This is a Broad Post Outline

Postoutline: Band 4 Broad KSF Outline (Core Dimensions)

e-KSF

Created On: 02/02/2012

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Originating Organisation: Hywel Dda Health Board

Post Outline is Approved

Purpose: : As per Job Description

Pay Band: Band 4

Reporting To: Line Manager

KSF Dimensions, Levels And Indicators

Dimension Type	Dimension Number	Dimension Name	Second Gateway (Full Outline)		Foundation Gateway (Subset Outline)	
			Level	Indicator	Level	Indicator
Core	C1	COMMUNICATION	2	A,B,C,D,E	2	A,B,C,D,E
Core	C2	PERSONAL AND PEOPLE DEVELOPMENT	2	A,B,C,D,E,F	2	A,B,C,D,E,F
Core	C3	HEALTH, SAFETY AND SECURITY	2	A,B,C,D,E,F	2	A,B,C,D,E,F
Core	C4	SERVICE IMPROVEMENT	1	A,B,C,D,E	1	A,B,C,D,E
Core	C5	QUALITY	2	A,B,C,D,E,F	2	A,B,C,D,E,F
Core	C6	EQUALITY AND DIVERSITY	2	A,B,C,D	2	A,B,C,D

Second Gateway (Full Outline)

COMMUNICATION - Level: 2

Level Indicators:

a)   communicates with a range of people on a range of matters in a form that is appropriate to them and the situation

b)   improves the effectiveness of communication through the use of communication skills

c)   constructively manages barriers to effective communication

d)   keeps accurate and complete records consistent with legislation, policies and procedures

e)   communicates in a manner that is consistent with relevant legislation, policies and procedures

Foundation Gateway (Subset Outline)

COMMUNICATION - Level: 2

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e)   communicates in a manner that is consistent with relevant legislation, policies and procedures

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

Matters might relate to:
 - establishing and maintaining contact with different people
 - explaining how to do something
 - making arrangements
 - reporting any changes that are needed
 - sharing information and opinions
Communication might take a number of forms including:
 - oral communication
 - signing
 - written communication
 - electronic communication (eg email, databases, electronic results and reports)
 - the use of third parties (such as interpreters and translators)
 - the use of communication aids (eg charts, pictures, symbols, electronic output devices, specially adapted computers)
 - the use of total communication systems.

Communication skills might include:
 - listening skills
 - non-verbal skills and body language
 - questioning skills
Barriers to communication may be:
 - environmental (eg noise, lack of privacy)
 - personal (eg the health and wellbeing of the people involved)
 - social (eg conflict, violent and abusive situations, ability to read and write in a particular language or style).
Managing barriers might include:
 - changing the environment or context
 - changing the form of communication
 - helping others' communication
 - modifying the style and/or form of communication
 - monitoring the effectiveness of own communication
 - presenting a positive image of her/himself and the service
 - simplifying the content

- using communication aids. Legislation, policies and procedures may be international, national or local and may relate to: - complaints and issue resolution - confidentiality - data protection (including the specific provisions relating to access to health records) - disability - diversity - employment - equality and good relations - human rights (including those of children) - information and related technology - language.	- simplifying the content - using communication aids. Legislation, policies and procedures may be international, national or local and may relate to: - complaints and issue resolution - confidentiality - data protection (including the specific provisions relating to access to health records) - disability - diversity - employment - equality and good relations - human rights (including those of children) - information and related technology - language.

Second Gateway (Full Outline)

PERSONAL AND PEOPLE DEVELOPMENT - Level: 2

Level 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.

Foundation Gateway (Subset Outline)

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

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

Offering information to others might be:
 - during induction
 - during ongoing work
 - when changes are being made to work practices.

Second Gateway (Full Outline)

HEALTH, SAFETY AND SECURITY - Level: 2

Level 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.

Foundation Gateway (Subset Outline)

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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: The others for whom a worker has responsibility for their health, safety and security might be:
- users of services (including patients and clients)
- carers
- communities
- the wider public
- colleagues in immediate work team
- other colleagues
- contractors
- visitors to the organisation
- workers from other agencies.

Legislation, policies and procedures may be international, national or local and may relate to:
- accident/incident reporting
- building regulations and standards
- child protection
- clinical negligence
- data and information protection and security
- emergencies
- hazardous substances
- health and safety at work
- infection control
- ionising radiation
- moving and handling
- protection of vulnerable adults
- risk management
- security of premises and people
- working time
- workplace ergonomics (eg display screen equipment)

Risks to health, safety and security might be related to:
- the environment (eg issues related to ventilation, lighting, heating, systems and equipment, pests, work-related stress)
- individuals (eg personal health and wellbeing)
- information and its use (eg sharing passwords, sharing information with other agencies)
- physical interactions (eg abuse, aggression, violence, theft)
- psychological interactions (eg bullying, harassment)
- social interactions (eg discrimination, oppression, lone working).

Emergencies might be related to:
- the environment
- health
- information
- security.

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 - moving and handling people and/or goods with others using equipment as appropriate - offering information and advice on how to reduce risk	- 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 - moving and handling people and/or goods with others using equipment as appropriate - offering information and advice on how to reduce risk

Second Gateway (Full Outline)

SERVICE IMPROVEMENT - Level: 1

Level 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

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Examples Of Application: Tasks related to evaluating services might include: - audits (eg clinical, financial, resource) - 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: - buildings, structures and grounds - cleaning and catering - development and innovation - education, training and development - equality and diversity - financial services - financial management - health and social care services - health and wellbeing - health, safety and security - human resources – selection, recruitment, retention, deployment - information and knowledge - public relations and marketing - other services that effect people's health and wellbeing (eg transport, education, housing) - procurement and commissioning - promotion of equality and diversity - resource use - service effectiveness - systems and equipment - transport and logistics - user involvement.	Examples of Application: Tasks related to evaluating services might include: - audits (eg clinical, financial, resource) - 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: - buildings, structures and grounds - cleaning and catering - development and innovation - education, training and development - equality and diversity - financial services - financial management - health and social care services - health and wellbeing - health, safety and security - human resources – selection, recruitment, retention, deployment - information and knowledge - public relations and marketing - other services that effect people's health and wellbeing (eg transport, education, housing) - procurement and commissioning - promotion of equality and diversity - resource use - service effectiveness - systems and equipment - transport and logistics - user involvement.

Second Gateway (Full Outline)

QUALITY - Level: 2

Level 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.

Foundation Gateway (Subset Outline)

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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: Legislation, policies and procedures may be international, national or local and may relate to:
- accident/incident reporting
- anti-discriminatory practices.
- building regulations and standards
- children
- clinical negligence
- corporate identity
- criminal justice
- data and information protection and security (including the specific provisions relating to access to medical records)
- emergencies
- employment
- equality and diversity
- harassment and bullying
- hazardous substances
- health, safety and security
- human rights
- infection control
- ionising radiation protection measures
- language
- mental health
- moving and handling
- protection of vulnerable adults
- public interest
- risk management
Being an effective team member would include such aspects as:
 - arriving and leaving promptly and working effectively during agreed hours
 - developing the necessary knowledge and skills needed by and in the team
 - enabling others to solve problems and address issues
 - identifying issues at work and taking action to remedy them
 - presenting a positive impression of the team and the service
 - reacting constructively to changing circumstances.
 - recognising, respecting and promoting the different roles that individuals have in the team
 - recognising, respecting and promoting the diversity of the team
 - seeking and reflecting on feedback from the team and adapting as necessary
 - supporting other team members
 - taking a shared approach to team work
 - understanding own role in the team and the wider organisation.
Resources would include:
 - environments
 - equipment and tools
 - information
 - materials.

Quality issues might relate to:
 - complaints
 - data and information gaps
 - health, safety and security
 - incidents
 - lack of knowledge or evidence on which to base the work
 - mistakes and errors
 - poor communication
 - resources
 - team working
 - workload

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 - workload

Second Gateway (Full Outline)

EQUALITY AND DIVERSITY - Level: 2

Foundation Gateway (Subset Outline)

EQUALITY AND DIVERSITY - Level: 2

Level Indicators:

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

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

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

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

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

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