Nottingham University Hospitals NHS
NHS Trust

Knowledge and skills Framework for Band 6 Nurses

Personal Development Review (PDR)

The PDR policy forms part of the Trust's commitment to the effective development of its workforce. All employees will be required to undertake a review of their performance at least annually.

The PDR review is designed to be developmental and support the link between the NHS KSF, individual contribution and organisational success. It will enable agreement of the key contributions that individuals make and will support the identification of appropriate education, training and development.

What is the NHS KSF?

The NHS Knowledge and Skills Framework (the NHS KSF) was introduced in 2005 as a part of Agenda for Change. The KSF defines and describes the knowledge and skills, which NHS staff need to apply in their work in order to deliver quality services. It provides a single, consistent, comprehensive and explicit framework on which to base review and development of all staff.

All staff within the NHS who come under the Agenda for Change National Agreement, will have a KSF.

The focus of the KSF is about the **application** of knowledge and skills, not about the **specific** knowledge and skills that individuals need. It is a very broad framework, which is why each clinical area defines it's own **clinical** competencies. These clinical competencies will relate directly to the area in which you work and the type of role you undertake.

For further suggestions of how the indicators are applied in practice, each indicator has underlined key phrases. These are further explained in the KSF manual (DH October 2004) which your line manager will have a copy of. Alternatively you can access this on line via the Department of health website www.dh.gov.uk/PublicationsAndStatistics .

The NHS KSF Framework

The NHS KSF Framework is made up of 30 dimensions. There are 6 core dimensions and 24 specific dimensions.

The Core dimensions apply to everyone one in the NHS, and all 6 core dimensions have to be in every KSF at least at level 1. There are 24 specific dimensions, which will apply to some but not all jobs in the NHS. A number of these are selected (between 4 and 6) for each post.

The NHS KSF corresponds to the Bands of Nursing and Midwifery staff employed:

Using the NHS KSF

Personal and Professional Portfolios

Personal and professional portfolios are an integral part of planning, developing, and maintaining knowledge and skills. These will be prepared and used to provide evidence of professional development in line with PREP requirements. Each member of staff will be responsible for developing their own portfolio.

Provision of Evidence

Throughout the year you will be required to collect a variety of evidence to support your development and demonstrate competency achievement. This evidence can be provided in many formats e.g. written, observed practice and behaviour, verbal feedback. Working with your peers and assessor provides daily opportunities for you to demonstrate positive indicators in the course of fulfilling your role and responsibilities. However, your assessor will not be present all the time therefore written evidence should also be provided. Evidence can be diverse and creative; the examples listed are not exhaustive.

Examples of evidence

- Reflective Diary / reflective pieces of writing (can be verbally recorded on tape)
- Observation of every day practice e.g. patient care, assisting with procedures, using HISS, team-working, communication
- Testimony of clinical practice e.g. co-ordinating a shift, taped hand-over, using equipment correctly
- Testimonials from Ward Manager/Team Leader/Peers/Mentor
- Evaluation of study days, your identified learning and application to practice
- Patient/relative/carer feedback
- Involvement in Ward Rounds, Multidisciplinary meetings
- Thank you cards
- Record of referrals to other health professionals
- Multidisciplinary Team Members feedback
- Expanding role – completed SCOPE packages and developing role
- Verbal discussions of issues, location of where to find information
- Record of teaching – formal and informal
- Feedback / Evaluation of teaching
- Involved in preceptorship, student mentorship
- Attendance and contribution in meetings – Ward, Unit, Divisional, Hospital
- Organising own off duty
- Attendance and contribution at time-out days
- Contribution to project/working groups
- Personal and Professional Portfolio development
- Personal development plan
- Active in Clinical Supervision
- Involvement in interview processes
- Completed projects
- Management and implementation of change
- Examples of written work e.g. procedures, protocols, guidelines, care plans

Assessment of Competence

An assessment and review of competence to practice, using the document, will take place on an annual basis. This will focus upon your progress against each of the KSF dimensions outlined in the document and your evidence produced. For further details on appraisal please refer to the Trust's PERSONAL DEVELOPMENT REVIEW POLICY (PDR).

Long Term Development Plans and Training

Using the NHS KSF to assess and demonstrate a range of competencies will enable you to identify your training and development needs. It is expected that many of those needs will be met through in-house training; other learning opportunities can be accessed to meet other development needs.

Responsibilities

Individuals (reviewee)

1. To make sure you understand the PDR process before you begin. You will need to attend a training/awareness session if you have not undertaken competency assessment before.
2. To complete all necessary paperwork (in PDR) and return it to the reviewer within the expected time frame.
3. Participate in the review of previous objectives and the creation of new objectives for the coming 12 months
4. Participate in the production of a Personal Development Plan to be used in the coming 12 months.
5. Record comments concerning the Review Meeting on the PDPR Summary Sheet and sign the sheet where required.

Line Manager (reviewer)

1. To make sure you understand the PDR process before you begin. You will need to attend a training session if you have not undertaken competency assessment before.
2. To organise the review meeting
3. To complete all necessary paperwork (in PDR) and return it to the reviewee within the expected time frame
4. Participate in the review of the competencies and previous contribution / objectives. Agree new objectives for the coming 12 months for the Reviewee
5. Participate in the production of Personal Development Plan (PDP) for the Reviewee, to be used in the coming 12 months.
6. Record comments concerning the discussion at the PDR and sign the sheet where required.
7. Complete any Monitoring Records necessary for your Ward/Department records
8. Ensure information gathered from the PDR relating to training and development needs is recorded for future reference
9. The appropriate study leave form should be used for all study leave.

NOTTINGHAM UNIVERSITY HOSPITALS NHS TRUST

Knowledge and Skills Framework for Nurses

Band 6 Ward/Department Based Registered Nurse

Knowledge and Skills Framework Core Dimensions

1. **Communication**
2. **Personal and People Development**
3. **Health, Safety and Security**
4. **Service Improvement**
5. **Quality**
6. **Equality and Diversity**

Knowledge and Skills Framework Specific Dimensions

1. **HWB2 Assessment and care planning to meet health and well-being needs**
2. **HWB5 Provision of care to meet health and well-being needs**
4. **HWB6 Assessment and treatment planning**
5. **G6 People Management**

Band 6 Registered Nurse

KSF FOUNDATION SUBSET AND FULL OUTLINE MATRIX

NHS KSF DIMENSIONS	**Required for post?**	**Level for post**				
		1	**2**	**3**	**4**	**Foundation Subset**
CORE DIMENSIONS - will relate to all NHS posts						Level indicators for KSF Subset
1 Communication	Y			Y		All of level 3
2 Personal and people development	Y			Y		Level 3 A, B, C, E, G
3 Health, safety and security	Y		Y			Level 2 A, C, D, E, F
4 Service improvement	Y		Y			Level 2 B, C, D, E
5 Quality	Y		Y			All of Level 2
6 Equality and diversity	Y		Y			All of Level 2
SPECIFIC DIMENSIONS						Level indicators for KSF Subset
HWB2 Assessment and care planning to meet people's health and well-being needs	Y			Y		Level 3 A, B, C, D, E, F
HWB5 Provide care to meet individuals' health and well-being needs	Y				Y	Level 4
HWB6 Assessment and treatment planning	Y		Y			Level 2
G6 People Management	Y		Y			Level 1

NB: YOUR FULL KSF POST OUTLINE WILL INCLUDE ALL THE LEVEL INDICATORS FOR EACH DIMENSION

Core Dimension 1: Communication
SUBSET: All of level 3
FULL POST OUTLINE: All of level 3

Links to other dimensions - Communication is a key aspect of all jobs in the NHS. This dimension underpins all the other dimensions in the KSF and is further supported by: Core 6 Equality and Diversity

Level 3 - Develop and maintain communication with people about difficult matters and/or in difficult situations

Indicators

The Worker:

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 matter that is consistent with relevant legislation, policies and procedures

Applications for practice

Demonstrate you actively implement the Nottingham University Hospitals Essence of Care Benchmark for Communication Between Patients, Carers and Health Care Personnel.

- Being familiar with medical terms and using them correctly
- Being aware of what is happening in the area where you have been allocated to work
- Adheres to and encourages others to utilise NMC and Hospital standards for written documentation

Behaviours will include:

- Being polite, helpful and welcoming to patients, relatives, visitors and other staff within the Trust
- Answering the telephone politely and dealing with messages
- Gives practical examples or uses analogies to ensure understanding
- Incident forms are accurate, clear and concise without assumptions
- Is able to disseminate key information
- Patient hand-over is concise, relevant, accurate and factual
- Admits limitations in own knowledge and seeks out information to improve or support patient care
- Has a wider knowledge of ward/directorate issues and is able to communicate these to others.
- Demonstrates active listening skills e.g. maintains eye contact, does not fidget, etc
- Clarifies information if it is not understood
- Able to answer simple factual questions about their work area or patients
- Lets people finish speaking before answering
- Responds accurately and concisely
- Brings discussions to a halt sensitively when required
- Asks the right questions to establish the person's level of understanding and what they do not understand
- Understands when messages are distorted by non-verbal cues
- Modifies the style of communication and uses aids for communication purposes.
- Able to adapt their language to the other person's level of understanding
- Recognises when formal or informal communication is needed

Core Dimension 2: People and Personal Development

SUBSET; Level 3 A, B, C, E, G
FULL POST OUTLINE: All of level 3

Links to other dimensions - This dimension is supported by: Core 1 Communication

Level 3 - Develop oneself and contribute to the development of others

Indicators

The Worker:

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 discussions 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 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

Application

Developing and working with a personal development plan:

- Discuss with your reviewer what you are doing well “now” and what you want to develop in the “future”
- Identifying your own learning needs and how to address them
- Learning while you do the job – this may be through reflection, learning from others, professional supervision, undertaking qualifications such as post basic education and helping others to develop
- Learning whilst away from the job including e-learning, private study, distance learning, researching a subject on the internet
- Formal courses, scenario based learning and critical incident reflection with a mentor or clinical supervisor
- Evaluating the effectiveness of learning and its effect on your work

You may wish to:

- Keep a reflective diary
- Reflect on what you have learnt through a particular learning opportunity
- Discuss what you have learnt through a particular learning opportunity with your reviewer
- Identify learning opportunities that have improved your clinical skills or how to handle a specific aspect of patient care
- Discuss effectiveness of courses and learning opportunities with co-workers and their relevance to the role outlined in the job description for the specific post

Enabling others may include:

- Acting as a coach, preceptor or mentor to others

- Acting as a role model
- Acting as the role of reviewer in the development review process
- Demonstrating to others how to do something effectively
- Discussing issues with others and suggesting solutions
- Providing feedback and encouragement to others
- Providing feedback during assessment in the workplace e.g. to students, NVQs
- Providing advice and information
- Acting as a clinical supervisor
- Sharing own knowledge, skills and experience

This may include:

- Acting as a coach, preceptor or mentor to others
- Acting as a role model
- Acting as the role of reviewer in the development review process
- Demonstrating to others how to do something effectively
- Discussing issues with others and suggesting solutions
- Providing feedback and encouragement to others
- Providing feedback during assessment in the workplace e.g. to students, NVQs
- Providing advice and information
- Acting as a clinical supervisor
- Sharing own knowledge, skills and experience

Core Dimension 3: Health, Safety and Security
SUBSET: Level 2 A, C, D, E, F
FULL POST OUTLINE: All of level 2

Links to other dimensions - This dimension is supported by: Core 6 Equality and Diversity

Level 2 - Monitor and maintain health, safety and security of self and others

Indicators

The Worker:

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 with:
   - legislation, policies and procedures
   - the assessment and management of risk
d) takes the appropriate action to manage an emergency summoning assistance immediately when it 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) support others in maintaining health, safety and security

Application

- You should demonstrate an awareness of the need to report accidents and incidents, an understanding of the procedure and confidence to report accidents/incidents to the appropriate member of staff
- You may independently record accidents and incidents using the appropriate documentation and be able to inform others of the correct procedure in reporting accidents/incidents

- Practices in line with written standards within their own area
- Can define clinical governance in terms of own practice and patient care
- Under supervision, with guidance, initiates the recommendations of clinical audit
- Understands the implications to patient care of clinical governance
- Assists senior staff in identifying clinical risk through the use of bench-marking and governance tools
- The appropriate and secure use of information technology
- The appropriate use of security systems and alarms
- Being up to date with necessary immunisations to protect self and others from specific health risks
- Checking equipment is safe for use (and reporting broken / faulty equipment in the appropriate manner)
- Disposing safely of waste
- Maintaining appropriate levels of heating, lighting and ventilation
- Being familiar with, and identifying staff groups
- Being confident in approaching all unidentified personnel
- Locating the following:
- Fire exits
- Fire alarms
- Toilets
- Staff rooms

- Being aware of the impact your absence from work may have and so being punctual and always arriving in the work area on time

- Keeping doctors and dentists appointment outside work hours and giving ample notice when this is impossible
- Planning annual leave appropriately
- Considering own and others' needs when rostering off duty
- Identifying obvious mistakes and discrepancies in information and reporting these to a more senior member of staff
- Assisting with benchmarking activities within the Essence of care guidelines
- Attending mandatory training updates
- The promotion of infection control within your area
- Be aware of the Trust risk assessment policy
- Understand when and why a risk assessment may be performed
- Utilising recognised risk assessment tools, calculators to maintain patient safety on a regular basis
- Ensuring nursing procedures and protocols are followed knowing where they are located
- Using familiar procedures safely and effectively

Will be able to demonstrate:

- Appropriate action for cardiac arrest call
- Emergency fire alarm procedures
- Use of local electronic alarm systems and their application
- Informing appropriate persons' when their has been a breach in security to staff or patients'
- Utilising systems to inform appropriate persons' when a breach in data security of confidentiality has occurred
- Trust incident reporting policy and procedure
- Responsibility of self or others
- Suggests ways in which incidents may be reduced at a local level
- What impact patient involvement has on health, safety and security
- Explores other possibilities and alternatives when faced with a problem
- Draws on previous experience to anticipate and overcome problems
- Recognises the impact of problems on the efficient running of the ward/area and the care of patients
- Predicts staff shortages caused by patient care demands and informs relevant manager
- Sees relationship e.g. between sickness and overtime or shift patterns that staff are working

Will be able to demonstrate:

- Acting as a role model to other staff and students

- Alerting others to specific risks
- Enabling individuals to develop safer and more secure ways of working
- Intervening to protect others from risk
- Moving and handling people with the appropriate equipment
- Offering information and advice on how to reduce risk

Core Dimension 4: Service Improvement

SUBSET: Level 2 B, C, D, E
FULL POST OUTLINE: All of level 2

Links to other dimensions - This dimension is supported by: Core 1 Communication

Level 2 - Contribute to the improvement of services

Indicators

The Worker:

a) discusses and agrees with the work team
   - the implications of direction. Policies and strategies on their current practice
   - the changes 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 agreed timescale seeking 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

Application

Behaviours will include:

- Contributing to brainstorming sessions
- Listening to suggested ways of working
- Identifying problems and offering alternative suggestions
- Seeing a problem from a number of perspectives
- Being able to consider alternative options to the problem

Tasks related to evaluating services may include:

- Audits
- Benchmarking
- Customer satisfaction surveys and patient involvement
- Risk assessments
- Staff questionnaires
- Supervising or assessing students and co-workers as competent in a skill
- Appraising own and team practice in the light of research
- Provides constructive feedback to others within the team

Core Dimension 5: Quality

SUBSET: All of level 2
FULL POST OUTLINE: All of Level 2

Links to other dimensions - This dimension is supported by: Core 1 Communication, Core 6 Equality and Diversity

Level 2 - Maintain the quality of own work and encourage others to do so

Indicators

The Worker:

a) acts consistently with legislation, policies and 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) prioritise 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 areas and alerts others to quality issues

Application

Will provide evidence of:

- Attendance at team/ward meetings
- Aware of the limitations and scope of their own role
- Actively contributes to achieving ward objectives
- Willing and positive about own work and that of others
- Takes into account personal strengths and weaknesses and how they can be best used within the team
- Acts as an information resource
- Demonstrates appropriate confidence

You will be able to demonstrate:

- Knowledge of available resources and their uses for patient care
- That you are able to use equipment/resources safely and effectively
- How to influence others in the use and management of resources
- A knowledge of how resource management can help to meet local and Trust wide objectives for delivering patient care
- That you are aware of the cost of common consumables in use in their area and that you use them economically

Will be able to demonstrate:

- Tools to identify when quality is being affected
- Outline the complaints procedure
- Identify lack of knowledge of skills in self and others to provide quality nursing care
- Document and report mistakes, errors and incidents
- Identify team work and dependency issues that may effect quality patient care
- Where lack of information or information systems can impact on quality

Core Dimension 6: Equality and Diversity

SUBSET: All of level 2
FULL POST OUTLINE: All of level 2

Links to other dimensions - This dimension is supported by: Core 1 Communication, Core 2 Personal and People Development, Core 3 Health, Safety and Security, Core 4 Service Improvement, Core 5 Quality

Level 2 - Support equality and value diversity

Indicators

The Worker:

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, preference 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.

Application

- 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

SPECIFIC DIMENSIONS

Knowledge and Skills Framework Specific Dimensions

The NHS KSF has 24 dimensions, which are specific to particular posts – they will apply to some jobs in the NHS but not all. The majority of specific dimensions, which relate to Nursing and Midwifery come under the heading of Health and Well Being (HWB) of which there are 10. More senior Nurses and Midwives, or those with specialist roles, will have the additional of some specific dimensions relating to people management, finance and information technology.

This generic KSF provides the minimum requirement.
Wards/Departments/Directorates/Divisions will need to look at particular roles within their areas ands assess if additional specific dimensions are required, for example, for those staff working in specialist areas such as theatres, radiology, endoscopy, OPA etc.

HWB2: ASSESSMENT AND CARE PLANNING TO MEET HEALTH AND WELLBEING NEEDS

SUBSET: Level 3 A,B,C,D,E,F
FULL: All of Level 3

Links to other dimensions - Core 1 Communication which focuses on effective communication with people during assessment of their health and well-being needs
Core 6 Equality and Diversity which focuses on promoting equality and valuing diversity and supporting peoples rights

HWB 2 Level 3 - Assess health and well-being needs and develop, monitor and review care plans to meet specific needs

Indicators

The Worker:

a) plans the assessment of people's health and wellbeing needs and prepares for it to take place
b) explains clearly to people:
   - own role, responsibilities and accountability
   - the information that is needed from the assessment and who might have access to it
   - the benefits and risks of the assessment process and alternative approaches
c) respects people's dignity, wishes and beliefs; involves them in shared decision making; and obtains their consent
d) uses assessment methods and processes of reasoning that
   - are based on available evidence
   - are appropriate for people concerned
   - obtain sufficient information for informed decision making
   - s/he has the knowledge, skills and experience to uses effectively
   - are consistent with legislation, policies and procedures
e) considers and interprets all 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

Application

- Explains clearly to people own role, responsibilities and accountability
- The information that is needed from the assessment and who might have access to it
- The benefits and risks of. the assessment process and alternative approaches

This will include:

- Being aware of the patients ethnic and religious beliefs regarding personal hygiene
- Encouraging patients/users of the service to complete Patient Involvement Action Group comments forms
- Encouraging patients and carers to be involved in the planning of their care
- Awareness of your role as a part of PALS and wider issues of patient involvement
- Treating all patients as individuals and recognising their individual needs e.g. linguistic, cultural, religious
- Demonstrating knowledge of the hospital interpreting service
- Referring to patients by their preferred title
- Accessing patient lockers etc. only with their permission
- Utilising "do not disturb" signs as necessary when undertaking patient care
- Adhering to the trust policy for chaperoning patients
- Seeking permission from patients/clients, and ensuring privacy and dignity as appropriate, before any intervention takes place
- Adhering to policies and procedures relating to confidentiality

f) develops and records care plans that are appropriate to the people concerned and:

- are consistent with the outcomes of assessing their health and wellbeing needs
- identify the risks that need to be managed
- have clear goals
- involve other practitioners and agencies when this is necessary to meet peoples' 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) monitor the implementation of care plans and makes changes to meet people's needs

- Implementing the Nottingham University Hospitals Essence of Care benchmarks for Privacy and Dignity & Self Care
- Has an in-depth knowledge to enable them to support patients, carer's and other staff in their decisions
- The delivery of care is supported by evidence based practice / best practice
- Ensuring that care plans (The words 'care plan' should be taken to mean any documentation that is a plan of care for a patient/client/other individual).
- NMC and Hospital standards for written documentation should be adhered to at all times.
- Are consistent with the outcomes of assessing their health and well-being needs
- Identify the risks that need to be managed
- Have clear goals
- Involve other practitioners and agencies when this is necessary to meet peoples' health and well-being needs and risks
- Are consistent with the resources available

HWB5: PROVISION OF CARE TO MEET HEALTH AND WELLBEING NEEDS
SUBSET: All of level 4
FULL POST OUTLINE: All of Level 4

Links to other dimensions - Core 1 Communication which focuses on effective communication with people during assessment of their health and well-being needs.
Core 6 Equality and Diversity which focuses on promoting equality and valuing diversity and supporting peoples rights.
HWB 2 Assessment and Care planning to meet health and well-being needs which would set the overall care plan in which this work is undertaken

HWB 5 Level 4 - Plan, deliver and evaluate care to address people's complex health and well-being needs

Indicators

The Worker:

a) respects people's dignity, wishes and beliefs; involves them in shared decision making; and obtains their consent
b) identifies with the people's concerned:
   - goals for the specific activities to be undertaken within the context of their overall care plan and their health and wellbeing needs
   - the nature of the different aspects of care needed to meet their complex needs
   - the involvement of other people and/or agencies
   - relevant evidence-based practice and/or clinical guidelines
   - how to manage risks
c) undertakes care in a manner that is consistent with:
   - evidence-based practice and/or clinical guidelines
   - multidisciplinary team working
   - his/her own knowledge, skills and experience
   - legislation, policies and procedures
d) takes appropriate action to address any issues or risks
e) evaluates the effectiveness of care 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 well-being, needs and related risks

Application

This will include:

- Being aware of the patients ethnic and religious beliefs regarding personal hygiene
- Encouraging patients/users of the service to complete Patient Involvement Action Group comments forms
- Encouraging patients and carers to be involved in the planning of their care
- Awareness of you role as a part of PALS and wider issues of patient involvement
- Treating all patients as individuals and recognising their individual needs e.g. linguistic, cultural, religious
- Demonstrating knowledge of the hospital interpreting service
- Referring to patients by their preferred title
- Accessing patient lockers etc. only with their permission
- Utilising "do not disturb" signs as necessary when undertaking patient care
- Adhering to the trust policy for chaperoning patients
- Seeking permission from patients/clients before any intervention takes place
- Adhering to policies and procedures relating to confidentiality
- Implementing the Nottingham City Hospital Essence of Care benchmark for Privacy and dignity
- NMC and hospital standards for written documentation should be adhered to at all times

HWB6: ASSESSMENT AND TREATMENT PLANNING

SUBSET: All of level 2
FULL: All of level 2

Links to other dimensions - Core 1 Communication which focuses on effective communication with people during assessment of their health and well-being needs
Core 3 Health, Safety and Security which maintains and promotes peoples health, safety and security during work with them
Core 6 Equality and Diversity which focuses on promoting equality and valuing diversity and supporting peoples rights
HWB 4 Enablement to address health and well-being needs which focuses on helping people to manage their health and well-being needs themselves

HWB 6 Level 2 - Contribute to the assessment of physiological psychological functioning

Indicators

The Worker:

a) discusses the assessment to be undertaken with the work team and understands his/her role in the overall assessment and the activities to be taken
b) respect 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 the appropriate action to any significant changes or possible risks
f) reports assessment findings in an appropriate format to the people who need them
g) offers his/her own insights into the health and wellbeing needs and wishes of the people concerned and make suggestions on the treatment that might be needed

Application

- Activities might include:
- Is able to effectively assess patients and plan their care accordingly
- Evaluates care and adjusts the care delivered accordingly
- Clear understanding of own and others role in the patient assessment process
- Maximises effectiveness of the skills available within the team
- Refer to NCHT Essence of Care Privacy and Dignity Benchmark
- Provides information and support to allow patients and carers to make informed decisions on treatment
- Represents patients during communication with other members of the multi disciplinary team
- Has more in-depth knowledge about specialist area in specific aspects of patient care to enable them to support patients, carers and other staff in their decisions.
- Refers to NCHT Essence of Care Record Keeping
- Uses experience to recognise subtle changes in patients condition and actively seeks medical review.
- Challenges current practice with research-based evidence.
- Shows assertiveness in joint decision making discussions with doctors.
- Supports junior staff to enable them to act as the patients advocate
- Acts as an information resource to others
- Optimises patient care through working with the multi-disciplinary team.

G6: PEOPLE MANAGEMENT

SUBSET: Level 1
FULL POST OUTLINE: Level 2

Links to other dimensions - Core 1 Communication which covers all forms of communication with colleagues and others
Core 2 Personal and People Development, which focuses on developing oneself and others during ongoing work
Core 5 Quality, which covers the management of self
Core 6 Equality and Diversity, which focuses on promoting equality and diversity including within the workforce

G 6 Level 1 - Supervise people's work

Indicators	Application
The Worker: 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.	

G 6 Level 2 - Plan, allocate and supervise the work of a team

Indicators

The Worker:

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 their work

Application

- Promoting an effective and supportive working environment where staff feel valued

Developing a ward department empowering culture where individuals feel able to take action, create opportunities and show initiative

- Checking personal workload with team members
- Fairly distributing work within the team
- Making time available for team members to achieve their own objectives
- Suggesting plans for allocation of work that makes the most of team members' personal attributes

Reviewing personal workloads frequently with other team members

Assessing the work of teams or 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

Acting as a resource for the team about the KSF development review process

- Adopting an effective leadership style to gain commitment and respect from others