January 31, 2008

Postoutline: Community Psychiatric Nurse (AOT, CRT, CMHT) Band 6

e-KSF

Created On: 04/01/2006

Created By: Matthew Hall

Post Outline is Approved

Purpose: Undertakes duties specific to a defined mental health service user group in the community

Assess care needs and to develop, implement and evaluate programmes of care

To care co-ordinate and manage the care of a defined caseload of mental health service users , without direct supervision.

Pay Band: Band 6

Reporting To: AOT/CRT/Integrated CMHT Manager (Band 7)

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	3	A,B,C,D,E,F	3	A,B,C,D,E,F
Core	C2	PERSONAL AND PEOPLE DEVELOPMENT	3	A,B,C,D,E,F,G	3	A,B,C,D,E,F,G
Core	C3	HEALTH, SAFETY AND SECURITY	2	A,B,C,D,E,F	2	A,B,C,D,E,F
Core	C4	SERVICE IMPROVEMENT	2	A,B,C,D,E,F	1	A,B,C,D,E
Core	C5	QUALITY	3	A,B,C,D,E,F,G	3	A,B,C,D,E,F,G
Core	C6	EQUALITY AND DIVERSITY	2	A,B,C,D	2	A,B,C,D
Specific	HWB2	ASSESSMENT AND CARE PLANNING TO MEET HEALTH AND WELLBEING NEEDS	4	A,B,C,D,E,F,G,H	4	A,B,C,D,E,F,G,H
Specific	HWB4	ENABLEMENT TO ADDRESS HEALTH AND WELLBEING NEEDS	4	A,B,C,D,E,F,G	4	A,B,C,D,E,F,G
Specific	HWB7	INTERVENTIONS AND TREATMENTS	4	A,B,C,D,E,F,G,H	3	A,B,C,D,E,F,G,H,I
Specific	IK1	INFORMATION PROCESSING	2	A,B,C,D,E,F,G	2	A,B,C,D,E,F,G

Second Gateway (Full Outline)

Level: 3

Level Indicators:

a)   identifies the range of people likely to be involved in the communication, any potential communication differences and relevant contextual factors

b)   communicates with people in a form and manner that:
-    is consistent with their level of understanding, culture, background and preferred ways of communicating
-    is appropriate to the purpose of the communication and the context in which it is taking place
-    encourages the effective participation of all involved

c)   recognises and reflects on barriers to effective communication and modifies communication in response

d)   provides feedback to other workers on their communication at appropriate times

e)   keeps accurate and complete records of activities and communications consistent with legislation, policies and procedures.

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

Foundation Gateway (Subset Outline)

Level: 3

Level Indicators:

a)   identifies the range of people likely to be involved in the communication, any potential communication differences and relevant contextual factors

b)   communicates with people in a form and manner that:
-    is consistent with their level of understanding, culture, background and preferred ways of communicating
-    is appropriate to the purpose of the communication and the context in which it is taking place
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d)   provides feedback to other workers on their communication at appropriate times

e)   keeps accurate and complete records of activities and communications consistent with legislation, policies and procedures.

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

Examples Of Application: The people with whom the individual is communicating might be:
 - users of services (such as patients and clients)
- carers
- groups (including families)
 - the public and their representatives
- colleagues and co-workers
- managers
- workers from other agencies
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, electronic results and reports)
- the use of third parties (such as interpreters and translators)
- the use of communication aids (eg charts, pictures)
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 may be:

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- sharing information

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

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Second Gateway (Full Outline)

Level: 3

Level Indicators:

a)   reflects on and evaluates how well s/he is applying knowledge and skills to meet current and emerging work demands and the requirements of the KSF outline for his/her post

b)   identifies own development needs and sets own personal development objectives in discussion with his/her reviewer

c)   takes responsibility for own personal development and maintains own personal development portfolio

d)   makes effective use of learning opportunities within and outside the workplace evaluating their effectiveness and feeding back relevant information

e)   enables others to develop and apply their knowledge and skills in practice

f)   contributes to the development of others in a manner that is consistent with legislation, policies and procedures

g)   contributes to developing the workplace as a learning environment.

Foundation Gateway (Subset Outline)

Level: 3

Level Indicators:

a)   reflects on and evaluates how well s/he is applying knowledge and skills to meet current and emerging work demands and the requirements of the KSF outline for his/her post

b)   identifies own development needs and sets own personal development objectives in discussion with his/her reviewer

c)   takes responsibility for own personal development and maintains own personal development portfolio

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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:
- developing new knowledge and skills in own work area, in agreement with team development plan.
- keeping up-to-date with evidence-based practice
- keeping up-to-date with information technology
- updating existing knowledge and skills in own work area

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

Others, who might support an individual's development or who the individual might help to develop, will include:
- patients and clients
- carers
- the wider public
- colleagues in immediate work team, through formal and informal clinical supervision
- 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

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

Personal development includes taking part in:
- the development review process - reviewing what you are doing well now and areas for development
- identifying own learning needs and interests and how to address these
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- other colleagues
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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

- sharing own knowledge, skills and experience
- supporting individuals who are focusing on specific learning to improve their work and practice
- supporting others on work placements, secondments and projects

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

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

Second Gateway (Full Outline)

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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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: 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
- 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
- child protection
- clinical negligence
- data and information protection and security
- emergencies
- hazardous substances
- health and safety at work
- infection control
- moving and handling
- protection of vulnerable adults
- risk management
- security of premises and people

Risks to health, safety and security might be related to:
- individuals (eg personal health and wellbeing)
- information and its use (eg sharing passwords, sharing information with other agencies)
- physical interactions (eg abuse, aggression, violence, self-harm)
- psychological interactions
- social interactions (eg lone working).

Emergencies might be related to:
- a service users mental health, or other people affected by their mental health.
- violence and agression by service users or carers in the workplace

Supporting others in maintaining health, safety and security might include:
- acting as a role model
- alerting others when there are specific risks
- intervening to protect others from risk
- offering information and advice on how to reduce risk

- offering information and advice on how to reduce risk

Second Gateway (Full Outline)

Level: 2

Level Indicators:

a)   discusses and agrees with the work team

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

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

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

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

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

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

Foundation Gateway (Subset Outline)

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

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
- health and social care services
- health and wellbeing
- health, safety and security
- information and knowledge
 - other services that effect people's health and wellbeing (eg transport, education, housing)
- promotion of equality and diversity
 - resource use
- service effectiveness
 - systems and equipment
 - user involvement.
Evaluating own and other's work might be through:
- audit
- appraising own practice in the light of research findings
Constructive suggestions might be related to:
- bright ideas
 - feedback from users
- good practice elsewhere
 - how to apply changes in legislation, policies and procedures
- how to implement recommendations
- own reflections and observations
 - team discussion.

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
- health and social care services
- health and wellbeing
- health, safety and security
- information and knowledge
 - other services that effect people's health and wellbeing (eg transport, education, housing)
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 - user involvement.
Constructive suggestions might be related to:
- bright ideas
 - feedback from users
- good practice elsewhere
 - how to apply changes in legislation, policies and procedures
- how to implement recommendations
- own reflections and observations
 - team discussion.

Second Gateway (Full Outline)

Level: 3

Level Indicators:

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

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

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

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

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

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

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

Foundation Gateway (Subset Outline)

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

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

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

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

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
- equality and diversity
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- 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

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

Taking the appropriate action when there are persistent quality problems might include:
- alerting one's own manager

- taking a shared approach to team work
- understanding own role in the team and the wider organisation.

Quality issues and related risks might include:
- complaints
- data and information gaps
- health, safety and security
- inappropriate policies
- incidents
- ineffective systems
- lack of knowledge or evidence on which to base the work
- lack of shared decision making with users of services
- mistakes and errors
- poor communication
- poor individual or team practice
- resources
- risks
- team working
- workload

Taking the appropriate action when there are persistent quality problems might include:
- alerting one's own manager

Second Gateway (Full Outline)

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.

Foundation Gateway (Subset Outline)

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.

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:
- 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, by discussing the situation with the team manager
- recognise when someone is being discriminated against and doing something about it, by discussing the situation with the team manager.

Second Gateway (Full Outline)

Level: 4

Level 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

Foundation Gateway (Subset Outline)

Level: 4

Level 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

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- 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 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.

Examples Of Application: Health and wellbeing needs may be:
- emotional
 - mental
 - physical
 - social
 - spiritual.
Assessment methods that are appropriate for complex needs include the use of:
- checklists
 - discussions and conversations
- frameworks
- observations
 - questioning
- specific tests
 - specific activities
 - specially designed methods to assess the particular needs of the people concerned.
Legislation, policies and procedures may be international, national or local and may relate to:
- carers
- children
- criminal justice
- disability
- domestic violence
- duty of care
- education
- human rights
- mental health
- mental incapacity
- medicines
- vulnerable adults.
Risks to health and wellbeing might arise from:
- abuse
- incidents/accidents
- neglect
- rapid deterioration of condition or situation
- self-harm
- the complexity and range of contributory factors
 - the environment.

Second Gateway (Full Outline)

Level: 4

Level Indicators:

a)   respects people's dignity, wishes and beliefs; involves them in shared decision making; and obtains their consent

b)   identifies with the people concerned:
-    goals for the specific activities to be undertaken within the context of their overall care plan and their complex health and wellbeing needs
-    the form different activities should take
-    the involvement of other people and/or agencies
-    relevant evidence-based guidelines
-    risks

c)   enables people to realise and maintain their potential in a manner that is consistent with:
-    evidence-based practice
-    legislation, policies and procedures
-    the management of risk
     applying own skills, knowledge and experience and using considered judgment to support people's different needs

d)   takes the appropriate action to address any issues or risks

e)   evaluates the effectiveness of work with people and makes any necessary modifications

f)   provides effective feedback to inform the overall care plan

g)   makes complete records of the work undertaken, people's health and wellbeing, needs and related risks.

Foundation Gateway (Subset Outline)

Level: 4

Level Indicators:

a)   respects people's dignity, wishes and beliefs; involves them in shared decision making; and obtains their consent

b)   identifies with the people concerned:
-    goals for the specific activities to be undertaken within the context of their overall care plan and their complex health and wellbeing needs
-    the form different activities should take
-    the involvement of other people and/or agencies
-    relevant evidence-based guidelines
-    risks

c)   enables people to realise and maintain their potential in a manner that is consistent with:
-    evidence-based practice
-    legislation, policies and procedures
-    the management of risk
     applying own skills, knowledge and experience and using considered judgment to support people's different needs

d)   takes the appropriate action to address any issues or risks

e)   evaluates the effectiveness of work with people and makes any necessary modifications

f)   provides effective feedback to inform the overall care plan

g)   makes complete records of the work undertaken, people's health and wellbeing, needs and related risks.

Examples Of Application: Health and wellbeing needs may be:
- emotional
 - mental
 - physical
 - social
 - spiritual.
Risks to health and wellbeing might arise from:
- abuse
- incidents/accidents
- neglect
- rapid deterioration of condition or situation
- self-harm
- the complexity and range of contributory factors
 - the environment.
Enable people to realise and maintain their potential might include:
- counselling/ psychological interventions
- empowering individuals to adjust to and manage large scale changes in their lives
- empowering people to manage their own behaviour where there are complex issues
- empowering people with complex needs to develop their daily living skills
 - empowering people with complex needs to develop their social skills
 - enabling individuals to become expert in managing their condition / illness / treatment
 - giving people support to move on and away from others.
- providing psychological support
 - enabling access to spiritual support when there are specific and complex needs
Legislation, policies and procedures may be international, national or local and may relate to:
- carers
- children and young people
- criminal justice
- disability
- duty of care
- education
- employment
 - human rights
 - mental health
- mental incapacity
- vulnerable adults.

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- criminal justice
- disability
- duty of care
- education
- employment
 - human rights
 - mental health

- mental incapacity
- vulnerable adults.

Second Gateway (Full Outline)

Level: 4

Level 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.

Foundation Gateway (Subset Outline)

Level: 3

Level Indicators:

a)   respects individuals' dignity, wishes and beliefs; involves them in shared decision making; and obtains their consent

b)   identifies with the individuals concerned:
-   goals for the specific activities 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 aspects of the intervention / treatment
-   the involvement of other people and/or agencies
-   relevant evidence-based practice and/or clinical guidelines
-   any specific precautions or contraindications to the proposed interventions / treatments and takes the appropriate action

c)   prepares appropriately for the intervention / treatment to be undertaken

d)   undertakes the intervention / treatment in a manner that is consistent with:
-   evidence-based practice and/or clinical guidelines / established theories and models
-   multidisciplinary team working
-   his/her own knowledge, skills and experience
-   legislation, policies and procedures and/or established protocols

e)   monitors individuals' reactions to interventions/treatment and takes the appropriate action to address any issues or risks

f)   reviews the effectiveness of the interventions/treatments as they proceed and makes any necessary modifications

g)   provides feedback to the person responsible for the overall treatment plan on its effectiveness and the health and wellbeing and needs of people

h)   makes accurate records of the interventions/treatment undertaken and outcomes

i)   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 treatments may relate to physiological and/or psychological functioning and might include:
- advice, explanation and reassurance
- medicines
- ongoing monitoring
- psychotherapeutic approaches
- rehabilitative approaches

Legislation, policies and procedures may be international, national or local and may relate to:
- carers
- children
- consent
 - counselling and therapeutic regulation
- criminal justice
- disability
- equality and diversity
- health and safety
- information
- medicines
- mental health
- mental incapacity
- the practice and regulation of particular professions
- vulnerable adults.

Risks might be from:
- abuse
- incidents/accidents
- neglect
- rapid deterioration of condition or situation
- self-harm
- the complexity and range of contributory factors
 - the environment.

Second Gateway (Full Outline)

Level: 2

> **Level Indicators:**
>
> a)   inputs, amends, deletes and modifies data and information accurately and completely consistent with legislation, policies and procedures
>
> b)   establishes requirements and finds requested data/information using agreed procedures and appropriate sources
>
> c)   collates, structures and presents data/information as requested using agreed systems and formats
>
> d)   maintains the integrity of data/information consistent with legislation, policies and procedures
>
> e)   assures the quality of data during modification, structuring and presentation
>
> f)   stores data and information safely and in a way that allows for retrieval within appropriate timescales
>
> g)   keeps the data/information system up to date.

Foundation Gateway (Subset Outline)

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>
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>
> f)   stores data and information safely and in a way that allows for retrieval within appropriate timescales
>
> g)   keeps the data/information system up to date.

Examples Of Application: Data and information might be processed for:
- assessment, diagnosis, care and treatment of patients/clients ie data and information about patients and clients
- effectiveness of specific treatments, forms of care, lifestyles that promote health and wellbeing etc ie information for the public and users of services
Data and information may be in the following formats:
- FACE
 - electronic (eg spreadsheets, databases, word processing packages)
Legislation, policies and procedures may be international, national or local and may relate to:
- accreditation
- clinical negligence
 - controls assurance
 - data protection and confidentiality
- information
- freedom of information
- records management
Actions to keep the data/information system up to date may include:
- making a record of data/information entered into or withdrawn from the system
- recalling data/information which is due for entry/return to the system

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