantity for valid analysis
  - limitations of the data/information in addressing the original question/issue
- Formats may include:
- articles/content for electronic information systems
  - reports generated from computer based information management systems
  - verbal and/or audio-visual presentations
  - written reports, papers, articles etc
  - financial accounts
  - statistical analyses
- Images include:
- charts
  - diagrams
  - maps
  - pictures

**IK2/Level 4****Plan, develop and evaluate methods and processes for gathering, analysing, interpreting and presenting data and information****Indicators**

- a) gathers and analyses sufficient information to:
- evaluate current performance and capacity in data and information analysis and presentation
  - identify compliance with legislation, policies and procedures
  - identify current problems/issues
  - predict future needs
  - assess capacity to meet future needs
  - identify possible solutions
- b) determines and implements appropriate ways of improving data and information analysis and presentation, taking account of relevant factors
- c) produces realistic and justifiable proposals for improving data and information analysis and presentation
- d) develops, tests and finalises proposed improvements
- e) ensures that users of data and information analysis and presentation are given the appropriate support in their effective use
- f) monitors and evaluates the effectiveness of improvements to data and information analysis and presentation
- g) uses own knowledge, skills and experience to influence others' information collection and management.

**Examples of application**

Data and information might be qualitative or quantitative

Data and information may be held in systems which are:  
Electronic or paper based

Data and information might relate to:

- assessment, diagnosis, care and treatment of patients
- development and innovation
- education, training and development
- effectiveness of specific treatments, forms of care
- health and wellbeing

Legislation, policies and procedures

- consent
- data protection and confidentiality
- freedom of information
- records management

Ways of improving may be:

- develop the skills and knowledge of specialists in data and information analysis and presentation
- develop the skills and knowledge of the general workforce in data and information analysis and presentation
- improve organisational capacity
- improve guidance/information/support to users
- influence levels of demand or patterns of use

Factors may include:

- accessibility of the data and information to different groups
- cost effectiveness and efficiency of different methods of collection and analysis
- legislative requirements
- needs and wishes of individuals, groups and the public
- ongoing schedule for data and information provision
- resource and skill availability
- service agreements/contracts
- service impact
- timescales

**G1/Level 1****Assist with learning and development activities****Indicators**

- a) identifies with the relevant people the activities to be undertaken to support learning and development
- b) undertakes the task effectively and to time consistent with legislation, policies and procedures
- c) reports any difficulties or problems at an appropriate time to a team member.

**Examples of application**

Activities might include:

- preparing equipment for specific forms of learning and development
- preparing learning environments
- preparing learning materials and resources
- providing feedback to learners
- supporting learners and team members during learning and development
- preparing and collating evaluation forms

Learning and development might include:

- advice, guidance and counselling on learning
- assessment of competence and/or for qualifications
- education and training courses
- structured approaches to learning in the workplace (eg mentoring, supervision)
- structured self-study approaches
- support networks

Legislation, policies and procedures may be international, national and local and may relate to:

- data protection
- education and training
- employment
- information
- the practices and requirements for applied psychology professions.

**G1/Level 2****Enable people to learn and develop****Indicators**

- a) agrees with the team the purpose, aims and content of the learning and development and own role in the process
- b) prepares thoroughly for own role addressing any issues in advance
- c) supports learning
  - recognising individuals' particular needs, interests and styles
  - using the agreed methods and approaches
  - in a manner that stimulates individuals' interest, promotes development and encourages their involvement by developing an environment that supports learning
  - consistent with legislation, policies and procedures
- d) gains feedback from learners and relevant others on the effectiveness of learning and development and their ideas for how it can be improved
- e) reflects on and evaluates the effectiveness of learning and development using feedback from learners and others
- f) discusses own evaluation with the team and agrees how learning and development might be improved in the future.

**Examples of application**

Learning and development might include:

- advice, guidance and counselling on learning
- assessment of competence and/or for qualifications
- peer review meetings
- education and training courses
- structured approaches to learning in the workplace (eg mentoring, supervision)
- structured self-study approaches
- support networks

Legislation, policies and procedures may be international, national or local and may relate to:

- data protection education and training
- employment
- information
- the practices and requirements of applied psychology

**G1/Level 3****Plan, deliver and review interventions to enable people to learn and develop****Indicators**

- a) identifies:
- the purpose and aims of learning and development interventions
  - the learning and development needs of the individuals who are to be involved
  - the time and resources available
- b) develops and agrees a plan of how learning and development will be facilitated
- c) undertakes own role in supporting learning and development
- developing an environment conducive to learning
  - recognising individuals' particular needs, interests and styles
  - using the agreed learning and development methods and approaches
  - in a manner that stimulates individuals' interest, promotes development and encourages their involvement
  - consistent with legislation, policies and procedures
  - supporting and promoting others' contribution in a manner that reflects the criticality of the work and the related decisions
- d) makes any necessary adjustments to the plan as the work proceeds to promote learning and development and better meet learners' needs
- e) gains feedback from learners and relevant others on the effectiveness of learning and development and their ideas for how it can be improved
- f) evaluates the effectiveness of learning and development informed by learners, others in the team and own reflections and use the evaluation to inform future practice.

**Examples of application**

- Learning and development might include:
- advice, guidance and counselling on learning
  - assessment of competence and/or for qualifications
  - education and training courses
  - structured approaches to learning in the workplace (eg mentoring, supervision)
  - structured self-study approaches
  - support networks
- Plan of how learning and development will be facilitated might include:
- aims and objectives
  - content and timing
  - design of learning materials
  - methods and approaches to be used
  - who will be involved and their respective roles
  - resources
  - how the environment will support learning
  - assessment purposes and methods
  - methods of evaluation
- Legislation, policies and procedures may be international, national or local and may relate to:
- data protection education and training
  - employment
  - information
  - the practices and requirements of applied psychology

**G1/Level 4****Design, plan, implement and evaluate learning and development programmes****Indicators**

- a) identifies with those commissioning learning and development programmes:
- the purpose and aims of programmes
  - the relationship of one programme to another, and to related learning needs
  - the starting points and learning needs of learners
  - the time and resources available
  - any contextual factors that need to be taken into account in learning designs
  -
- b) designs overall learning and development programmes that:
- are appropriate to the interests of the commissioners and the needs of learners
  - contain phased and inter-related objectives, methods and approaches
  - make best use of the resources available
  - are consistent with good learning practice
  - identify how programmes and their component parts will be evaluated
  - specify relevant legislation, policies and procedures
- c) details the inter-relationships between the different learning and development components
- d) agrees the designs of overall programmes and individual components with the relevant people making any necessary modifications as a result
- e) agrees with the programme team how programmes will be implemented and supports them throughout the process responding to arising issues
- f) monitors the delivery of programmes for their effectiveness in meeting their aims and objectives
- g) evaluates the effectiveness of programmes and uses the outcomes to improve future programmes.

**Examples of application**

- Learning and development might include:
- advice, guidance and counselling on learning
  - assessment of competence and/or for qualifications
  - education and training courses
  - structured approaches to learning in the workplace (eg mentoring, supervision)
  - structured self-study approaches
  - support networks
- Legislation, policies and procedures may be international, national or local and may relate to:
- data protection education and training
  - employment
  - information
  - the practices and requirements of applied psychology

**G2/Level 1****Appraise concepts, models, methods, practices, products and equipment developed by others****Indicators**

- a) identifies new developments made by others that might be relevant to own area of work
- b) critically evaluates and reviews developments to determine if and how they could be applied within own area of work
- c) proposes the adoption of relevant developments within own work area to relevant decision makers

**Examples of application**

Development may be in the area of:

- assessment, diagnosis, care and treatment
- education, training and development
- equality and diversity
- health and wellbeing

Legislation, policies and procedures may be international, national or local and may relate to:

- data and information
- ethics/ethical practice regarding development and innovation
- health and safety
- own area of practice

Evaluating and reviewing developments may include:

- reading reviews/articles
- testing samples
- visiting other sites to see how they are used in practice
- attending conferences/launches etc

**G2/Level 2****Contribute to developing, testing and reviewing new concepts, models, methods, practices, products and equipment****Indicators**

- a) confirms with relevant information sources:
- the nature of the activities required
  - any particular factors to take into account and selects appropriate ways of developing, testing and reviewing concepts, models, methods, practices, products and equipment
- b) conducts the activities for which s/he is responsible using the agreed methods and consistent with legislation, policies and procedures
- c) reports the findings and outcomes of developments, tests and reviews to the people who need them supported by own recommendations on the value of the development

**Examples of application**

Information sources may be:

- plan/design/specification
- person responsible for overall testing of the development

Developing, testing and reviewing might include:

- building prototypes/trial models
- creating new components from given designs and specifications
- developing minor designs
- investigations/experiments
- trialling developments in the workplace

Development may be in the areas of:

- assessment, diagnosis, care and treatment
- education, training and development
- equality and diversity
- health and wellbeing

Legislation, policies and procedures may be international, national or local and may relate to:

- data and information
- ethics/ethical practice regarding development and innovation
- health and safety
- own area of practice

**G2/Level 3****Test and review new concepts, models, methods, practices, products and equipment****Indicators**

- a) scans the environment to identify new and emerging developments of potential relevance to their work
- b) appraises developments and identifies the benefits they could bring and any potential risks
- c) determines with others those developments that are worthy of testing and how this can best be achieved
- d) tests and reviews developments in a way which:
- is ethically and methodologically sound
  - enables a rigorous evaluation of their feasibility, benefits and risks
  - involves all relevant parties in the process
  - complies with legislation, policies and procedures
- e) evaluates the outcomes of testing and reports them in the correct format to the people who need them
- f) makes recommendations to appropriate people regarding the implementation of developments

**Examples of application**

Developments may be in areas of:

- assessment formulation
- care and treatment
- education, training and development
- service effectiveness
- the improvement of health and well-being

Legislation, policies and procedures may relate to :

- ethical and psychological concepts, models and methods

Testing and reviewing might include:

- developing new therapies
- designing in response to specification
- investigations/experiments
- trialling innovations in the workplace
- writing guidelines/procedures
- evaluating outcomes
- publishing findings

**G2/Level 4****Develop new and innovative concepts, models, methods, practices, products and equipment****Indicators**

- a) scans the environment to identify new and emerging developments of potential relevance to their work and priorities for further development
- b) designs, develops and tests new and innovative concepts  
/ models / methods / practices / products / equipment  
in a way which:
- is ethically, technically and methodologically sound for the nature of the innovation
  - enables a rigorous evaluation of their feasibility, benefits and risks
  - involves all relevant parties in the process
  - complies with legislation, policies and procedures
- c) evaluates the outcomes of testing and modifies innovations to improve their quality
- d) publicises the innovations in the appropriate places to inform the development of others' knowledge and practice
- e) evaluates feedback on the innovations and uses it to improve future developments

**Examples of application**

Developments may be in areas of:

- assessment formulation
- care and treatment
- education, training and development
- service effectiveness
- the improvement of health and well-being

Priorities may be influenced by:

- developments in related fields
- new or emerging technologies
- the quality/efficacy of current concepts, models, methods, techniques, practices, products, and equipment

Legislation, policies and procedures may relate to :  
ethical and psychological concepts, models and methods

**G4/Level 1****Monitor expenditure****Indicators**

- a) monitors expenditure against agreed budgets to support effective financial management and consistent with legislation, policies and procedures
- b) identifies any actual or potential deviations from budgets and reports these to the appropriate person
- c) provides information to the relevant person on the current spend against budget

**Examples of application**

Financial management might be in the areas of:

- assessment, diagnosis, care and treatment
- development and innovation
- education, training and development
- management of projects or services
- resource use
- service effectiveness

Legislation, policies and procedures

- data protection
- financial accounting
- management accounting
- organisational law
- tax and revenue

**G4/Level 2****Coordinate and monitor the use of financial resources****Indicators**

- a) gives relevant people opportunities to provide information on the use of financial resources
- b) makes and presents to the relevant people recommendations regarding financial resource use which:
- take account of relevant past experience
  - take account of trends and developments
  - are consistent with sound financial management
  - are consistent with legislation, policies and procedures
- c) plans and schedules how agreed budgets will be used
- d) identifies any actual or potential deviations from budgets and recommends corrective action to the appropriate person.

**Examples of application**

Financial management might be in the areas of:

- assessment, diagnosis, care and treatment
- development and innovation
- education, training and development
- management of projects or services
- resource use
- service effectiveness

Legislation, policies and procedures

- data protection
- financial accounting
- management accounting
- organisational law
- tax and revenue

**G5/Level 3****Prioritise and manage the ongoing work of services and/or projects****Indicators**

- a) identifies and assesses for operational planning
- the ways in which services / projects contribute to the achievement of organisational /partnership direction, aims and objectives
  - what needs to be achieved in services / projects
  - the inter-relationships between different parts including critical paths
  - who needs to be involved in the planning and implementation of services / projects
  - potential risks
  - priorities and targets
  - the impact of legislation, policies, procedures
  - methods and processes for reporting, controlling and communicating
- b) enables people delivering services / projects to understand their role and its relationship to others
- c) provides advice and support to people on day-to-day priorities, risks and issues
- d) gathers enough information to monitor the delivery of the service / project against overall plans and promptly identifies and investigates any issues
- e) determines and implements the most appropriate ways of addressing issues taking account of any relevant factors
- f) gains feedback on how to improve service / project delivery and uses it to improve future practice
- g) provides information to the people who hold overall responsibility for services / projects when they appear to be ineffective or inefficient in meeting requirements

**Examples of application**

Services and projects may be in the areas of :

- assessment, diagnosis, care and treatment
- development and innovation
- education, training and development
- equality and diversity
- health and wellbeing
- health, safety and security
- service effectiveness
- the improvement of health and wellbeing

Who needs to be involved in the planning and implementation of the service / project might include:

- representatives of the public and/or the people for whom the service / project is being undertaken
- partner organisations
- individuals and teams involved in the delivery of the service / project
- individuals / teams in interconnected services / projects.

Legislation, policies and procedures may be international, national or local and may relate to:

- data protection
- finance
- health and social care services

Monitoring the delivery of the service / project might include:

- effectiveness of service / project in meeting specific and overall aims and objectives
- efficiency
- the use of financial resources against agreed budgets

Ways of addressing issues may be:

- adjusting operational plans
- advising on the need for changes in strategy
- developing services / projects to meet the needs of new/current users
- improving guidance/information/support to the people involved
- influencing levels of demand or patterns of use
- requesting and/or accessing specialist assistance

Factors may include:

- availability of knowledge and skills
- compatibility with other services
- cost
- environmental impact
- impact on others' services
- resources
- time

**G5/Level 4****Plan, coordinate and monitor the delivery of services and/or projects**

<b>Indicators</b>	<b>Examples of application</b>
<p>a) works with others to identify and produce plans that contain all the necessary detail for managing and delivering services and/or projects and that are:</p> <ul style="list-style-type: none"><li>- consistent with legislation, policies and procedures</li><li>- supportive of the organisation's / partnership's direction, strategy and objectives</li></ul> <p>b) negotiates and agrees with others how to put in place sufficient supporting mechanisms to ensure that services and/or projects are managed and delivered effectively</p> <p>c) works with others to put in place methods, processes and systems for implementing service / project plans</p> <p>d) monitors the delivery and management of services and/or projects in order to:</p> <ul style="list-style-type: none"><li>- evaluate performance against plans</li><li>- identify issues</li><li>- predict future needs and shortfalls</li><li>- identify trends and developments</li><li>- assess capacity to meet future needs</li></ul> <p>e) reviews plans, methods, processes and systems for managing services and/or projects and modifies them to improve effectiveness</p> <p>f) provides appropriate support to others to improve their knowledge and understanding of service and/or project management.</p>	<p>Plans might include:</p> <ul style="list-style-type: none"><li>- benchmarks and standards</li><li>- budgets and delegation of budgets</li><li>- factors, circumstances and contingencies that can be predicted and how these contingencies and fluctuations can be managed</li><li>- human resource use</li><li>- information systems</li><li>- the specific requirements of the services / projects including contract specifications</li></ul> <p>Services and projects may be in the areas of:</p> <ul style="list-style-type: none"><li>- assessment, diagnosis, care and treatment</li><li>- development and innovation</li><li>- education, training and development</li><li>- equality and diversity</li><li>- health and wellbeing</li><li>- health, safety and security</li><li>- service effectiveness</li><li>- the improvement of health and wellbeing</li></ul> <p>Legislation, policies and procedures</p> <ul style="list-style-type: none"><li>- data protection</li><li>- finance</li><li>- health and social care services</li></ul> <p>Supporting mechanisms might include:</p> <ul style="list-style-type: none"><li>- communication processes</li><li>- controls</li><li>- information flows</li><li>- knowledge and capability within the organisation / service</li><li>- reporting structures and systems</li><li>- technology.</li></ul>

**G6/Level 1**

**Supervise people's work**

***Indicators***

- a) gives people opportunities to contribute to the planning and organisation of their work
- b) develops and explains plans and work activities to people and enables them to carry out their work effectively consistent with legislation, policies and procedures
- c) gives people support and opportunities to assess their own work and gives them clear, sensitive and appropriate feedback in a way that helps them improve and develop
- d) supports people effectively during the NHS KSF development review process
- e) reports poor performance to a relevant person for them to take action.

***Examples of application***

People might be:

- assistant psychologists
- graduate volunteers
- trainee psychologist

Opportunities might include:

- email communication / discussion
- making oneself available to people
- one-to-one meetings
- regular meetings to discuss work plans
- team briefings
- telephone discussions

Legislation, policies and procedures may include:

- health and safety
- equality and diversity guidelines

Assessment of own work might be in relation to:

- day-to-day work
- quality and user requirements
- specific achievements
- specific objectives and targets

Feedback may be given:

- during normal day-to-day activities
- during specific meetings
- when required to maintain motivation, morale and effectiveness

**G6/Level 2****Plan, allocate and supervise the work of a team****Indicators**

- a) contributes to the recruitment and selection of team members to meet organisational needs consistent with legislation, policies and procedures
- b) communicates clearly with team members and gives them opportunities to:
- contribute to the planning and organisation of work
  - assess their own and team work
  - respond to feedback
- c) develops work plans and allocates work in a way which:
- is consistent with the team's objectives
  - is realistic and achievable
  - takes full account of team members' abilities and development needs
- d) objectively assesses the work of the team and provides clear constructive feedback to the team in a manner most likely to maintain and improve performance
- e) supports team members effectively during the NHS KSF development review process and enables them to meet their development objectives
- f) agrees with team members courses of action to address issues with and at work

**Examples of application**

People and team members might be:

- those for whom the worker has line responsibility
- those for whom the worker has functional responsibility
- those for whom the worker has delegated responsibility

Legislation, policies and procedures

- employment
- equality and diversity
- health and safety
- security
- working time

Assessing the work of teams and individuals might be for:

- appraisal of team or individual day-to-day work
- assuring that objectives and targets have been achieved
- assuring that quality and user requirements have been met
- recognising achievement and may be related to:
  - one specific activity or objective
  - the overall work of the team or individual.

Feedback may be given:

- at team meetings and briefings
- during confidential discussions of work
- during formal appraisals
- during normal day-to-day activities
- when required to maintain motivation, morale and effectiveness

**G6/Level 3****Coordinate and delegate work and review people's performance****Indicators**

- a) suggests workforce requirements to meet team and organisational objectives
- b) selects individuals for posts using agreed methods and based on objective assessments against agreed criteria
- c) gives team members clear information on, and opportunities to influence, work objectives, planning and organisation, in a way which inspires commitment and enthusiasm
- d) plans and coordinates work:
  - prioritising and reprioritising activities to respond to changing circumstances
  - managing multiple processes simultaneously whilst enabling teams and individuals to focus on their own specific objectives
- e) delegates authority to people and monitors them against the required outcomes, agreeing with them:
  - clear, explicit and achievable targets and timescales
  - ways in which their development will be supported
  - how progress and performance will be monitored and reviewed
- f) allocates and provides sufficient resources and support for delegated work and reviews progress and outcomes with people as agreed
- g) gives people support and opportunities to meet their personal development objectives
- h) agrees with people appropriate courses of action to address any issues with their work

**Examples of application**

Workforce requirements may include:

- numbers of staff
- rota/shift patterns
- skills/skill mix of staff

People might be:

- qualified psychologists
- counsellors
- A&C Staff
- assistant psychologists
- graduate volunteers
- trainee psychologists

Legislation, policies and procedures may be international, national or local and may relate to:

- employment
- equality and diversity
- health and safety
- security
- working time

**G6/Level 4****Plan, develop, monitor and review the recruitment, deployment and management of people****Indicators**

- a) in consultation with relevant others, develops clear plans for the recruitment, deployment and management of people which
- support the organisation's vision, values, strategies and objectives
  - take account of current and potential future constraints and opportunities
  - comply with legislation, policies and procedures
- 
- b) implements methods, processes and systems for recruiting, deploying and managing people which:
- support the organisation's vision, values, strategies and objectives
  - comply with legislation, policies and procedures
- c) monitors the recruitment, deployment and management of people in order to:
- evaluate performance in these areas
  - identify current problems/issues
  - identify trends
  - predict future needs
  - assess capacity to meet future needs
- d) reviews plans, methods, processes and systems related to the recruitment, deployment and management of people and modifies them to improve their effectiveness
- e) provides appropriate support to others to improve their knowledge and understanding of people management.

**Examples of application**

People might be:

- consultant psychologists
- qualified psychologists
- counsellors
- A&C Staff
- assistant psychologists
- graduate volunteers
- trainee psychologist s

Legislation, policies and procedures may be international, national or local and my relate to:

- employment
- equality and diversity
- health and safety
- security
- working time

Constraints and opportunities may include:

- capacity – matching resources to activities
- current staff capabilities and career plans
- facilities/buildings
- financial resources
- organisational policies and objectives
- partnership working
- skill mix
- the relationship between activity and cost

# Developing a Subset of an NHS KSF Outline for use in Foundation Gateways

As for full NHS KSF post outlines, the focus of the foundation gateway is the post and not a person who is in that post at that point in time. The subset should be a fair and consistent way of reviewing everyone who fills that post at the end of their first year – when they reach the foundation gateway. This means that if you have 10 staff with the same post and the same NHS KSF post outline, then the Foundation Gateway for that post will be the same for all of them. Each individual will have their own Personal Development Plan on appointment to that post based on where they have come from and the knowledge and skills they bring with them. But what they are being reviewed against at the foundation gateway is the same.

The development of a subset of a NHS KSF outline for a post is common sense. It is about thinking about the job and the basis of that job. There is a range of different approaches that can be taken:

- 1 reducing the level of one or more of the dimensions for the foundation gateway. For example, in dimension 2 on Personal and People Development, the requirement to provide information to others might well be seen as something that develops over time and is not a requirement for the first year in post, so a lower level of the dimension might be used.
- 2 reducing the indicators that apply in the levels and dimensions, again determining those which are critical for the first year and those which are not. For example, one of the indicators requires proactivity in making recommendations for improvement to services, but it is agreed that this is not required in the first year in post.
- 3 reducing the areas of application for the foundation gateway. This would mean having a limited range of activities that are required at the foundation gateway building to a more extensive range at the second gateway.
- 4 using a combination of these approaches.

**The main thing is to think through what works for this job in terms of a subset. The focus must be on making the subset meaningful for staff and managers and to support effective development during people's first year of employment in the post.**

The main things to remember in developing a subset of a NHS KSF post outline are:

- 1 this is what any individual has to meet after their first year in this post – they still have time to develop to meet the full demands of the post over the coming years.
- 2 that if individuals have problems passing through their foundation gateway this may say as much, if not more, about the recruitment and selection process as it does about that individual.

# MANDATORY – FORM 1 THE NHS KSF DEVELOPMENT REVIEW PROCESS – JOINT REVIEW STAGE

## SECTION 1 BACKGROUND INFORMATION ON THE INDIVIDUAL, THEIR POST AND THE REVIEWER

For period from and to	
Individual's name	
Post title and place of work	
Staff group category	
Name of person undertaking the review and their position in the organisation	
Main aspects of the individual's post	
Is a pay progression gateway applicable at this review? If so, which?	
To whom the form should be forwarded once completed (eg HR department)	

# MANDATORY – FORM 1 Section 2 (page 1)

## RECORDING DEVELOPMENT REVIEW DECISIONS

NHS KSF dimensions and their level – CORE	Achieved	Areas for development	Evidence for decision	Comments
1 Communication				
2 Personal and people development				
3 Health, safety and security				
4 Service improvement				
5 Quality				
6 Equality and diversity				

# MANDATORY – FORM 1 Section 2 (page 2)

NHS KSF dimensions and their level SPECIFIC – add those agreed for post below	Achieved	Areas for development	Evidence for decision	Comments

Signature of individual..... Date ..... Name of individual .....

Signature of reviewer ..... Date ..... Name of reviewer .....

Date of next review .....

# OPTIONAL – FORM 2 PERSONAL DEVELOPMENT PLAN

Relevant Dimensions	What is the development need/interest?	What will I do to develop myself?	How will I know I have done this?	What is the date for planned completion?	What support do I need and where will I get it?	What are the barriers and how can I overcome them?

Signature of individual ..... Date ..... Name of individual .....

Signature of reviewer ..... Date ..... Name of reviewer .....

# OPTIONAL – FORM 3 PERSONAL DEVELOPMENT – RECORD & EVALUATION

Relevant Dimensions	Learning and development activity	Hours and dates	Has the learning activity been a) completed and b) effective?	How will you apply this learning to your work?	Who else could you share this learning with?

Signature of individual ..... Date ..... Name of individual .....

Signature of reviewer ..... Date ..... Name of reviewer .....