

**APPENDIX 2  
THE NHS KSF  
DIMENSIONS, LEVELS  
AND INDICATORS**

## CORE DIMENSION 1: COMMUNICATION

Overview	
<b>Status</b>	Core – communication is a key aspect of all jobs in the NHS. This dimension underpins all the other dimensions in the KSF.
<b>Levels</b>	<ol style="list-style-type: none"> <li>1 Communicate with a limited range of people on day-to-day matters</li> <li>2 Communicate with a range of people on a range of matters</li> <li>3 Develop and maintain communication with people about difficult matters and/or in difficult situations</li> <li>4 Develop and maintain communication with people on complex matters, issues and ideas and/or in complex situations</li> </ol>
<b>Description</b>	<p>This dimension relates to effective communication in whatever form it takes place. Effective communication is a two way process. It involves identifying what others are communicating (eg through listening) as well as communicating oneself, and the development of effective relationships.</p> <p>Progression through the levels in this dimension is characterised by developments in:</p> <ul style="list-style-type: none"> <li>– the subject matter of the communication</li> <li>– the situation in which the communication takes place</li> <li>– the purpose of the communication</li> <li>– the numbers of people that are being communicated with, their diversity and the effect of these on the communication skills required.</li> </ul>
<b>Examples of application</b>	<p>Communication might take a number of <u>forms</u> including:</p> <ul style="list-style-type: none"> <li>– oral communication</li> <li>– signing</li> <li>– written communication</li> <li>– electronic communication (eg email, databases, electronic results and reports)</li> <li>– the use of third parties (such as interpreters and translators)</li> <li>– the use of communication aids (eg charts, pictures, symbols, electronic output devices, specially adapted computers)</li> <li>– the use of total communication systems.</li> </ul> <p>The <u>people</u> with whom the individual is communicating might be:</p> <ul style="list-style-type: none"> <li>– users of services (such as patients and clients)</li> <li>– carers</li> <li>– groups (including families)</li> <li>– the public and their representatives</li> <li>– colleagues and co-workers</li> <li>– managers</li> <li>– workers from other agencies</li> <li>– visitors</li> <li>– the media.</li> </ul> <p><u>Barriers</u> to communication may be:</p> <ul style="list-style-type: none"> <li>– environmental (eg noise, lack of privacy)</li> <li>– personal (eg the health and wellbeing of the people involved)</li> <li>– social (eg conflict, violent and abusive situations, ability to read and write in a particular language or style).</li> </ul> <p><u>Legislation, policies and procedures</u> may be international, national or local and may relate to:</p> <ul style="list-style-type: none"> <li>– complaints and issue resolution</li> <li>– confidentiality</li> <li>– data protection (including the specific provisions relating to access to health records)</li> <li>– disability</li> <li>– diversity</li> <li>– employment</li> <li>– equality and good relations</li> <li>– human rights (including those of children)</li> <li>– information and related technology</li> <li>– language.</li> </ul>
<b>Links to other KSF dimensions</b>	<p>This dimension is supported by:</p> <ul style="list-style-type: none"> <li>– <i>Core 6 Equality and Diversity.</i></li> </ul>

**Core 1/Level 1: Communicate with a limited range of people on day-to-day matters**

Indicators	Examples of application
<p><i>The worker:</i></p> <ul style="list-style-type: none"> <li>a) communicates with a limited range of <u>people</u> on <u>day-to-day matters</u> in a <u>form</u> that is appropriate to them and the situation</li> <li>b) <u>reduces barriers</u> to effective communication</li> <li>c) presents a positive image of her/himself and the service</li> <li>d) accurately reports and/or records work activities according to organisational procedures</li> <li>e) communicates information only to those people who have the right and need to know it consistent with <u>legislation, policies and procedures</u>.</li> </ul>	<p><u>People</u> with whom communicating See overview</p> <p><u>Day-to-day matters</u> might include:</p> <ul style="list-style-type: none"> <li>- asking questions</li> <li>- giving straightforward information</li> <li>- passing on simple messages</li> <li>- providing answers</li> <li>- taking simple messages.</li> </ul> <p><u>Forms</u> of communication See overview</p> <p><u>Barriers to communication</u> See overview</p> <p><u>Reducing barriers</u> might relate to:</p> <ul style="list-style-type: none"> <li>- adapting communication</li> <li>- changing the environment</li> <li>- checking information received for accuracy and interpretation</li> <li>- using communication aids</li> </ul> <p><u>Legislation, policies and procedures</u> See overview</p>

**Core 1/Level 2: Communicate with a range of people on a range of matters**

Indicators	Examples of application
<p><i>The worker:</i></p> <p>a) communicates with a range of <u>people</u> on a range of <u>matters</u> in a <u>form</u> that is appropriate to them and the situation</p> <p>b) improves the effectiveness of communication through the use of <u>communication skills</u></p> <p>c) constructively <u>manages barriers</u> to effective communication</p> <p>d) keeps accurate and complete records consistent with <u>legislation, policies and procedures</u></p> <p>e) communicates in a manner that is consistent with relevant legislation, policies and procedures</p>	<p><u>People</u> with whom communicating See <i>overview</i></p> <p><u>Matters</u> might relate to:</p> <ul style="list-style-type: none"> <li>- establishing and maintaining contact with different people</li> <li>- explaining how to do something</li> <li>- making arrangements</li> <li>- reporting any changes that are needed</li> <li>- sharing information and opinions</li> </ul> <p><u>Forms</u> of communication See <i>overview</i></p> <p><u>Communication skills</u> might include:</p> <ul style="list-style-type: none"> <li>- listening skills</li> <li>- non-verbal skills and body language</li> <li>- questioning skills</li> </ul> <p><u>Barriers to communication</u> See <i>overview</i></p> <p><u>Managing barriers</u> might include:</p> <ul style="list-style-type: none"> <li>- changing the environment or context</li> <li>- changing the form of communication</li> <li>- helping others' communication</li> <li>- modifying the style and/or form of communication</li> <li>- monitoring the effectiveness of own communication</li> <li>- presenting a positive image of her/himself and the service</li> <li>- simplifying the content</li> <li>- using communication aids</li> </ul> <p><u>Legislation, policies and procedures</u> See <i>overview</i></p>

**Core 1/Level 3: Develop and maintain communication with people about difficult matters and/or in difficult situations**

Indicators	Examples of application
<p><i>The worker:</i></p> <p>a) identifies the range of <u>people</u> likely to be involved in the communication, any potential <u>communication differences</u> and relevant contextual factors</p> <p>b) communicates with people in a <u>form</u> and manner that:</p> <ul style="list-style-type: none"> <li>– is consistent with their level of understanding, culture, background and preferred ways of communicating</li> <li>– is appropriate to the <u>purpose of the communication</u> and the context in which it is taking place</li> <li>– encourages the effective participation of all involved</li> </ul> <p>c) recognises and reflects on <u>barriers</u> to effective communication and <u>modifies communication</u> in response</p> <p>d) provides feedback to other workers on their communication at appropriate times</p> <p>e) keeps accurate and complete records of activities and communications consistent with <u>legislation, policies and procedures</u>.</p> <p>f) communicates in a manner that is consistent with relevant legislation, policies and procedures.</p>	<p><u>People</u> with whom communicating</p> <p>See <i>overview</i></p> <p><u>Communication differences</u> might be in relation to:</p> <ul style="list-style-type: none"> <li>– contexts and cultures of the different parties</li> <li>– degree of confusion or clarity</li> <li>– first/preferred language</li> <li>– levels of familiarity with the subject of the communication/context in which the communication is taking place</li> <li>– level of knowledge and skills</li> <li>– sense of reality.</li> </ul> <p><u>Forms</u> of communication</p> <p>See <i>overview</i></p> <p><u>Purpose of communication</u> might include:</p> <ul style="list-style-type: none"> <li>– asserting a particular position or view</li> <li>– breaking bad news</li> <li>– encouraging and supporting people</li> <li>– explaining issues in formal situations (such as courts)</li> <li>– explaining outcomes of activities/interventions</li> <li>– exploring difficult issues</li> <li>– facilitating meetings</li> <li>– helping people make difficult decisions</li> <li>– making scripted presentations</li> <li>– presenting and discussing ideas</li> <li>– providing technical advice to non-technical specialists</li> <li>– representing views</li> <li>– seeking consent</li> <li>– sharing decision making with others including users of services</li> <li>– sharing information</li> <li>– supporting people in difficult circumstances.</li> </ul> <p><u>Barriers to communication</u></p> <p>See <i>overview</i></p> <p><u>Modifies communication through, for example:</u></p> <ul style="list-style-type: none"> <li>– deciding what information/advice to give/not give as the communication proceeds</li> <li>– modifying the content and structure of communication</li> <li>– modifying the environment</li> <li>– modifying the methods of communicating</li> <li>– using another language</li> <li>– using different communication aids</li> </ul> <p><u>Legislation, policies and procedures</u></p> <p>See <i>overview</i></p>

**Core 1/Level 4: Develop and maintain communication with people on complex matters, issues and ideas and/or in complex situations**

Indicators	Examples of application
<i>The worker:</i>	<u>People</u> with whom communicating
a) identifies:	See overview
<ul style="list-style-type: none"> <li>– the range of <u>people</u> involved in the communication</li> <li>– potential <u>communication differences</u></li> <li>– relevant contextual factors</li> <li>– broader <u>situational factors, issues and risks</u></li> </ul>	<u>Communication differences</u> might be in relation to:
b) communicates with people in a <u>form</u> and manner which:	<ul style="list-style-type: none"> <li>– contexts and cultures of the different parties</li> <li>– degree of confusion or clarity</li> <li>– first/preferred language</li> <li>– levels of familiarity with the subject of the communication/context in which the communication is taking place</li> <li>– level of knowledge and skills</li> <li>– sense of reality.</li> </ul>
<ul style="list-style-type: none"> <li>– is consistent with their level of understanding, culture, background and preferred ways of communicating</li> <li>– is appropriate to the <u>purpose of the communication</u> and its longer term importance</li> <li>– is appropriate to the complexity of the context</li> <li>– encourages effective communication between all involved</li> <li>– enables a constructive outcome to be achieved</li> </ul>	<u>Situational factors, issues and risks</u> might include:
c) anticipates <u>barriers</u> to communication and <u>takes action to improve communication</u>	<ul style="list-style-type: none"> <li>– changes affecting the people concerned which are outside their control</li> <li>– history of poor communication and misunderstandings</li> <li>– complexity of the issues and associated political issues and risks</li> <li>– clashes in personal and/or organisational styles and approach that cause difficulties in ongoing communication</li> </ul>
d) is proactive in seeking out different styles and methods of communicating to assist longer term needs and aims	<u>Forms</u> of communication
e) takes a proactive role in producing accurate and complete records of the communication consistent with <u>legislation, policies and procedures</u>	See overview
f) communicates in a manner that is consistent with legislation, policies and procedures.	<u>Purpose of communication</u> might include:
	<ul style="list-style-type: none"> <li>– advocating on behalf of others</li> <li>– asserting a particular position or view and maintaining it in adversity</li> <li>– breaking bad news and supporting those receiving it</li> <li>– contributing to decision making balancing a number of different interests</li> <li>– delivering presentations without a script actively encouraging participation from the audience</li> <li>– explaining complex issues in formal situations (such as courts, expert witnesses)</li> <li>– explaining strategy and organisational decisions to everyone in an organisation</li> <li>– facilitating processes</li> <li>– motivating people</li> <li>– negotiating outcomes involving a number of different parties</li> <li>– presenting and explaining complex concepts, ideas and issues to others who are unfamiliar with them</li> <li>– providing advice on complex issues or in difficult situations</li> <li>– representing and articulating different viewpoints testing out others' understanding</li> <li>– resolving complex issues</li> <li>– seeking consent</li> <li>– sharing decision making with others including users of services.</li> </ul>

(continued overleaf)

**Core 1/Level 4: Develop and maintain communication with people on complex matters, issues and ideas and/or in complex situations**

<b>Indicators</b>	<b>Examples of application</b>
	<u>Barriers to communication</u> See overview
	<u>Taking action to improve communication</u> might include: <ul style="list-style-type: none"><li>– assessing responses and acting in response</li><li>– changing the content and structure of communication</li><li>– changing the environment</li><li>– changing the methods of communicating</li><li>– deciding what information and advice to give and what to withhold</li><li>– using a range of skills to influence, inspire and champion people and issues</li><li>– using communication aids</li><li>– using another language</li></ul>
	<u>Legislation, policies and procedures</u> See overview

## CORE DIMENSION 2: PERSONAL AND PEOPLE DEVELOPMENT

Overview	
<b>Status</b>	Core – this is a key aspect of all jobs as everyone needs to develop themselves in order for services to continue to meet the needs of patients, clients and the public.
<b>Levels</b>	<ol style="list-style-type: none"> <li>1 Contribute to own personal development</li> <li>2 Develop own skills and knowledge and provide information to others to help their development</li> <li>3 Develop oneself and contribute to the development of others</li> <li>4 Develop oneself and others in areas of practice</li> </ol>
<b>Description</b>	<p>This dimension is about developing oneself using a variety of means and contributing to the development of others during ongoing work activities. This might be through structured approaches (eg the NHS KSF development review process, appraisal, mentoring, professional/clinical supervision) and/or informal and ad hoc methods (such as enabling people to solve arising problems).</p> <p>Progression through the levels in this dimension is characterised by</p> <ul style="list-style-type: none"> <li>– taking greater responsibility for your own personal development – this includes more reflectiveness and self-evaluation, and addressing own development needs</li> <li>– increasing involvement in supporting others and their development including a wider range of people with different backgrounds</li> <li>– having a greater understanding of own and other's learning needs and preferences, styles of learning and how to facilitate learning and development.</li> </ul>
<b>Examples of application</b>  <i>These may be relevant to all levels in this dimension</i>	<p><u>Personal development</u> includes taking part in:</p> <ul style="list-style-type: none"> <li>– the development review process – reviewing what you are doing well now and areas for development</li> <li>– identifying own learning needs and interests and how to address these</li> <li>– 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</li> <li>– off-job learning and development on one's own including: e-learning, private study, distance learning</li> <li>– off-job learning and development with others including: induction, formal courses, scenario-based learning, role play, learning sets, undertaking qualifications in education settings</li> <li>– evaluating the effectiveness of learning and its effect on own work.</li> </ul> <p><u>Others</u>, who might support an individual's development or who the individual might help to develop, will include:</p> <ul style="list-style-type: none"> <li>– patients and clients</li> <li>– carers</li> <li>– the wider public</li> <li>– colleagues in immediate work team</li> <li>– other colleagues</li> <li>– workers from other agencies.</li> </ul>
<b>Links to other KSF dimensions</b>	<p>This dimension is supported by:</p> <ul style="list-style-type: none"> <li>– <i>Core 1 Communication.</i></li> </ul> <p>This dimension is different from dimensions:</p> <ul style="list-style-type: none"> <li>– <i>G1 Learning and development</i> which focuses on more formal approaches to learning and development</li> <li>– <i>G7 Capacity and capability</i> which focuses on developing collective capacity and capability rather than the development of individuals.</li> </ul>

Core 2/Level 1: Contribute to own personal development	
Indicators	Examples of application
<i>The worker:</i>	<u>Others</u>
a) with the help of <u>others</u> , identifies: <ul style="list-style-type: none"> <li>– whether s/he can carry out the tasks within own job</li> <li>– what s/he needs to learn to do current job better</li> <li>– when s/he needs help</li> </ul>	See overview <u>Personal development</u> See overview
b) reviews his/her work against the KSF outline for his/her post with his/her reviewer and identifies own learning needs and interests	
c) produces with his/her reviewer a <u>personal development plan</u>	
d) takes an active part in agreed learning activities and keeps a record of them	
e) evaluates the effectiveness of learning activities for own development and the job.	

**Core 2/Level 2: Develop own knowledge and skills and provide information to others to help their development**

Indicators	Examples of application
<i>The worker:</i>	<u>Others</u>
a) assesses and identifies: <ul style="list-style-type: none"> <li>– feedback from <u>others</u> on own work</li> <li>– how s/he is applying knowledge and skills in relation to the KSF outline for the post</li> <li>– own development needs and interests in the current post</li> <li>– what has been helpful in his/her learning and development to date</li> </ul> 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 <u>personal development</u> 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) <u>offers information to others</u> when it will help their development and/or help them meet work demands.	See <i>overview</i> <u>Personal development</u> See <i>overview</i> <u>Offering information to others</u> might be: <ul style="list-style-type: none"> <li>– during induction</li> <li>– during ongoing work</li> <li>– when changes are being made to work practices.</li> </ul>

Core 2/Level 3: Develop oneself and contribute to the development of others	
Indicators	Examples of application
<p><i>The worker:</i></p> <p>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</p> <p>b) identifies <u>own development needs</u> and sets own personal development objectives in discussion with his/her reviewer</p> <p>c) takes responsibility for own <u>personal development</u> and maintains own personal development portfolio</p> <p>d) makes effective use of learning opportunities within and outside the workplace evaluating their effectiveness and feeding back relevant information</p> <p>e) <u>enables others to develop</u> and apply their knowledge and skills in practice</p> <p>f) contributes to the development of others in a manner that is consistent with <u>legislation, policies and procedures</u></p> <p>g) contributes to developing the workplace as a learning environment.</p>	<p><u>Own development needs</u> might include:</p> <ul style="list-style-type: none"> <li>– critically appraising new and changing theoretical models, policies and the law</li> <li>– developing new knowledge and skills in a new area</li> <li>– developing new knowledge and skills in own work area</li> <li>– developing strategies to manage emotional and physical impact of work</li> <li>– keeping up-to-date with evidence-based practice</li> <li>– keeping up-to-date with information technology</li> <li>– maintaining work-life balance and personal wellbeing</li> <li>– managing stress</li> <li>– updating existing knowledge and skills in own work area</li> </ul> <p><u>Personal development</u> See overview</p> <p><u>Others</u> See overview</p> <p><u>Enabling others to develop</u> might include:</p> <ul style="list-style-type: none"> <li>– acting as a coach to others</li> <li>– acting as a mentor to others</li> <li>– acting as a role model</li> <li>– acting in the role of reviewer in the development review process</li> <li>– demonstrating to others how to do something effectively</li> <li>– discussing issues with others and suggesting solutions</li> <li>– facilitating networks of practitioners to learn from each other (eg electronic forums, bulletin boards)</li> <li>– providing feedback and encouragement to others</li> <li>– providing feedback during assessment in the workplace (eg for NVQs/SVQs, student placements)</li> <li>– providing information and advice</li> <li>– providing professional supervision</li> <li>– sharing own knowledge, skills and experience</li> <li>– supporting individuals who are focusing on specific learning to improve their work and practice</li> <li>– supporting others on work placements, secondments and projects</li> </ul> <p><u>Legislation, policies and procedures</u> may be international, national or local and may relate to:</p> <ul style="list-style-type: none"> <li>– confidentiality</li> <li>– data protection (including the specific provisions relating to access to health records)</li> <li>– disability</li> <li>– diversity</li> <li>– employment</li> <li>– equality and good relations</li> <li>– human rights (including those of children)</li> <li>– information and related technology</li> <li>– language</li> <li>– learning and development</li> </ul>

**Core 2/Level 4: Develop oneself and others in areas of practice**

Indicators	Examples of application
<p><i>The worker:</i></p> <ul style="list-style-type: none"> <li>a) evaluates the currency and sufficiency of own knowledge and practice against the KSF outline for the post and identifies <u>own development needs and interests</u></li> <li>b) develops and agrees own <u>personal development</u> plan with feedback from <u>others</u></li> <li>c) generates and uses appropriate learning opportunities and applies own learning to the future development of practice</li> <li>d) encourages others to make realistic self assessments of their application of knowledge and skills challenging complacency and actions which are not in the interest of the public and/or users of services</li> <li>e) enables others to develop and apply their knowledge and skills</li> <li>f) actively promotes the workplace as a learning environment encouraging everyone to learn from each other and from external good practice</li> <li>g) alerts managers to <u>resource issues</u> which affect learning, development and performance</li> <li>h) develops others in a manner that is consistent with <u>legislation, policies and procedures</u>.</li> </ul>	<p><u>Own development needs and interests</u> might include:</p> <ul style="list-style-type: none"> <li>– critically appraising new and changing theoretical models, policies and the law</li> <li>– developing new knowledge and skills in a new area</li> <li>– developing new knowledge and skills in own work area</li> <li>– developing strategies to manage emotional and physical impact of work</li> <li>– keeping up-to-date with evidence-based practice</li> <li>– keeping up-to-date with information technology</li> <li>– maintaining work-life balance and personal wellbeing</li> <li>– managing stress</li> <li>– updating existing knowledge and skills in own work area</li> </ul> <p><u>Personal development</u> See overview</p> <p><u>Others</u> See overview</p> <p><u>Enabling others to develop</u> might include:</p> <ul style="list-style-type: none"> <li>– acting as a coach to others</li> <li>– acting as a mentor to others</li> <li>– acting as a role model</li> <li>– acting in the role of reviewer in the development review process</li> <li>– demonstrating to others how to do something effectively</li> <li>– discussing issues with others and suggesting solutions</li> <li>– facilitating networks of practitioners to learn from each other (eg electronic forums, bulletin boards)</li> <li>– providing feedback and encouragement to others</li> <li>– providing feedback during assessment in the workplace (eg for NVQs/SVQs, student placements).</li> <li>– providing information and advice</li> <li>– providing pre-registration or post-registration placements</li> <li>– providing professional supervision</li> <li>– providing protected learning time</li> <li>– sharing own knowledge, skills and experience</li> <li>– supporting individuals who are focusing on specific learning to improve their work and practice</li> <li>– supporting others on work placements, secondments and projects</li> </ul> <p><u>Resource issues</u> might include:</p> <ul style="list-style-type: none"> <li>– pressure of service delivery affecting the development of individuals and groups in the short and longer term</li> <li>– lack of funding for development – raising governance issues</li> <li>– broader workforce issues which cannot be managed by training and development of current team members (eg high turnover, inability to attract people of the necessary calibre).</li> </ul> <p><u>Legislation, policies and procedures</u> may be international, national or local and may relate to:</p> <ul style="list-style-type: none"> <li>– confidentiality</li> <li>– data protection (including the specific provisions relating to access to health records)</li> <li>– disability</li> <li>– diversity</li> <li>– employment</li> <li>– equality and good relations</li> <li>– human rights (including those of children)</li> <li>– information and related technology</li> <li>– language</li> <li>– learning and development</li> </ul>

## CORE DIMENSION 3: HEALTH, SAFETY AND SECURITY

Overview	
<b>Status</b>	Core – this is a key aspect of all jobs as it is vital that everyone takes responsibility for promoting the health, safety and security of patients and clients, the public, colleagues and themselves.
<b>Levels</b>	<ol style="list-style-type: none"> <li>1 Assist in maintaining own and others' health, safety and security</li> <li>2 Monitor and maintain health, safety and security of self and others</li> <li>3 Promote, monitor and maintain best practice in health, safety and security</li> <li>4 Maintain and develop an environment and culture that improves health, safety and security</li> </ol>
<b>Description</b>	<p>This dimension focuses on maintaining and promoting the health, safety and security of everyone in the organisation or anyone who comes into contact with it. It includes tasks that are undertaken as a routine part of one's work such as moving and handling.</p> <p>Those who come into contact with the organisation will be anyone who interacts with an employee of the organisation or who is affected by the actions of the organisation.</p> <p>Progression through the levels in this dimension is characterised by</p> <ul style="list-style-type: none"> <li>– an increasing number and range of people and work areas for which one is responsible</li> <li>– greater proactivity and focus on good practice going from following set procedures to identifying the need for improvement</li> <li>– increasing responsibilities for risk management and contingency management</li> <li>– greater involvement in investigation and follow-up of breaches to health, safety and security.</li> </ul>
<b>Examples of application</b>	<p>The <u>others</u> for whom a worker has responsibility for their health, safety and security might be:</p> <ul style="list-style-type: none"> <li>– users of services (including patients and clients)</li> <li>– carers</li> <li>– communities</li> <li>– the wider public</li> <li>– colleagues in immediate work team</li> <li>– other colleagues</li> <li>– contractors</li> <li>– visitors to the organisation</li> <li>– workers from other agencies.</li> </ul> <p><u>Risks to health, safety and security</u> might be related to:</p> <ul style="list-style-type: none"> <li>– the environment (eg issues related to ventilation, lighting, heating, systems and equipment, pests, work-related stress)</li> <li>– individuals (eg personal health and wellbeing)</li> <li>– information and its use (eg sharing passwords, sharing information with other agencies)</li> <li>– physical interactions (eg abuse, aggression, violence, theft)</li> <li>– psychological interactions (eg bullying, harassment)</li> <li>– social interactions (eg discrimination, oppression, lone working).</li> </ul> <p><u>Legislation, policies and procedures</u> may be international, national or local and may relate to:</p> <ul style="list-style-type: none"> <li>– accident/incident reporting</li> <li>– building regulations and standards</li> <li>– child protection</li> <li>– clinical negligence</li> <li>– data and information protection and security</li> <li>– emergencies</li> <li>– hazardous substances</li> <li>– health and safety at work</li> <li>– infection control</li> <li>– ionising radiation</li> <li>– moving and handling</li> <li>– protection of vulnerable adults</li> <li>– risk management</li> <li>– security of premises and people</li> <li>– working time</li> <li>– workplace ergonomics (eg display screen equipment)</li> </ul>

**Links to other KSF dimensions**

This dimension is supported by:

- *Core 6 Equality and diversity.*

This dimension is different from dimensions:

- *HWB3 Protection of health and wellbeing* which focuses on specific protective measures for health and wellbeing such as child protection, environmental protection
- *EF3 Transport and logistics* which focuses on the transportation and flow of people and materials with and between agencies and community locations rather than the routine movement of people and items as one small part of one's work.

Core 3/Level 1: Assist in maintaining own and others' health, safety and security	
Indicators	Examples of application
<p><i>The worker:</i></p> <p>a) acts in ways that are consistent with <u>legislation, policies and procedures</u> for maintaining own and others' health, safety and security</p> <p>b) <u>assists in maintaining a healthy, safe and secure working environment</u> for everyone who is in contact with the organisation</p> <p>c) <u>works in a way</u> that minimises <u>risks to health, safety and security</u></p> <p>d) summons immediate help for any <u>emergency</u> and takes the appropriate action to contain it</p> <p>e) reports any issues at work that may put health, safety and security at risk.</p>	<p><u>Legislation, policies and procedures</u> See overview</p> <p><u>Others:</u> See overview</p> <p><u>Assisting in maintaining a healthy, safe and secure working environment</u> might include:</p> <ul style="list-style-type: none"> <li>- appropriate and secure use of information technology</li> <li>- appropriate use of security systems and alarms</li> <li>- being immunised to protect self and others from specific health risks</li> <li>- checking the safety of fittings and fixtures</li> <li>- disposing of waste</li> <li>- maintaining appropriate levels of heating, lighting and ventilation</li> </ul> <p><u>Works in a way</u> that minimises risks to health, safety and security might be:</p> <ul style="list-style-type: none"> <li>- driving safely</li> <li>- effective hand cleansing</li> <li>- moving and handling people and/or goods using equipment as appropriate</li> <li>- reducing noise</li> <li>- taking appropriate breaks from using equipment</li> <li>- using organisational security measures.</li> </ul> <p><u>Risks to health, safety and security:</u> See overview</p> <p><u>Emergencies</u> might be related to:</p> <ul style="list-style-type: none"> <li>- the environment</li> <li>- health</li> <li>- information (eg breaches of confidentiality, lost/stolen health records)</li> <li>- security.</li> </ul>

**Core 3/Level 2: Monitor and maintain health, safety and security of self and others**

Indicators	Examples of application
<p><i>The worker:</i></p> <ul style="list-style-type: none"> <li>a) identifies and assesses the potential risks involved in work activities and processes for self and <u>others</u></li> <li>b) identifies how best to manage the risks</li> <li>c) undertakes work activities consistent with:                             <ul style="list-style-type: none"> <li>– <u>legislation, policies and procedures</u></li> <li>– the assessment and management of <u>risk</u></li> </ul> </li> <li>d) takes the appropriate action to manage an <u>emergency</u> summoning assistance immediately when this is necessary</li> <li>e) reports actual or potential problems that may put health, safety and security at risk and suggests how they might be addressed</li> <li>f) <u>supports others in maintaining health, safety and security.</u></li> </ul>	<p><u>Others:</u></p> <p>See <i>overview</i></p> <p><u>Legislation, policies and procedures</u></p> <p>See <i>overview</i></p> <p><u>Risks to health, safety and security:</u></p> <p>See <i>overview</i></p> <p><u>Emergencies</u> might be related to:</p> <ul style="list-style-type: none"> <li>– the environment</li> <li>– health</li> <li>– information</li> <li>– security.</li> </ul> <p><u>Supporting others in maintaining health, safety and security</u> might include:</p> <ul style="list-style-type: none"> <li>– acting as a role model</li> <li>– alerting others when there are specific risks</li> <li>– enabling individuals to learn healthier, safer and more secure ways of working</li> <li>– intervening to protect others from risk</li> <li>– moving and handling people and/or goods with others using equipment as appropriate</li> <li>– offering information and advice on how to reduce risk</li> </ul>

**Core 3/Level 3: Promote, monitor and maintain best practice in health, safety and security**

Indicators	Examples of application
<p>a) The worker identifies:</p> <ul style="list-style-type: none"> <li>- the <u>risks</u> involved in work activities and processes</li> <li>- how to manage the risks</li> <li>- how to help <u>others</u> manage risk</li> </ul> <p>b) undertakes work activities consistent with:</p> <ul style="list-style-type: none"> <li>- <u>legislation, policies and procedures</u></li> <li>- the assessment and management of risk</li> </ul> <p>c) <u>monitors work areas and practices</u> and ensures they:</p> <ul style="list-style-type: none"> <li>- are safe and free from hazards</li> <li>- conform to health, safety and security legislation, policies, procedures and guidelines</li> </ul> <p>d) <u>takes the necessary action in relation to risks</u></p> <p>e) <u>identifies how health, safety and security can be improved</u> and takes action to put this into effect.</p>	<p><u>Risks to health, safety and security:</u> See <i>overview</i></p> <p><u>Others:</u> See <i>overview</i></p> <p><u>Legislation, policies and procedures</u> See <i>overview</i></p> <p><u>Monitoring work areas and practices</u> includes:</p> <ul style="list-style-type: none"> <li>- confirming individuals maintain good health, safety and security practices</li> <li>- ensuring individuals wear protective clothing and equipment</li> <li>- monitoring aspects of the environment</li> <li>- monitoring and reporting on compliance.</li> </ul> <p><u>Taking the necessary action in relation to risks</u> might include:</p> <ul style="list-style-type: none"> <li>- accident or incident reporting</li> <li>- apprehending or expelling people consistent with organisational and statutory requirements</li> <li>- challenging people who put themselves or others at risk</li> <li>- contributing to maintaining and improving organisational policies and procedures</li> <li>- evacuating buildings during emergencies</li> <li>- initiating practice exercises for emergencies</li> <li>- maintaining and improving the environment</li> <li>- supporting others to manage risks more effectively</li> </ul> <p><u>Identifying how health, safety and security can be improved</u> might include:</p> <ul style="list-style-type: none"> <li>- acting as a role model</li> <li>- identifying the need for expert advice and support</li> <li>- identifying training needs</li> <li>- negotiating resources for training and development in health, safety and security</li> <li>- reporting and recording lack of resources to act effectively.</li> </ul>

**Core 3/Level 4: Maintain and develop an environment and culture that improves health, safety and security**

Indicators	Examples of application
<p><i>The worker:</i></p> <p>a) <u>evaluates the extent</u> to which <u>legislation, policies and procedures</u> are implemented in the environment, culture and practices of own sphere of activity</p> <p>b) identifies processes and systems that do promote own and <u>others'</u> health, safety and security</p> <p>c) regularly assesses <u>risks</u> to health, safety and security using the results to promote and improve practice</p> <p>d) <u>takes the appropriate action when there are issues with health, safety and security</u></p> <p>e) investigates any potential or actual breaches of legal, professional or organisational requirements and takes the necessary action to deal with them appropriately.</p>	<p><u>Evaluating the extent</u> to which legislation is implemented in the environment, culture and practices of own sphere of activity would include analysing the whole environment and behaviours within it and recognising risks to health, safety and security. This might relate to:</p> <ul style="list-style-type: none"> <li>– confirming that the culture is conducive to good health, safety and security practice</li> <li>– confirming individuals maintain good health, safety and security practices</li> <li>– confirming that equipment and estates support health, safety and security</li> <li>– ensuring that appropriate education and training is offered to the staff who need it</li> <li>– ensuring that information is processed and used securely and legally</li> <li>– ensuring that people are able to feedback on any concerns they have</li> <li>– ensuring that people are aware of their rights and responsibilities</li> <li>– ensuring that people know of factors that may adversely affect their health, safety and security</li> <li>– evaluating the detail of policies, people's access to them, their understanding and use</li> <li>– the allocation of resources</li> <li>– the availability of services to support health, safety and security.</li> </ul> <p><u>Legislation, policies and procedures</u> See overview</p> <p><u>Others:</u> See overview</p> <p><u>Risks to health, safety and security:</u> See overview</p> <p><u>Taking appropriate action when there are issues with health, safety and security</u> might include:</p> <ul style="list-style-type: none"> <li>– providing support to others to enable them to improve their practice</li> <li>– issuing warnings when there are persistent issues which put health, safety and security at risk</li> <li>– securing appropriate resourcing for education and training</li> <li>– engaging in appropriate exercises, training and investigations to update and extend knowledge and skills.</li> </ul>

## CORE DIMENSION 4: SERVICE IMPROVEMENT

Overview	
<b>Status</b>	Core – this is a key aspect of all jobs as everybody has a role in implementing policies and strategies and in improving services for users and the public.
<b>Levels</b>	<ol style="list-style-type: none"> <li>1 Make changes in own practice and offer suggestions for improving services</li> <li>2 Contribute to the improvement of services</li> <li>3 Appraise, interpret and apply suggestions, recommendations and directives to improve services</li> <li>4 Work in partnership with others to develop, take forward and evaluate direction, policies and strategies</li> </ol>
<b>Description</b>	<p>This dimension is about improving services in the interests of the users of those services and the public as a whole. The services might be services for the public (patients, clients and carers) or services that support the smooth running of the organisation (such as finance, estates). The services might be single or multi-agency and uni or multi-professional.</p> <p>Improvements may be small scale, relating to specific aspects of a service or programme, or may be on a larger scale, affecting the whole of an organisation or service. They might arise from:</p> <ul style="list-style-type: none"> <li>– formal evaluations (such as audit)</li> <li>– more informal and ad hoc approaches (such as 'bright ideas')</li> <li>– applying developments from elsewhere</li> <li>– national policy and targets</li> <li>– changes in legislation at international or national level</li> <li>– working closely with users and the public</li> <li>– the need to modernise services.</li> </ul> <p>This dimension also covers the development of direction, policies and strategies to guide the work of the organisation or service, including agreeing vision, values and ethos. Leadership and partnership are key aspects here as it is through inspiring and working collectively with others that strategy and direction can be taken forward into service improvements.</p> <p>Leadership includes such aspects as:</p> <ul style="list-style-type: none"> <li>– understanding and rising to the challenges of service improvement – critical tasks that need to be done, problems and issues to be faced</li> <li>– understanding the context in which services are to be improved – local politics, national policy imperatives, the local environment and the people in it</li> <li>– understanding the characteristics of the people involved and building on their diversity.</li> </ul> <p>Progression through the levels in this dimension is characterised by:</p> <ul style="list-style-type: none"> <li>– moving from implementing agreed changes to setting the context which guides and informs service improvements</li> <li>– an increasing role in, and understanding of, direction, policies and strategies at a macro level</li> <li>– increasing knowledge and skills in leading others, managing change and partnership working</li> <li>– an increasing ability to identify direction in the longer term over a number of years rather than in the immediate to short term</li> </ul>

<p><b>Examples of application</b></p> <p><i>These may be relevant to all levels in this dimension</i></p>	<p><u>Direction, policies and strategies</u> might relate to any aspect of the NHS and the activities within it including:</p> <ul style="list-style-type: none"> <li>– buildings, structures and grounds</li> <li>– cleaning and catering</li> <li>– development and innovation</li> <li>– education, training and development</li> <li>– equality and diversity</li> <li>– financial services</li> <li>– financial management</li> <li>– health and social care services</li> <li>– health and wellbeing</li> <li>– health, safety and security</li> <li>– human resources – selection, recruitment, retention, deployment</li> <li>– information and knowledge</li> <li>– public relations and marketing</li> <li>– other services that effect people's health and wellbeing (eg transport, education, housing)</li> <li>– procurement and commissioning</li> <li>– promotion of equality and diversity</li> <li>– resource use</li> <li>– service effectiveness</li> <li>– systems and equipment</li> <li>– transport and logistics</li> <li>– user involvement.</li> </ul>
<p><b>Links to other KSF dimensions</b></p>	<p>This dimension is supported by:</p> <ul style="list-style-type: none"> <li>– <i>Core 1 Communication</i> – which is a key aspect of taking forward policy, strategy and direction</li> <li>– <i>G5 Services and project management</i> – which focuses on running services and projects in line with strategy and direction</li> <li>– <i>IK2 Information collection and analysis</i> – as research and interpretation of information is a key part of setting strategy and direction.</li> </ul> <p>This dimension is different from dimensions:</p> <ul style="list-style-type: none"> <li>– <i>Core 5 Quality</i> – which focuses on the quality of current practice whereas this dimension is about improving services</li> <li>– <i>G2 Development and innovation</i> – which focuses on appraising new and innovative methods, equipment, concepts and ideas and testing them in practice. This might be a fore-runner to service improvement</li> <li>– <i>G7 Capacity and capability</i> – which focuses on developing collective capacity – this might be necessary to support service improvements.</li> </ul>
<p><b>Terminology</b></p>	<p>Direction – the general way in which something should develop or progress.</p> <p>Policy – set of principles or rules which govern the way an organisation/partnership deals with key issues.</p> <p>Strategy – a carefully devised plan to achieve long-term goals and direction</p> <p>Values – the things that an organisation/partnership believes in and seeks to realise in its work</p> <p>Objectives – clearly defined and measurable results which need to be achieved.</p>

**Core 4/Level 1: Make changes in own practice and offer suggestions for improving services**

<b>Indicators</b>	<b>Examples of application</b>
<p><i>The worker:</i></p> <ul style="list-style-type: none"> <li>a) discusses with line manager/work team the changes that need to be made in own practice and the reasons for them</li> <li>b) adapts own practice as agreed and to time seeking support if necessary</li> <li>c) effectively carries out <u>tasks related to evaluating services</u> when asked</li> <li>d) passes on to the appropriate person constructive views and ideas on improving services for users and the public</li> <li>e) alerts line manager/work team when direction, policies and strategies are adversely affecting users of services or the public</li> </ul>	<p><u>Tasks related to evaluating services</u> might include:</p> <ul style="list-style-type: none"> <li>– audits (eg clinical, financial, resource)</li> <li>– customer satisfaction surveys</li> <li>– risk assessments</li> <li>– staff questionnaires.</li> </ul> <p><u>Direction, policies and strategies</u></p> <p>See <i>overview</i></p>

Core 4/Level 2: Contribute to the improvement of services	
Indicators	Examples of application
<p><i>The worker:</i></p> <p>a) discusses and agrees with the work team</p> <ul style="list-style-type: none"> <li>– the implications of <u>direction, policies and strategies</u> on their current practice</li> <li>– the changes that they can make as a team</li> <li>– the changes s/he can make as an individual</li> <li>– how to take the changes forward</li> </ul> <p>b) constructively makes agreed changes to own work in the agreed timescale seeking support as and when necessary</p> <p>c) supports others in understanding the need for and making agreed changes</p> <p>d) <u>evaluates own and other's work</u> when required to do so completing relevant documentation</p> <p>e) makes <u>constructive suggestions</u> as to how services can be improved for users and the public</p> <p>f) constructively identifies issues with direction, policies and strategies in the interests of users and the public.</p>	<p><u>Direction, policies and strategies</u></p> <p>See overview</p> <p><u>Evaluating own and other's work</u> might be through:</p> <ul style="list-style-type: none"> <li>– audit</li> <li>– appraising own and team practice in the light of research findings</li> <li>– comparisons of own services against those of others following benchmarking exercises</li> <li>– satisfaction surveys.</li> </ul> <p><u>Constructive suggestions</u> might be related to:</p> <ul style="list-style-type: none"> <li>– bright ideas</li> <li>– feedback from users</li> <li>– good practice elsewhere</li> <li>– how to apply changes in legislation, policies and procedures</li> <li>– how to implement recommendations</li> <li>– how to respond effectively to evaluations</li> <li>– own reflections and observations</li> <li>– team discussion.</li> </ul>

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

Indicators	Examples of application
<p><i>The worker:</i></p>	<p><u>Areas for potential service improvement</u> might include:</p>
<p>a) identifies and evaluates <u>areas for potential service improvement</u></p>	<ul style="list-style-type: none"> <li>- assessing legislation, direction, policy and strategy</li> <li>- assessing possible future demand for services</li> </ul>
<p>b) discusses and agrees with <u>others</u>:</p> <ul style="list-style-type: none"> <li>- how services should be improved as a result of suggestions, recommendations and directives</li> <li>- how to balance and prioritise competing interests</li> <li>- how improvements will be taken forward and implemented</li> </ul>	<ul style="list-style-type: none"> <li>- assessing the results of evaluations</li> <li>- keeping up to date with relevant work areas</li> <li>- monitoring current service provision</li> <li>- proactively seeking the views of others</li> </ul>
<p>c) constructively undertakes own role in improving services as agreed and to time, supporting others effectively during times of change and working with others to overcome problems and tensions as they arise</p>	<p><u>Others</u> might include:</p> <ul style="list-style-type: none"> <li>- users of services</li> <li>- the public</li> <li>- colleagues and co-workers</li> <li>- people in other parts of the organisation</li> <li>- other agencies</li> </ul>
<p>d) maintains and sustains <u>direction, policies and strategies</u> until they are firmly embedded in the culture inspiring others with values and a vision of the future whilst acknowledging traditions and background</p>	<p><u>Direction, policies and strategies</u> See <i>overview</i></p>
<p>e) enables and encourages others to:</p> <ul style="list-style-type: none"> <li>- understand and appreciate the influences on services and the reasons why improvements are being made</li> <li>- offer suggestions, ideas and views for improving services and developing direction, policies and strategies</li> <li>- alter their practice in line with agreed improvements</li> <li>- share achievements</li> <li>- challenge tradition</li> </ul>	<p><u>Evaluation</u> might be through:</p> <ul style="list-style-type: none"> <li>- analysis and interpretation of national and/or local policies and strategies and targets</li> <li>- analysis of complaints and incidents</li> <li>- audits</li> <li>- focus groups</li> <li>- impact assessments (eg environmental, equality, health, policy)</li> <li>- meetings</li> <li>- networks</li> <li>- questionnaires</li> <li>- reflective practice</li> <li>- risk assessment</li> <li>- structured observations</li> <li>- surveys (eg user involvement, customer satisfaction, staff)</li> </ul>
<p>f) <u>evaluates</u> with others the effectiveness of service improvements and agrees that <u>further action</u> is required to take them forward</p>	<p><u>Further action</u> required to take them forward might include:</p> <ul style="list-style-type: none"> <li>- further modifying services</li> <li>- implementing changes more widely</li> <li>- maintaining current focus</li> <li>- not adopting changes as they actually offer no recognised benefit</li> <li>- providing feedback on their effectiveness</li> <li>- publicising local developments in wider forums</li> </ul>
<p>g) appraises draft policies and strategies for their effect on users and the public and makes recommendations for improvement</p>	

**Core 4/Level 4: Work in partnership with others to develop, take forward and evaluate direction, policies and strategies**

Indicators	Examples of application
<i>The worker:</i>	<u>Direction, policies and strategies</u>
<ul style="list-style-type: none"> <li>a) effectively engages the public, users of services and other interested parties in an open and effective discussion on values, <u>direction, policies and strategies</u> for the organisation/services</li> <li>b) works effectively with <u>others</u> to clearly define values, direction and policies including guidance on how to respond when these are under pressure or interests are in conflict</li> <li>c) works effectively with <u>others</u> to continually review values, direction and policies in the light of changing circumstances</li> <li>d) works effectively with others to formulate strategies and associated objectives that:               <ul style="list-style-type: none"> <li>– are consistent with values, direction and policies</li> <li>– are attainable given available resources and timescales</li> <li>– contain sufficient detail for the operational planning of services, projects and programmes</li> <li>– take account of constraints</li> <li>– realistically balance competing interests and tensions whilst maintaining values and direction</li> </ul> </li> <li>e) communicates values, direction, policies and strategies effectively to relevant people and enables them to:               <ul style="list-style-type: none"> <li>– appraise and apply them to their area of responsibility</li> <li>– feed in their views and suggestions for change</li> </ul> </li> <li>f) works effectively with everyone affected by direction, policies and strategies to evaluate their impact and effectiveness and feed this information into ongoing improvements.</li> </ul>	<p>See overview</p> <p><u>Others</u> might include:</p> <ul style="list-style-type: none"> <li>– users of services</li> <li>– the wider public</li> <li>– colleagues and co-workers</li> <li>– people in other parts of the organisation</li> <li>– other agencies</li> <li>– elected representatives.</li> </ul>

## CORE DIMENSION 5: QUALITY

Overview	
<b>Status</b>	Core – this dimension is a key aspect of all jobs as everyone is responsible for the quality of their own work. It underpins all the other dimensions in the NHS KSF.
<b>Levels</b>	<ol style="list-style-type: none"> <li>1 Maintain the quality of own work</li> <li>2 Maintain quality in own work and encourage others to do so</li> <li>3 Contribute to improving quality</li> <li>4 Develop a culture that improves quality</li> </ol>
<b>Description</b>	<p>This dimension relates to maintaining high quality in all areas of work and practice, including the important aspect of effective team working. Quality can be supported using a range of different approaches including: codes of conduct and practice, evidence-based practice, guidelines, legislation, protocols, procedures, policies, standards and systems.</p> <p>This dimension supports the governance function in organisations – clinical, corporate, financial, information, staff etc.</p> <p>Progression through the levels in this dimension is characterised by:</p> <ul style="list-style-type: none"> <li>– increasing scope – from own activities to the work of others and then broader areas</li> <li>– greater proactivity in improving quality and addressing quality issues.</li> </ul>
<b>Examples of application</b>	<p><u>Being an effective team member</u> would include such aspects as:</p> <ul style="list-style-type: none"> <li>– arriving and leaving promptly and working effectively during agreed hours</li> <li>– developing the necessary knowledge and skills needed by and in the team</li> <li>– enabling others to solve problems and address issues</li> <li>– identifying issues at work and taking action to remedy them</li> <li>– presenting a positive impression of the team and the service</li> <li>– reacting constructively to changing circumstances.</li> <li>– recognising, respecting and promoting the different roles that individuals have in the team</li> <li>– recognising, respecting and promoting the diversity of the team</li> <li>– seeking and reflecting on feedback from the team and adapting as necessary</li> <li>– supporting other team members</li> <li>– taking a shared approach to team work</li> <li>– understanding own role in the team and the wider organisation.</li> </ul> <p><u>Legislation, policies and procedures</u> may be international, national or local and may relate to:</p> <ul style="list-style-type: none"> <li>– accident/incident reporting</li> <li>– anti-discriminatory practices.</li> <li>– building regulations and standards</li> <li>– children</li> <li>– clinical negligence</li> <li>– corporate identity</li> <li>– criminal justice</li> <li>– data and information protection and security (including the specific provisions relating to access to medical records)</li> <li>– emergencies</li> <li>– employment</li> <li>– equality and diversity</li> <li>– harassment and bullying</li> <li>– hazardous substances</li> <li>– health, safety and security</li> <li>– human rights</li> <li>– infection control</li> <li>– ionising radiation protection measures</li> <li>– language</li> <li>– mental health</li> <li>– moving and handling</li> <li>– protection of vulnerable adults</li> <li>– public interest</li> <li>– risk management</li> </ul>

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**Links to other KSF dimensions**

This dimension is supported by:

- *Core 1 Communication*
- *Core 6 Equality and Diversity.*

This dimension is different from dimensions:

- *Core 4 Service Improvement* – which focuses on taking forward services whereas this focuses on the quality of current practice
- *G6 People Management* – which focuses on managing the quality of other people's work.

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**Terminology**

Team – a group of people who work to achieve a purpose. Teams may work in close proximity to each other or team members might work largely on their own – both types of team contribute to the wider effort of the NHS in improving health and wellbeing and addressing health needs.

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Core 5/Level 1: Maintain the quality of own work	
Indicators	Examples of application
<p><i>The worker:</i></p> <p>a) complies with <u>legislation, policies, procedures</u> and other quality approaches relevant to the work being undertaken</p> <p>b) works within the limits of own competence and responsibility and refers issues beyond these limits to relevant people</p> <p>c) acts responsibly as a <u>team member</u> and seeks help if necessary</p> <p>d) uses and maintains <u>resources</u> efficiently and effectively</p> <p>e) reports problems as they arise, solving them if possible.</p>	<p><u>Legislation, policies and procedures</u></p> <p>See <i>overview</i></p> <p>Acting responsibly as a <u>team member</u></p> <p>See <i>overview</i></p> <p><u>Resources</u> would include:</p> <ul style="list-style-type: none"> <li>- environments</li> <li>- equipment and tools</li> <li>- information</li> <li>- materials.</li> </ul>

**Core 5/Level 2: Maintain quality in own work and encourage others to do so**

Indicators	Examples of application
<p><i>The worker:</i></p> <p>a) acts consistently with <u>legislation, policies, procedures</u> and other quality approaches and encourages others to do so</p> <p>b) works within the limits of own competence and levels of responsibility and accountability in the work team and organisation</p> <p>c) works as an effective and responsible <u>team member</u></p> <p>d) prioritises own workload and organises own work to meet these priorities and reduce risks to quality</p> <p>e) uses and maintains <u>resources</u> efficiently and effectively and encourages others to do so</p> <p>f) monitors the quality of work in own area and alerts others to <u>quality issues</u>.</p>	<p><u>Legislation, policies and procedures</u></p> <p>See <i>overview</i></p> <p>Working as an effective and responsible <u>team member</u></p> <p>See <i>overview</i></p> <p><u>Resources</u> would include:</p> <ul style="list-style-type: none"> <li>– environments</li> <li>– equipment and tools</li> <li>– information</li> <li>– materials.</li> </ul> <p><u>Quality issues</u> might relate to:</p> <ul style="list-style-type: none"> <li>– complaints</li> <li>– data and information gaps</li> <li>– health, safety and security</li> <li>– incidents</li> <li>– lack of knowledge or evidence on which to base the work</li> <li>– mistakes and errors</li> <li>– poor communication</li> <li>– resources</li> <li>– team working</li> <li>– workload</li> </ul>

Core 5/Level 3: Contribute to improving quality	
Indicators	Examples of application
<p><i>The worker:</i></p> <p>a) acts consistently with <u>legislation, policies, procedures</u> and other quality approaches and promotes the value of quality approaches to others</p> <p>b) understands own role in the organisation and its scope and identifies how this may develop over time</p> <p>c) works as an effective and responsible <u>team member</u> and enables others to do so</p> <p>d) prioritises own workload and organises and carries out own work in a manner that maintains and promotes quality</p> <p>e) evaluates the quality of own and others' work and <u>raises quality issues and related risks</u> with the relevant people</p> <p>f) supports the introduction and maintenance of quality systems and processes in own work area</p> <p>g) <u>takes the appropriate action when there are persistent quality problems.</u></p>	<p><u>Legislation, policies and procedures</u></p> <p>See <i>overview</i></p> <p>Working as an effective and responsible <u>team member</u></p> <p>See <i>overview</i></p> <p><u>Quality issues and related risks</u> might include:</p> <ul style="list-style-type: none"> <li>- complaints</li> <li>- data and information gaps</li> <li>- health, safety and security</li> <li>- inappropriate policies</li> <li>- incidents</li> <li>- ineffective systems</li> <li>- lack of knowledge or evidence on which to base the work</li> <li>- lack of shared decision making with users of services</li> <li>- mistakes and errors</li> <li>- poor communication</li> <li>- poor individual or team practice</li> <li>- resources</li> <li>- risks</li> <li>- team working</li> <li>- workload</li> </ul> <p><u>Taking the appropriate action when there are persistent quality problems</u> might include:</p> <ul style="list-style-type: none"> <li>- alerting a trade union official</li> <li>- alerting one's own manager</li> <li>- alerting the manager of the person concerned</li> <li>- issuing warnings</li> <li>- investigating incidents</li> <li>- whistle blowing.</li> </ul>

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

Indicators	Examples of application
<p><i>The worker:</i></p> <ul style="list-style-type: none"> <li>a) acts consistently with legislation, policies, procedures and other quality approaches and alerts others to <u>the need for improvements to quality</u></li> <li>b) <u>works effectively in own team</u> and as part of the whole organisation</li> <li>c) prioritises, organises and carries out own work effectively</li> <li>d) enables others to understand, and address <u>risks to quality</u></li> <li>e) actively promotes quality in all areas of work</li> <li>f) initiates and takes forward the introduction and maintenance of quality and governance systems and processes across the organisation and its activities</li> <li>g) continuously monitors quality and takes effective action to address quality issues and promote quality.</li> </ul>	<p><u>Legislation, policies and procedures</u></p> <p>See <i>overview</i></p> <p><u>The need for improvements to quality</u> might be identified by:</p> <ul style="list-style-type: none"> <li>– analysis of legislation and other emerging requirements and standards</li> <li>– auditing</li> <li>– benchmarking exercises</li> <li>– inspections</li> <li>– investigations of incidents</li> <li>– monitoring and analysis of complaints, incidents, errors etc</li> <li>– observation of practice</li> </ul> <p><u>Working effectively in own team</u> and as part of the whole organisation</p> <p>See <i>overview</i></p> <p><u>Risks to quality</u> might include:</p> <ul style="list-style-type: none"> <li>– failure to comply with legislation, published standards and guidelines</li> <li>– individual's state of health</li> <li>– ineffective quality systems and approaches</li> <li>– out of date quality systems and approaches</li> <li>– people being unable to access legislation, policies and procedures on the ground</li> <li>– people's lack of knowledge and understanding about legislation, policies and procedures</li> <li>– prevailing culture</li> <li>– quality systems and approaches that are not capable of use by the intended users</li> <li>– user dissatisfaction</li> <li>– workload pressures and stress.</li> </ul>

## CORE DIMENSION 6: EQUALITY AND DIVERSITY

Overview	
<b>Status</b>	Core – this is a key aspect of all jobs and of everything that everyone does. It underpins all dimensions in the NHS KSF.
<b>Levels</b>	<ol style="list-style-type: none"> <li>1 Act in ways that support equality and value diversity</li> <li>2 Support equality and value diversity</li> <li>3 Promote equality and value diversity</li> <li>4 Develop a culture that promotes equality and values diversity</li> </ol>
<b>Description</b>	<p>It is the responsibility of every person to act in ways that support equality and diversity. Equality and diversity is related to the actions and responsibilities of everyone – users of services including patients, clients and carers; work colleagues; employees; people in other organisations; the public in general.</p> <p>Successful organisations are ones that reflect the richness of diversity that exists in society and will include people of different: abilities; ages; bodily appearances; classes; castes; creeds; cultures; genders; geographical localities; health, relationship, mental health, social and economic statuses; places of origin; political beliefs; race; religion; sexual orientation; and those with and without responsibilities for dependents.</p> <p>Where diversity and equality are not integral to an organisation, discrimination may occur.</p> <p>Progression through the levels in this dimension is characterised by:</p> <ul style="list-style-type: none"> <li>– moving from own practice to the consideration of team and organisational cultures</li> <li>– an increasing understanding of the nature and complexity of equality and diversity</li> <li>– being more proactive and challenging in the promotion of equality and diversity</li> <li>– increasing knowledge about the legislation, policies and procedures relating to equality and diversity from awareness, knowing where to obtain information, having a working knowledge of the legislation, policies and procedures and being able to interpret them to others, to an extended knowledge of the legislation, policies and procedures and monitoring their effectiveness in organisations</li> </ul>
<b>Examples of application</b>	<p><u>Legislation, policies and procedures</u> may be international, national or local and may relate to:</p> <ul style="list-style-type: none"> <li>– age</li> <li>– complaints and issue resolution (including harassment and bullying)</li> <li>– employment</li> <li>– equality</li> <li>– dependents – people who have caring responsibilities and those who do not</li> <li>– diversity – age, gender, marital status, political opinion, racial group, religious belief, sexuality</li> <li>– disability</li> <li>– gender</li> <li>– human rights (including those of children)</li> <li>– language</li> <li>– marital status</li> <li>– mental health</li> <li>– mental incapacity</li> <li>– political opinion</li> <li>– racial group</li> <li>– religious belief</li> <li>– sexual orientation</li> </ul>
<b>Links to other KSF dimensions</b>	<p>This dimension is supported by:</p> <ul style="list-style-type: none"> <li>– <i>Core 1 Communication</i></li> <li>– <i>Core 2 Personal and people development</i></li> <li>– <i>Core 3 Health, safety and security</i></li> <li>– <i>Core 4 Service improvement</i></li> <li>– <i>Core 5 Quality</i></li> <li>– <i>G1 Learning and development</i></li> <li>– <i>G7 Capacity and capability.</i></li> </ul>

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**Terminology**

*Equal opportunities* – emphasises the structures, systems and measures of groups within society and within organisations. Equal opportunities is about addressing representation and balance.

*Equality* -is about creating a fairer society where everyone can participate and has the opportunity to fulfil their potential. It is backed by legislation designed to address unfair discrimination based on membership of a particular group.

*Diversity* – is about the recognition and valuing of difference in the broadest sense. It is about creating a working culture and practices that recognise, respect, value and harness difference for the benefit of the organisation and individuals.

*Discrimination* – the practice of treating individuals less fairly than other people or groups.

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Core 6/Level 1: Act in ways that support equality and value diversity	
Indicators	Examples of application
<i>The worker:</i>	<u>Legislation, policies and procedures</u>
a) acts in ways that are in accordance with <u>legislation, policies, procedures</u> and good practice	See overview
b) treats everyone with whom s/he comes into contact with dignity and respect	<u>Makes sure they do not discriminate</u> against other people may include <ul style="list-style-type: none"> <li>- what they do or say</li> </ul>
c) acknowledges others' different perspectives	<ul style="list-style-type: none"> <li>- what they do not do or say</li> </ul>
d) recognises that people are different and <u>makes sure they do not discriminate</u> against other people	<ul style="list-style-type: none"> <li>- when interacting with colleagues</li> <li>- when interacting with users of services</li> </ul>
e) recognises and reports behaviour that undermines equality and diversity	<ul style="list-style-type: none"> <li>- when working with the public</li> <li>- when working with visitors to the organisation</li> </ul>

Core 6/Level 2: Support equality and value diversity	
Indicators	Examples of application
<p><i>The worker:</i></p> <p>a) recognises the importance of people's rights and acts in accordance with <u>legislation, policies and procedures</u></p> <p>b) acts in ways that:</p> <ul style="list-style-type: none"> <li>– acknowledge and recognise <u>people's expressed beliefs, preferences and choices</u></li> <li>– respect diversity</li> <li>– value people as individuals</li> </ul> <p>c) takes account of own behaviour and its effect on others</p> <p>d) <u>identifies and takes action</u> when own or others' behaviour undermines equality and diversity.</p>	<p><u>Legislation, policies and procedures</u></p> <p>See <i>overview</i></p> <p><u>People's expressed beliefs, preferences and choices</u> might relate to:</p> <ul style="list-style-type: none"> <li>– food and drink</li> <li>– how they like to be addressed and spoken to</li> <li>– personal care – living or deceased</li> <li>– privacy and dignity</li> <li>– the information they are given</li> <li>- the support they would like</li> <li>- their faith or belief.</li> </ul> <p><u>Identifying and taking action when others' behaviour undermines equality and diversity</u> would include on a day-to-day basis being prepared to:</p> <ul style="list-style-type: none"> <li>– recognise when equality and diversity is not being promoted and doing something about it</li> <li>– recognise when someone is being discriminated against and doing something about it</li> </ul>

Core 6/Level 3: Promote equality and value diversity	
Indicators	Examples of application
<p><i>The worker:</i></p> <p>a) interprets equality, diversity and rights in accordance with <u>legislation, policies, procedures</u> and relevant standards</p> <p>b) <u>evaluates the extent to which legislation is applied in the culture and environment of own sphere of activity</u></p> <p>c) identifies patterns of discrimination and takes action to overcome discrimination and promote diversity and equality of opportunity</p> <p>d) <u>enables others to promote equality and diversity and a non-discriminatory culture</u></p> <p>e) <u>supports people who need assistance</u> in exercising their rights.</p>	<p><u>Legislation, policies and procedures</u></p> <p>See <i>overview</i></p> <p><u>Evaluating the extent to which legislation is applied in the culture and environment of own sphere of activity</u> might relate to:</p> <ul style="list-style-type: none"> <li>– communication with different people</li> <li>– health, safety and security including risk management</li> <li>– systems, standards and guidelines designed to promote quality</li> <li>– the allocation of resources</li> <li>– the availability of services</li> <li>– the development of services</li> </ul> <p><u>Patterns of discrimination</u> might relate to:</p> <ul style="list-style-type: none"> <li>– the learning and development offered to different people</li> <li>– the recruitment, selection and promotion of staff</li> </ul> <p><u>Enabling others to promote equality and diversity and a non-discriminatory culture</u> might include:</p> <ul style="list-style-type: none"> <li>– acting as a role model</li> <li>– being aware of the wellbeing of all members of the work team and supporting them appropriately</li> <li>– enabling others to reflect on their behaviour</li> <li>– identifying training and development needs</li> </ul> <p><u>Supporting people who need assistance</u> might relate to:</p> <ul style="list-style-type: none"> <li>– advocacy</li> <li>– enabling people to make the best use of their abilities</li> <li>– intervening when someone else is discriminating against someone on a one-off basis or routinely</li> <li>– making arrangements for support (eg as part of the development review process)</li> <li>– representing people's views</li> </ul>

**Core 6/Level 4: Develop a culture that promotes equality and values diversity**

<b>Indicators</b>	<b>Examples of application</b>
<p><i>The worker:</i></p> <ul style="list-style-type: none"> <li>a) interprets legislation to inform individuals' rights and responsibilities</li> <li>b) <u>actively promotes equality and diversity</u></li> <li>c) identifies and highlights methods and processes to resolve complaints as a consequence of unfair and discriminatory practice</li> <li>d) supports those whose rights have been compromised consistent with <u>legislation, policies and procedures</u> and good and best practice</li> <li>e) actively challenges individual and organisational discrimination</li> <li>f) evaluates the effectiveness of equality and diversity policies and procedures within the service/agency and contributes to the development of good and best practice.</li> </ul>	<p><u>Actively promoting equality and diversity</u> would include:</p> <ul style="list-style-type: none"> <li>– acting as a mentor to people from diverse groups</li> <li>– acting as a role model</li> <li>– actively working in partnership with diverse groups</li> <li>– developing and supporting own team in relation to equality and diversity</li> <li>– ensuring that development opportunities are available for all staff</li> <li>– ensuring the fair recruitment and selection of staff</li> <li>– focusing resources to deliver equitable outcomes</li> <li>– involving the local population in the development of services</li> <li>– listening to the experiences and views of different groups and acting on them</li> <li>– modelling good practice</li> <li>– promoting an open and fair culture throughout the organisation</li> <li>– promoting equality and diversity during partnership working.</li> </ul> <p><u>Legislation, policies and procedures</u> See overview</p>

## DIMENSION HWB1: PROMOTION OF HEALTH AND WELLBEING AND PREVENTION OF ADVERSE EFFECTS ON HEALTH AND WELLBEING

Overview	
<b>Status</b>	Specific – it will relate to some jobs but not all.
<b>Levels</b>	<ol style="list-style-type: none"> <li>1 Contribute to promoting health and wellbeing and preventing adverse effects on health and wellbeing</li> <li>2 Plan, develop and implement approaches to promote health and wellbeing and prevent adverse effects on health and wellbeing</li> <li>3 Plan, develop, implement and evaluate programmes to promote health and wellbeing and prevent adverse effects on health and wellbeing</li> <li>4 Promote health and wellbeing and prevent adverse effects on health and wellbeing through contributing to the development, implementation and evaluation of related policies</li> </ol>
<b>Description</b>	<p>This dimension focuses on promoting people's health and wellbeing and preventing adverse effects on health and wellbeing.</p> <p>The promotion of health and wellbeing includes giving information to people on how to promote their own and others' health and wellbeing and different forms of education (eg using a variety of teaching methods, techniques and approaches).</p> <p>The prevention of adverse effects might be through: improving people's resistance to disease and other factors that affect health and wellbeing; limiting people's exposure to risk; reducing the stressors that affect people's health and wellbeing.</p> <p>Activities might take place at individual, family, group, community or population level. They may be undertaken with users of services, the public as a whole and within organisations with staff and workers from other agencies.</p> <p>Partnership is a fundamental aspect of this dimension as it is only through working closely with members of the public and users of services (patients, clients and carers) that health and wellbeing can be promoted effectively.</p> <p>The policies, programmes, approaches and activities within this dimension might be focused on one or more of the different aspects of health and wellbeing, ie emotional, mental, physical, social, and spiritual.</p> <p>Progression through the levels in this dimension is characterised by:</p> <ul style="list-style-type: none"> <li>– moving from a focus on individuals and groups to an approach that focuses on improving the health of populations and the general public</li> <li>– increasing knowledge and skills in relation to the complex nature of health and wellbeing, the stressors which affect it and its relationship to religion, belief and culture</li> <li>– advancing from working within set programmes to designing such programmes and wider approaches.</li> </ul>
<b>Examples of application</b>	<p><u>Policies, programmes, approaches and activities</u> that are designed to promote health and wellbeing or prevent adverse effects on health and wellbeing might relate to:</p> <ul style="list-style-type: none"> <li>– awareness raising</li> <li>– broader aspects of the environment that affect people's lives and their health and wellbeing (eg housing, transport, education, employment)</li> <li>– enabling people to adopt healthy lifestyles</li> <li>– enabling people to learn how to look after their own health and wellbeing/become expert in managing conditions that affect their health and wellbeing</li> <li>– enabling people to maintain their mobility</li> <li>– enabling people to maintain and develop their self-management skills</li> <li>– involving people in decision making about their health and wellbeing</li> <li>– improving people's resistance</li> <li>– limiting people's exposure to risks to health and wellbeing</li> <li>– providing information and advice on health and wellbeing and stressors to health and wellbeing</li> <li>– reducing risks in lifestyles</li> <li>– reducing the stressors that effect people's health and wellbeing</li> <li>– screening.</li> </ul>
<i>These may be relevant to all levels in this dimension</i>	

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<b>Links to other KSF dimensions</b>	<p>This dimension is supported by:</p> <ul style="list-style-type: none"><li>– <i>Core 1 Communication</i> which focuses on effective communication in a wide range of different ways and in different circumstances</li><li>– <i>Core 2 Personal and people development</i> which contains ad hoc approaches to developing people's knowledge and skills</li><li>– <i>Core 6 Equality and diversity</i> which focuses on promoting equality and valuing diversity</li><li>– <i>IK2 Information collection and analysis</i> which focuses on collecting and structuring information that might support the promotion of health and wellbeing and the prevention of adverse effects</li><li>– <i>G1 Learning and development</i> which contains structured approaches to the promotion of health that might be used, for example, in health education approaches</li></ul> <p>This dimension is different from dimension:</p> <ul style="list-style-type: none"><li>– <i>HWB3 Protection of health and wellbeing</i> which focuses on protecting people when there are risks and using statutory processes to do so if this is necessary</li><li>– <i>G7 Capacity and capability</i> which focuses on capacity building across groups of people such as community development, organisational development and workforce development.</li></ul>
<b>Terminology</b>	<p><i>Health</i>: a state of complete physical, social and mental well-being, and not merely the absence of disease or infirmity. Health is a resource for everyday life, not the object of living. It is a positive concept emphasising social and personal resources as well as physical capabilities. A comprehensive understanding of health implies that all systems and structures which govern social and economic conditions and the physical environment should take account of the implications of their activities in relation to their impact on individual and collective health and well-being. (World Health Organisation)</p> <p><i>Stressors</i> to health and wellbeing are features of the environment that may induce harm or damaging responses in a living system or organism. They may be: biological, chemical, physical, social, psychosocial.</p> <p><i>Target group</i>: the individuals, families, groups, communities or populations who are the focus of a specific approach, programme or policy for promoting health and wellbeing or preventing adverse effects to health and wellbeing.</p>

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HWB1/Level 1: Contribute to promoting health and wellbeing and preventing adverse effects on health and wellbeing	
Indicators	Examples of application
<p><i>The worker:</i></p> <p>a) identifies factors which have a positive and negative affect on health and wellbeing and how it can be promoted and adverse effects prevented</p> <p>b) enables people to view health and wellbeing as a positive aspect of their lives</p> <p>c) enables people to be involved in <u>activities</u> and make their own decisions about them consistent with people's views and beliefs</p> <p>d) undertakes planned activities with people with their agreement consistent with <u>legislation, policies and procedures</u></p> <p>e) records and reports back fully on the activities undertaken and alerts others in the team to <u>any issues</u> that arise during the activities.</p>	<p><u>Activities</u> to promote health and wellbeing and prevent adverse effects on health and wellbeing</p> <p>See <i>overview</i></p> <p><u>Legislation, policies and procedures</u> may be international, national or local and may relate to:</p> <ul style="list-style-type: none"> <li>- consent</li> <li>- health improvement</li> <li>- public health</li> <li>- shared decision making.</li> </ul> <p><u>Any issues</u> would include:</p> <ul style="list-style-type: none"> <li>- adverse changes in/to the people as a result of the activities</li> <li>- the activities not working out as planned</li> </ul>

**HWB1/Level 2: Plan, develop and implement approaches to promote health and wellbeing and prevent adverse effects on health and wellbeing**

Indicators	Examples of application
<p><i>The worker:</i></p> <p>a) works effectively with people to identify their concerns about health and wellbeing and the target groups for any <u>approaches</u></p> <p>b) identifies how the health and wellbeing of the target group can be improved through promotion and/or prevention approaches consistent with <u>legislation, policies and procedures</u></p> <p>c) involves people in the target group in the planning and development of the approaches</p> <p>d) designs approaches that are based on evidence and the interests of the target group</p> <p>e) enables people to participate effectively in the promotion of their health and wellbeing and the prevention of adverse effects</p> <p>f) <u>acts as a resource</u> for improving health to the people in the target group keeping a record of what has been done</p> <p>g) reviews with people from the target group the effectiveness of the approaches in improving their health and wellbeing.</p>	<p><u>Approaches</u> to promote health and wellbeing and prevent adverse effects on health and wellbeing</p> <p>See <u>overview</u></p> <p><u>Legislation, policies and procedures</u> may be international, national or local and may relate to:</p> <ul style="list-style-type: none"> <li>- consent</li> <li>- health improvement</li> <li>- public health</li> <li>- shared decision making.</li> </ul> <p><u>Acting as a resource</u> might include:</p> <ul style="list-style-type: none"> <li>- being there for people</li> <li>- listening</li> <li>- providing information</li> <li>- referring people to other colleagues or agencies.</li> </ul>

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

Indicators	Examples of application
<p><i>The worker:</i></p> <p>a) engages and works effectively with a wide range of diverse people to identify their concerns about health and wellbeing and the target groups for any <u>programmes</u></p> <p>b) proactively identifies the purpose of the <u>programme</u> and the issues it is designed to address</p> <p>c) actively involves people from the target group in setting priorities, programme design, planning and implementation</p> <p>d) identifies</p> <ul style="list-style-type: none"> <li>– trends in people's health and wellbeing</li> <li>– <u>other resources</u> that people in the target group have available to them</li> <li>– how these resources might be better used by the people concerned</li> <li>– the contribution that the programme might make</li> </ul> <p>e) works with others to produce and record a detailed plan for the health improvement programmes that are appropriate for the target group and take into account:</p> <ul style="list-style-type: none"> <li>– relevant policies and strategies</li> <li>– the <u>different levels at which the programme needs to operate</u></li> <li>– specific activities within each of those levels</li> <li>– how the programme will be coordinated</li> <li>– the evidence that will be used to judge its effectiveness</li> <li>– <u>legislation, policies and procedures</u></li> </ul> <p>f) works with others to implement programmes effectively for the target group</p> <p>g) evaluates with people from the target group and those involved in running the programme its effectiveness in improving health and wellbeing.</p>	<p><u>Programmes</u>, to promote health and wellbeing and prevent adverse effects on health and wellbeing</p> <p>See <u>overview</u></p> <p><u>Other resources</u> might include:</p> <ul style="list-style-type: none"> <li>– community networks</li> <li>– other health and social care services</li> <li>– support systems</li> <li>– support services</li> </ul> <p><u>The different levels at which the programme needs to operate</u> might include:</p> <ul style="list-style-type: none"> <li>– community development and capacity building</li> <li>– health and social services</li> <li>– organisational and workforce development</li> <li>– partnership working</li> <li>– policy and strategy development</li> <li>– regeneration programmes</li> <li>– social inclusion programmes</li> <li>– specific activities within the programmes</li> </ul> <p><u>Legislation, policies and procedures</u> may be international, national or local and may relate to:</p> <ul style="list-style-type: none"> <li>– consent</li> <li>– health improvement</li> <li>– public health</li> <li>– shared decision making.</li> </ul>

**HWB1/Level 4: Promote health and wellbeing and prevent adverse effects on health and wellbeing through contributing to the development, implementation and evaluation of related policies**

Indicators	Examples of application
<p><i>The worker:</i></p> <p>a) evaluates the content and thrust of <u>policies</u> and identifies:</p> <ul style="list-style-type: none"> <li>– the impact they will have on health and wellbeing</li> <li>– their consistency</li> <li>– their inclusiveness</li> <li>– evidence of effectiveness</li> </ul> <p>b) alerts decision makers to issues that:</p> <ul style="list-style-type: none"> <li>– will affect health and wellbeing</li> <li>– are inconsistent with evidence</li> </ul> <p>and offers constructive solutions to tackle these issues</p> <p>c) produces clear and concise arguments for decision makers that outline the benefits of improving health and wellbeing and the risks of not doing so</p> <p>d) drafts inputs to policy documents that are consistent with evidence and relevant <u>legislation</u> and help decision makers move forward</p> <p>e) uses a range of different <u>methods</u> that are capable of achieving change in others' policies</p> <p>f) agrees how to take forward the implementation of policies at a local level and undertake own role effectively</p> <p>g) <u>evaluates the impact of policies</u> on improving the health and wellbeing of the population concerned.</p>	<p><u>Policies</u>, to promote health and wellbeing and prevent adverse effects on health and wellbeing</p> <p>See <i>overview</i></p> <p><u>Legislation</u> may be international or national and may relate to:</p> <ul style="list-style-type: none"> <li>– consent</li> <li>– health improvement</li> <li>– public health</li> <li>– shared decision making.</li> </ul> <p><u>Methods</u> might include:</p> <ul style="list-style-type: none"> <li>– attendance at meetings</li> <li>– lobbying</li> <li>– partnership working</li> <li>– reasoned arguments</li> <li>– written responses to consultations including proposed redrafting</li> </ul> <p><u>Evaluation of the impact of policies</u> might be:</p> <ul style="list-style-type: none"> <li>– qualitative in nature</li> <li>– quantitative in nature</li> <li>– both qualitative and quantitative.</li> </ul>

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

Overview	
<b>Status</b>	Specific – it will relate to some jobs but not all.
<b>Levels</b>	<ol style="list-style-type: none"> <li>1 Assist in the assessment of people's health and wellbeing needs</li> <li>2 Contribute to assessing health and wellbeing needs and planning how to meet those needs</li> <li>3 Assess health and wellbeing needs and develop, monitor and review care plans to meet specific needs</li> <li>4 Assess complex health and wellbeing needs and develop, monitor and review care plans to meet those needs</li> </ol>
<b>Description</b>	<p>This dimension relates to assessing the health and wellbeing needs of people – individuals and groups (including families). This assessment focuses on the whole person in the context of their community, family, lifestyle and environment. It may take place in any setting.</p> <p>In undertaking this work staff will need to be aware of their legal obligations and responsibilities, the rights of the different people involved, and the diversity of the people they are working with.</p> <p>Progression through the levels in this dimension is characterised by:</p> <ul style="list-style-type: none"> <li>– increasing complexity of health and wellbeing needs and an understanding of how these can be addressed</li> <li>– increasing demands for interagency and interprofessional working</li> <li>– increasing involvement in the planning, monitoring and review of programmes of care (as contrasted with making a contribution to the assessment).</li> </ul>
<b>Examples of application</b>	<p><u>Health and wellbeing needs</u> may be:</p> <ul style="list-style-type: none"> <li>– emotional</li> <li>– mental</li> <li>– physical</li> <li>– social</li> <li>– spiritual.</li> </ul> <p><u>Legislation, policies and procedures</u> may be international, national or local and may relate to:</p> <ul style="list-style-type: none"> <li>– carers</li> <li>– children</li> <li>– criminal justice</li> <li>– disability</li> <li>– domestic violence</li> <li>– duty of care</li> <li>– education</li> <li>– human rights</li> <li>– mental health</li> <li>– mental incapacity</li> <li>– medicines</li> <li>– vulnerable adults.</li> </ul>
<b>Links to other KSF dimensions</b>	<p>This dimension is supported by:</p> <ul style="list-style-type: none"> <li>– <i>Core 1 Communication</i> which focuses on effective communication with people during assessment of their health and wellbeing needs</li> <li>– <i>Core 6 Equality and diversity</i> which focuses on promoting equality and valuing diversity and supporting people's rights</li> <li>– <i>G2 Development and innovation</i> which focuses on testing and developing new and innovative forms of assessment.</li> </ul> <p>This dimension is different from dimensions:</p> <ul style="list-style-type: none"> <li>– <i>HWB4 Enablement to address health and wellbeing</i> – which focuses on the enablement that might take place as part of the programmes developed in this dimension</li> <li>– <i>HWB5 Provision of care to meet health and wellbeing needs</i> – which focuses on the various care interventions that might take place as part of the programmes developed in this dimension</li> <li>– <i>HWB6 Assessment and treatment planning</i> – which focuses on assessing and diagnosing physiological and psychological functioning.</li> </ul>

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**Terminology**

*Health*: a state of complete physical, social and mental well-being, and not merely the absence of disease or infirmity. Health is a resource for everyday life, not the object of living. It is a positive concept emphasising social and personal resources as well as physical capabilities. A comprehensive understanding of health implies that all systems and structures which govern social and economic conditions and the physical environment should take account of the implications of their activities in relation to their impact on individual and collective health and well-being. (World Health Organisation)

*Care plans*: overall plans for the protection, enablement and care that people require to meet their health and wellbeing needs.

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HWB2/Level 1: Assist in the assessment of people's health and wellbeing needs	
Indicators	Examples of application
<p><i>The worker:</i></p> <p>a) respects people's dignity, wishes and beliefs; involves them in shared decision making; and obtains their consent for specific activities</p> <p>b) correctly undertakes <u>those aspects of assessment</u> of peoples' <u>health and wellbeing needs</u> that have been delegated to them for the specific people concerned and as agreed with the care team</p> <p>c) <u>reports</u> back on those aspects of assessment that have been delegated to them</p> <p>d) identifies and reports any significant changes that might affect people's health and wellbeing</p> <p>e) undertakes and records their work consistent with <u>legislation, policies and procedures</u>.</p>	<p><u>Those aspects of assessment</u> that have been delegated to them might include:</p> <ul style="list-style-type: none"> <li>- observations</li> <li>- obtaining specific information from the people concerned</li> <li>- recording specific information</li> </ul> <p><u>Health and wellbeing needs</u> See <i>overview</i></p> <p><u>Reports</u> might be:</p> <ul style="list-style-type: none"> <li>- in writing</li> <li>- verbally</li> <li>- by other means</li> </ul> <p><u>Legislation, policies and procedures</u> See <i>overview</i></p>

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

Indicators	Examples of application
<p><i>The worker:</i></p> <p>a) explains the purpose of assessing <u>health and wellbeing needs</u> to the people concerned</p> <p>b) respects people's dignity, wishes and beliefs; involves them in shared decision making; and obtains their consent</p> <p>c) <u>assists in the assessment</u> of people's health and wellbeing and related needs and <u>risks</u> as agreed with the care team and consistent with <u>legislation, policies and procedures</u></p> <p>d) records and <u>reports</u> back accurately and fully on the assessments undertaken and risks identified</p> <p>e) offers to the team his/her own insights into the health and well-being needs and wishes of the people concerned</p> <p>f) makes suggestions on the care, protection and support that will be needed and how this might relate to his/her own work.</p>	<p><u>Health and wellbeing needs</u></p> <p>See <i>overview</i></p> <p><u>Assisting in the assessment</u> might include:</p> <ul style="list-style-type: none"> <li>- preparation for specific activities and tests</li> <li>- observations</li> <li>- obtaining specific information from the people concerned</li> <li>- undertaking specific assessment activities</li> <li>- undertaking specific tests.</li> </ul> <p><u>Risks</u> to health and wellbeing might arise from:</p> <ul style="list-style-type: none"> <li>- abuse</li> <li>- incidents/accidents</li> <li>- neglect</li> <li>- rapid deterioration of condition or situation</li> <li>- self-harm</li> <li>- the complexity and range of contributory factors</li> <li>- the environment.</li> </ul> <p><u>Legislation, policies and procedures</u></p> <p>See <i>overview</i></p> <p><u>Reports</u> might be:</p> <ul style="list-style-type: none"> <li>- in writing</li> <li>- verbally</li> <li>- by other means</li> </ul>

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

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

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

Indicators	Examples of application
<p><i>The worker:</i></p> <p>a) explains clearly to people:</p> <ul style="list-style-type: none"> <li>– own role, responsibilities and accountability</li> <li>– the information that is needed from the assessment of <u>health and wellbeing needs</u> and who might have access to it</li> <li>– the benefits and risks of the assessment process and alternative approaches</li> <li>– the outcomes of assessment</li> <li>– options within care plans and associated benefits and risks</li> </ul> <p>b) respects people's dignity, wishes and beliefs; involves them in shared decision making; and obtains their consent</p> <p>c) plans and uses <u>assessment methods that are appropriate for complex needs</u>, and uses processes of reasoning that</p> <ul style="list-style-type: none"> <li>– are appropriate for the complex needs of the people concerned</li> <li>– s/he has the knowledge, skills and experience to use effectively</li> <li>– are based on available evidence</li> <li>– obtain sufficient information for decision making including gaining assessment information from other practitioners</li> </ul> <p>d) follows processes of reasoning which:</p> <ul style="list-style-type: none"> <li>– balance additional information against the overall picture of the individual's needs to confirm or deny developing hypotheses</li> <li>– are capable of justification given the available information at the time</li> <li>– are likely to result in the optimum outcome</li> </ul> <p>e) interprets all of the information available and makes a justifiable assessment of:</p> <ul style="list-style-type: none"> <li>– people's health and wellbeing</li> <li>– their related complex needs and prognosis</li> <li>– <u>risks</u> to their health and wellbeing in the short and longer term</li> </ul> <p>transferring and applying her/his skills and knowledge to address the complexity of people's needs</p> <p>f) develops and records care plans that are appropriate to the people concerned and:</p> <ul style="list-style-type: none"> <li>– are consistent with the outcomes of assessing their complex health and wellbeing needs</li> <li>– identify the risks that need to be managed</li> <li>– have clear goals</li> <li>– involve other practitioners and agencies to meet people's complex health and wellbeing needs and risks</li> <li>– are consistent with the resources available</li> <li>– note people's wishes and needs that it was not possible to meet</li> </ul> <p>g) coordinates the delivery of care plans, feeding in relevant information to support wider service planning</p> <p>h) monitors the implementation of care plans and makes changes to better meet people's complex health and wellbeing needs.</p>	<p><u>Health and wellbeing needs</u></p> <p>See overview</p> <p><u>Assessment methods that are appropriate for complex needs</u> include the use of:</p> <ul style="list-style-type: none"> <li>– checklists</li> <li>– discussions and conversations</li> <li>– frameworks</li> <li>– observations</li> <li>– questioning</li> <li>– specific tests</li> <li>– specific activities</li> <li>– specially designed methods to assess the particular needs of the people concerned.</li> </ul> <p><u>Legislation, policies and procedures</u></p> <p>See overview</p> <p><u>Risks to health and wellbeing</u> might arise from:</p> <ul style="list-style-type: none"> <li>– abuse</li> <li>– incidents/accidents</li> <li>– neglect</li> <li>– rapid deterioration of condition or situation</li> <li>– self-harm</li> <li>– the complexity and range of contributory factors</li> <li>– the environment.</li> </ul>

## DIMENSION HWB3: PROTECTION OF HEALTH AND WELLBEING

Overview	
<b>Status</b>	Specific – it will relate to some jobs but not all.
<b>Levels</b>	<ol style="list-style-type: none"> <li>1 Recognise and report situations where there might be a need for protection</li> <li>2 Contribute to protecting people at risk</li> <li>3 Implement aspects of a protection plan and review its effectiveness</li> <li>4 Develop and lead on the implementation of an overall protection plan</li> </ol>
<b>Description</b>	<p>This dimension relates to protecting people's health and wellbeing through monitoring health and wellbeing and taking direct action when there are serious risks. Legislation usually applies to specific areas of risk and staff working in these different areas need to know, understand and apply the legislation that frames the context and content of their work.</p> <p>This dimension includes a wide range of activities such as: ongoing monitoring of people, contexts and environments; specific measures and/or interventions to protect people's health and wellbeing; inspection, monitoring and governance of practices and environments; statutory enforcement measures.</p> <p>Health and wellbeing includes all aspects: emotional, mental, physical, social, and spiritual. The risks may be to: individuals, carers, groups and communities, populations and future populations.</p> <p>Progression through the levels in this dimension is characterised by</p> <ul style="list-style-type: none"> <li>– moving from recognising potential risks and hence a possible need for protection to actively addressing risks through a wide range of protective measures</li> <li>– increasing knowledge and skills in relation to the seriousness and frequency of risk</li> <li>– an increasing understanding of the legislative context and framework and its application in different circumstances</li> <li>– an increasing involvement in inter-agency and partnership working at a range of levels to improve the protection of the public.</li> </ul>
<b>Examples of application</b>	<p><i>These may be relevant to all levels in this dimension</i></p> <p><u>Risks to health and wellbeing</u> include:</p> <ul style="list-style-type: none"> <li>– risks to emotional health and wellbeing</li> <li>– risks to mental health and wellbeing</li> <li>– risks to physical health and wellbeing</li> <li>– risks to social health and wellbeing</li> <li>– risks to spiritual health and wellbeing</li> <li>– risks to the environment which in turn affects people's health and wellbeing.</li> </ul> <p><u>Legislation, policies and procedures</u> may be international, national or local and may relate to:</p> <ul style="list-style-type: none"> <li>– child protection</li> <li>– control of infectious and communicable disease</li> <li>– domestic violence</li> <li>– duty of care</li> <li>– environmental protection</li> <li>– health and safety at work</li> <li>– human rights (including the specific rights of children)</li> <li>– infection control</li> <li>– ionising radiation protection measures</li> <li>– mental health</li> <li>– ports</li> <li>– protection of vulnerable adults</li> <li>– substances hazardous to health.</li> </ul>

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**Links to other KSF dimensions**

This dimension is supported by:

- *Core 1 Communication* – a key aspect of protection
- *Core 3 Health, safety and security* which focuses on promoting health, safety and security during ongoing work
- *Core 5 Quality* which focuses on promoting quality in ongoing work – a link to the inspection and monitoring aspects of this dimension
- *HWB2 Assessment and care planning to meet health and wellbeing needs* as it is likely that protection needs for individuals and groups will be identified in this process
- *IK2: Information collection and analysis* as it is through the collection and analysis of information that risks at a population level are often identified
- *G2 Development and innovation* which focuses on testing and developing new and innovative aspects including forms of protection.

This dimension is different from dimensions:

- *HWB1 Promotion of health and wellbeing and prevention of adverse effects on health and wellbeing* – which focuses on trying to prevent problems with health and wellbeing arising compared with this dimension which relates to addressing issues through protective measures.

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**Terminology**

*Health*: a state of complete physical, social and mental well-being, and not merely the absence of disease or infirmity. Health is a resource for everyday life, not the object of living. It is a positive concept emphasising social and personal resources as well as physical capabilities. A comprehensive understanding of health implies that all systems and structures which govern social and economic conditions and the physical environment should take account of the implications of their activities in relation to their impact on individual and collective health and well-being. (World Health Organization).

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HWB3/Level 1: Recognise and report situations where there might be a need for protection	
Indicators	Examples of application
<p><i>The worker:</i></p> <p>a) identifies <u>signs that people are at risk</u> and that there might be a need for protective measures</p> <p>b) reports any suspicions of <u>risk</u> to the appropriate people and/or organisations consistent with <u>legislation, policies and procedures</u></p> <p>c) records and reports any <u>information that is available on the risks</u>.</p>	<p><u>Signs that people are at risk</u> might relate to:</p> <ul style="list-style-type: none"> <li>– individuals who are in danger of/are being harmed and/or abused</li> <li>– individuals who are in danger of/are neglecting or harming themselves</li> <li>– aspects in systems and cultures that put people at risk</li> <li>– aspects of the environment that put people at risk</li> </ul> <p><u>Risks to health and wellbeing</u> See <i>overview</i></p> <p><u>Legislation, policies and procedures</u> See <i>overview</i></p> <p><u>Information that is available on the risks</u> might include what the worker:</p> <ul style="list-style-type: none"> <li>– sees</li> <li>– hears</li> <li>– measures</li> <li>– is told.</li> </ul>

**HWB3/Level 2: Contribute to protecting people at risk**

Indicators	Examples of application
<p><i>The worker:</i></p> <ul style="list-style-type: none"> <li>a) contacts <u>people</u> who are at <u>risk</u> taking the necessary action if difficulties are encountered</li> <li>b) explains to people the purpose for the contact, relevant regulatory powers, whether information will be confidential or disclosed and involves them in shared decision making</li> <li>c) prepares for and contributes to <u>protective interventions</u> in a manner that                             <ul style="list-style-type: none"> <li>– is consistent with <u>legislation, policies and procedures</u></li> <li>– is appropriate to the people concerned</li> <li>– is appropriate for the setting</li> <li>– maintains the health and safety of the people themselves, self and others</li> </ul> </li> <li>d) takes appropriate and immediate action in response to contingencies</li> <li>e) records and reports the interventions consistent with legislation and relevant policies and procedures.</li> </ul>	<p><u>People</u> might include:</p> <ul style="list-style-type: none"> <li>– individuals who                             <ul style="list-style-type: none"> <li>– have been identified as being in danger of/are being harmed and/or abused</li> <li>– have been identified as being in danger of/are neglecting or harming themselves</li> <li>– put others at risk</li> </ul> </li> <li>– individuals or groups who                             <ul style="list-style-type: none"> <li>– are at risk due to the systems and cultures in which they work or live</li> <li>– have been in contact with someone with an infectious disease or condition</li> <li>– in the future are likely to be in contact with infectious diseases or conditions</li> </ul> </li> <li>– individuals, groups or populations whose health and wellbeing has been/maybe put at risk due to the environment in which they live or work or the practices within that environment, or whose health and wellbeing may be at risk from the interventions/treatments that they need.</li> </ul> <p><u>Risks to health and wellbeing</u> See <i>overview</i></p> <p><u>Protective interventions</u> might be:</p> <ul style="list-style-type: none"> <li>– assessment and monitoring of systems and cultures</li> <li>– assessment and monitoring of the environment</li> <li>– assessment and monitoring of the people concerned</li> <li>– ongoing contact and follow-up.</li> <li>– specific interventions/protective measures</li> </ul> <p><u>Legislation, policies and procedures</u> See <i>overview</i></p>

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

Indicators	Examples of application
<p><i>The worker:</i></p> <ul style="list-style-type: none"> <li>a) works in partnership with others to identify and assess the nature, location and seriousness of the particular <u>risks</u></li> <li>b) prioritises own work in line with areas of highest risk coordinating own actions with anyone else involved</li> <li>c) contacts people who are at risk taking the necessary action if difficulties are encountered</li> <li>d) explains to people the purpose for the contact, any requirements for statutory enforcement, what people are required to do to comply with statutory enforcement and what will happen if they fail to comply and involves them in shared decision making</li> <li>e) prepares for and undertakes the <u>protective interventions</u> that s/he is responsible for as part of the <u>protection plan</u> in a manner that               <ul style="list-style-type: none"> <li>– is consistent with evidence-based practice, <u>legislation, policies and procedures</u></li> <li>– is appropriate to the people concerned</li> <li>– is appropriate for the setting</li> <li>– maintains health and safety</li> </ul> </li> <li>f) undertakes own work in ways which manage risk and are consistent with statutory enforcement</li> <li>g) works with other members of the protection team to plan, monitor and review the effectiveness of the protection plan</li> <li>h) records and reports on the aspects of the overall protection plan for which s/he is responsible consistent with legislation, policies and procedures.</li> </ul>	<p><u>Risks to health and wellbeing</u> See <i>overview</i></p> <p><u>Protective interventions</u> might be:</p> <ul style="list-style-type: none"> <li>– advising/requiring other staff to carry out interventions (eg radiation protection)</li> <li>– assessment and monitoring of systems and cultures</li> <li>– assessment and monitoring of the environment</li> <li>– assessment and monitoring of the people concerned</li> <li>– ongoing contact and follow-up.</li> <li>– specific interventions/protective measures</li> </ul> <p><u>Protection plan</u> might focus on risks to:</p> <p>individuals who</p> <ul style="list-style-type: none"> <li>– have been identified as being in danger of/are being harmed and/or abused</li> <li>– have been identified as being in danger of/are neglecting or harming themselves</li> <li>– put others at risk</li> </ul> <p>individuals or groups who</p> <ul style="list-style-type: none"> <li>– are at risk due to the systems and cultures in which they work or live</li> <li>– have been in contact with someone with an infectious disease or condition</li> <li>– in the future are likely to be in contact with infectious diseases or conditions</li> <li>– individuals, groups or populations whose health and wellbeing has been/maybe put at risk due to the environment in which they live or work or the practices within that environment, or whose health and wellbeing may be at risk from the interventions/treatments that they need.</li> </ul> <p><u>Legislation, policies and procedures</u> See <i>overview</i></p>

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

Indicators	Examples of application
<p><i>The worker:</i></p> <p>a) works in partnership with others to identify and assess</p> <ul style="list-style-type: none"> <li>– the nature, location and seriousness of <u>risks</u></li> <li>– the problems that need to be addressed</li> <li>– the factors that might be causing the problems</li> <li>– priorities</li> <li>– <u>legislative, policy and procedural</u> requirements</li> </ul> <p>b) identifies and agrees with others a range of options for addressing agreed priorities and selects those that have the best chance of success</p> <p>c) develops with the help of others <u>an overall protection plan</u></p> <p>d) considers each specific case in the context of the overall protection plan and decides with others how to proceed</p> <p>e) identifies and agrees in partnership with others</p> <ul style="list-style-type: none"> <li>– who will be involved in the management of specific risks</li> <li>– how the risks can best be managed</li> <li>– who needs to be kept informed</li> </ul> <p>f) coordinates across the different people involved to effectively manage risks facilitating swift and effective communication and support</p> <p>g) undertakes any <u>protective interventions</u> that are necessary for the management of risks, their complexity and for which s/he holds responsibility</p> <p>h) maintains an ongoing accurate record of risks, the actions taken and other investigations that have been put into effect</p> <p>i) reviews with others the effectiveness of protection plans, any issues with their implementation, and makes the necessary changes as a result.</p>	<p><u>Risks to health and wellbeing</u></p> <p>See <i>overview</i></p> <p><u>Legislation, policy and procedural requirements</u></p> <p>See <i>overview</i></p> <p><u>Overall protection plan</u> might focus on risks to:</p> <p>individuals who</p> <ul style="list-style-type: none"> <li>– have been identified as being in danger of/are being harmed and/or abused</li> <li>– have been identified as being in danger of/are neglecting or harming themselves</li> <li>– put others at risk</li> </ul> <p>individuals or groups who</p> <ul style="list-style-type: none"> <li>– are at risk due to the systems and cultures in which they work or live</li> <li>– have been in contact with someone with an infectious disease or condition</li> <li>– in the future are likely to be in contact with infectious diseases or conditions</li> </ul> <p>– individuals, groups or populations whose health and wellbeing has been/maybe put at risk due to the environment in which they live or work or the practices within that environment, or whose health and wellbeing may be at risk from the interventions/treatments that they need.</p> <p><u>Protective interventions</u> might be:</p> <ul style="list-style-type: none"> <li>– advising/requiring other staff to carry out interventions (eg radiation protection)</li> <li>– assessment and monitoring of systems and cultures</li> <li>– assessment and monitoring of the environment</li> <li>– assessment and monitoring of the people concerned</li> <li>– ongoing contact and follow-up</li> <li>– specific interventions/protective measures</li> <li>– statutory enforcement to protect people from risks.</li> </ul>

## DIMENSION HWB4: ENABLEMENT TO ADDRESS HEALTH AND WELLBEING NEEDS

Overview	
<b>Status</b>	Specific – it will relate to some jobs but not all.
<b>Levels</b>	<ol style="list-style-type: none"> <li>1 Help people meet daily health and wellbeing needs</li> <li>2 Enable people to meet ongoing health and wellbeing needs</li> <li>3 Enable people to address specific needs in relation to health and wellbeing</li> <li>4 Empower people to realise and maintain their potential in relation to health and wellbeing</li> </ol>
<b>Description</b>	<p>This dimension is about enabling and empowering people of any age – individuals, families and groups – to address their own health and wellbeing needs. This would include such areas as:</p> <ul style="list-style-type: none"> <li>– enabling people to acknowledge and address issues in their lives</li> <li>– helping people to develop their knowledge and skills</li> <li>– helping people manage their health conditions</li> <li>– providing advice and information</li> <li>– supporting carers in their caring roles</li> <li>– supporting people to live independently</li> <li>– supporting people during life events.</li> </ul> <p>Progression through the levels in this dimension is characterised by:</p> <ul style="list-style-type: none"> <li>– increasingly complex forms of enablement (eg from helping to supporting to facilitating and developing knowledge and skills)</li> <li>– increasing complexity of the needs being addressed (eg being able to live independently as compared with undertaking specific daily living activities)</li> <li>– increasing knowledge and skills in how to enable people effectively.</li> </ul>
<b>Examples of application</b>	<p><u>Health and wellbeing needs</u> may be:</p> <ul style="list-style-type: none"> <li>– emotional</li> <li>– mental</li> <li>– physical</li> <li>– social</li> <li>– spiritual.</li> </ul> <p><u>Risks to health and wellbeing</u> might arise from:</p> <ul style="list-style-type: none"> <li>– abuse</li> <li>– incidents/accidents</li> <li>– neglect</li> <li>– rapid deterioration of condition or situation</li> <li>– self-harm</li> <li>– the complexity and range of contributory factors</li> <li>– the environment.</li> </ul> <p><u>Legislation, policies and procedures</u> may be international, national or local and may relate to:</p> <ul style="list-style-type: none"> <li>– carers</li> <li>– children and young people</li> <li>– criminal justice</li> <li>– disability</li> <li>– duty of care</li> <li>– education</li> <li>– employment</li> <li>– human rights</li> <li>– mental health</li> <li>– mental incapacity</li> <li>– vulnerable adults.</li> </ul>

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**Links to other KSF dimensions**

This dimension is supported by:

- *Core 1 Communication* which focuses on effective communication – a key aspect of enablement
- *Core 3 Health, safety and security* – maintaining and promoting people's health, safety and security during work with them
- *Core 6 Equality and diversity* – which focuses on promoting equality and valuing diversity during work with people and enabling them to do the same
- *HWB2 Assessment and care planning to meet health and wellbeing needs* which would set the overall care plan in which this work is undertaken
- *G2 Development and innovation* which focuses on testing and developing new and innovative forms of enablement.

This dimension is different from dimension:

- *HWB5 Provision of care to meet health and wellbeing needs* – which focuses on working with individuals who are dependent on others for meeting some or all of their health and wellbeing needs in the short or long term
- *HWB7 Interventions and treatments* which focuses on intervening and treating individuals' physiological and/or psychological needs in the context of the whole person.

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**Terminology**

*Health*: a state of complete physical, social and mental well-being, and not merely the absence of disease or infirmity. Health is a resource for everyday life, not the object of living. It is a positive concept emphasising social and personal resources as well as physical capabilities. A comprehensive understanding of health implies that all systems and structures which govern social and economic conditions and the physical environment should take account of the implications of their activities in relation to their impact on individual and collective health and well-being. (World Health Organisation)

*Team* – a group of people who work to achieve a purpose. Teams may work in close proximity to each other or team members might work largely on their own – both types of team contribute to the wider effort of the NHS in improving health and wellbeing and addressing health needs.

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**HWB4/Level 1: Help people meet daily health and wellbeing needs**

Indicators	Examples of application
<p><i>The worker:</i></p> <ul style="list-style-type: none"> <li>a) respects people's dignity, wishes and beliefs; involves them in shared decision making; and obtains their consent for specific <u>activities</u></li> <li>b) <u>prepares</u> appropriately for the activity to be undertaken</li> <li>c) supports people throughout helping them to meet their own <u>health and wellbeing needs</u> as much as is possible</li> <li>d) undertakes activities as delegated and consistent with <u>legislation, policies and procedures</u></li> <li>e) promptly alerts the relevant person when there are changes in individuals' health and wellbeing or any possible <u>risks</u></li> <li>f) records and <u>reports</u> activities and any risks to the relevant person.</li> </ul>	<p><u>Activities</u> might include helping people with:</p> <ul style="list-style-type: none"> <li>- eating and drinking</li> <li>- completing forms/writing letters</li> <li>- using dressings and applications</li> <li>- taking prescribed medications</li> <li>- maintaining and promoting comfort</li> <li>- maintaining cleanliness and physical appearance</li> <li>- maintaining interests and relationships</li> <li>- mobility</li> <li>- personal care</li> <li>- social interaction</li> </ul> <p>and might also include</p> <ul style="list-style-type: none"> <li>- comforting and supporting people</li> <li>- listening to people</li> </ul> <p><u>Preparation</u> might include preparing:</p> <ul style="list-style-type: none"> <li>- self</li> <li>- the people concerned</li> <li>- equipment</li> <li>- materials</li> <li>- the environment.</li> </ul> <p><u>Health and wellbeing needs</u> See <i>overview</i></p> <p><u>Legislation, policies and procedures</u> See <i>overview</i></p> <p><u>Risks to health and wellbeing</u> See <i>overview</i></p> <p><u>Reports</u> might be:</p> <ul style="list-style-type: none"> <li>- in writing</li> <li>- verbally</li> <li>- by other means</li> </ul>

**HWB4/Level 2: Enable people to meet ongoing health and wellbeing needs**

<b>Indicators</b>	<b>Examples of application</b>
<p><i>The worker:</i></p> <p>a) offers information to the team on how to meet people's <u>health and wellbeing needs</u> and effective ways of doing this based on observations and own experience</p> <p>b) respects people's dignity, wishes and beliefs; involves them in shared decision making; and obtains their consent</p> <p>c) effectively prepares for and undertakes <u>activities to enable people to meet their ongoing needs</u> consistent with the care plan, <u>legislation, policies and procedures</u></p> <p>d) promptly alerts the team to any <u>risks</u></p> <p>e) reports and records activities undertaken and how health and wellbeing needs are changing and feeds back on the appropriateness of the activities for the people concerned</p>	<p><u>Health and wellbeing needs</u></p> <p>See <i>overview</i></p> <p><u>Activities to enable people to meet their ongoing needs</u> might include:</p> <ul style="list-style-type: none"> <li>- acting in the role of a parent or responsible adult</li> <li>- developing children and young people through play</li> <li>- enabling people to take part in prayer and worship and other spiritual activities</li> <li>- helping people back into education</li> <li>- helping people into employment</li> <li>- helping people take part in leisure activities</li> <li>- helping people to take prescribed medicines as in the care plan</li> <li>- helping people understand how to use simple equipment</li> <li>- maintaining individuality and relationships</li> <li>- maintaining mobility and exercising</li> <li>- maintaining social interaction</li> <li>- mentoring</li> <li>- promoting emotional development</li> <li>- promoting intellectual development</li> <li>- promoting people's psychological health and wellbeing</li> <li>- promoting social development</li> <li>- providing learning support</li> <li>- supporting people with their personal care</li> </ul> <p><u>Legislation, policies and procedures</u></p> <p>See <i>overview</i></p> <p><u>Risks to health and wellbeing</u></p> <p>See <i>overview</i></p>

**HWB4/Level 3: Enable people to address specific needs in relation to health and wellbeing**

<b>Indicators</b>	<b>Examples of application</b>
<p><i>The worker:</i></p> <ul style="list-style-type: none"> <li>a) respects people's dignity, wishes and beliefs; involves them in shared decision making; and obtains their consent</li> <li>b) identifies with the people concerned:               <ul style="list-style-type: none"> <li>– goals for the specific activities to be undertaken within the context of their overall care plan and their <u>health and wellbeing needs</u> <ul style="list-style-type: none"> <li>– the forms the activities should take</li> <li>– the involvement of other people and/or agencies</li> <li>– relevant evidence-based guidelines</li> </ul> </li> </ul> </li> <li>c) <u>enables people to address their specific needs</u> consistent with <u>legislation, policies and procedures</u> acting as a resource as and when they need it</li> <li>d) takes the appropriate action to address any issues or <u>risks</u></li> <li>e) reviews the effectiveness of specific activities as they proceed and makes any necessary modifications</li> <li>f) provides feedback to the person responsible for the overall care plan on its effectiveness and the health and wellbeing and needs of people</li> <li>g) makes accurate records of the activities undertaken and any risks.</li> </ul>	<p><u>Health and wellbeing needs</u></p> <p>See <i>overview</i></p> <p><u>Enabling people to address specific needs</u> might include:</p> <ul style="list-style-type: none"> <li>– accessing specific forms of information and support for people</li> <li>– adapting to disability or illness</li> <li>– addressing specific areas of emotional need</li> <li>– addressing specific areas of intellectual need</li> <li>– addressing specific areas of psychological need</li> <li>– addressing specific areas of social need</li> <li>– advocacy</li> <li>– developing daily living skills</li> <li>– developing skills and knowledge in relation to self care</li> <li>– developing specific mobility skills</li> <li>– enabling people to access information and advice</li> <li>– enabling people to decide what to do after receiving the outcomes of an assessment of their health and wellbeing</li> <li>– encouraging citizenship</li> <li>– managing people's behaviour and that of others</li> <li>– spiritual support</li> <li>– supporting people during specific therapeutic activities</li> <li>– supporting people to take their medicines effectively</li> <li>– using leisure activities for health and wellbeing</li> <li>– using play for specific purposes</li> </ul> <p><u>Legislation, policies and procedures</u></p> <p>See <i>overview</i></p> <p><u>Risks to health and wellbeing</u></p> <p>See <i>overview</i></p>

**HWB4/Level 4: Empower people to realise and maintain their potential in relation to health and wellbeing**

<b>Indicators</b>	<b>Examples of application</b>
<p><i>The worker:</i></p> <p>a) respects people's dignity, wishes and beliefs; involves them in shared decision making; and obtains their consent</p> <p>b) identifies with the people concerned:</p> <ul style="list-style-type: none"> <li>– goals for the specific activities to be undertaken within the context of their overall care plan and their complex <u>health and wellbeing needs</u></li> <li>– the form different activities should take</li> <li>– the involvement of other people and/or agencies</li> <li>– relevant evidence-based guidelines</li> <li>– risks</li> </ul> <p>c) <u>enables people to realise and maintain their potential</u> in a manner that is consistent with:</p> <ul style="list-style-type: none"> <li>– evidence-based practice</li> <li>– <u>legislation, policies and procedures</u></li> <li>– the management of risk</li> </ul> <p>applying own skills, knowledge and experience and using considered judgment to support people's different needs</p> <p>d) takes the appropriate action to address any issues or <u>risks</u></p> <p>e) evaluates the effectiveness of work with people and makes any necessary modifications</p> <p>f) provides effective feedback to inform the overall care plan</p> <p>g) makes complete records of the work undertaken, people's health and wellbeing, needs and related risks.</p>	<p><u>Health and wellbeing needs</u></p> <p>See <i>overview</i></p> <p><u>Risks to health and wellbeing</u></p> <p>See <i>overview</i></p> <p><u>Enable people to realise and maintain their potential</u> might include:</p> <ul style="list-style-type: none"> <li>– counselling</li> <li>– developing people's mobility</li> <li>– empowering individuals to adjust to and manage large scale changes in their lives</li> <li>– empowering people to develop intellectually</li> <li>– empowering people to develop their parenting skills</li> <li>– empowering people to manage their own behaviour where there are complex issues</li> <li>– empowering people with complex needs to develop their daily living skills</li> <li>– empowering people with complex needs to develop their social skills</li> <li>– enabling individuals to become expert in managing their condition/illness/treatment</li> <li>– giving people support to move on and away from others.</li> <li>– providing psychological support</li> <li>– providing spiritual support when there are specific and complex needs</li> </ul> <p><u>Legislation, policies and procedures</u></p> <p>See <i>overview</i></p>

## DIMENSION HWB5: PROVISION OF CARE TO MEET HEALTH AND WELLBEING NEEDS

Overview	
<b>Status</b>	Specific – it will relate to some jobs but not all.
<b>Levels</b>	<ol style="list-style-type: none"> <li>1 Undertake care activities to meet individuals' health and wellbeing needs</li> <li>2 Undertake care activities to meet the health and wellbeing needs of individuals with a greater degree of dependency</li> <li>3 Plan, deliver and evaluate care to meet people's health and wellbeing needs</li> <li>4 Plan, deliver and evaluate care to address people's complex health and wellbeing needs</li> </ol>
<b>Description</b>	<p>This dimension relates specifically to working with individuals who are dependent on others for meeting some or all of their health and wellbeing needs, and with their carers whose own needs might affect what happens to those individuals. This dependence might be short-term, long term, or intermittent to meet carers' needs dependent on the support structures available.</p> <p>The areas of care that would address this dependence include such aspects as:</p> <ul style="list-style-type: none"> <li>– personal care</li> <li>– administration and monitoring of medications</li> <li>– application of dressings</li> <li>– caring for individuals after death</li> <li>– ensuring individual's comfort and need for rest</li> <li>– monitoring individual's safety and wellbeing</li> <li>– palliative and terminal care</li> <li>– providing social stimulation and interaction</li> <li>– respite care</li> <li>– supporting individuals with their nutritional needs</li> <li>– supporting people during specific life transitions</li> <li>– supporting women during pregnancy, labour, childbirth and the postnatal period</li> <li>– the management of pain</li> <li>– the provision of equipment, aids and products.</li> </ul> <p>Progression through the levels in this dimension is characterised by:</p> <ul style="list-style-type: none"> <li>– increasing complexity of needs and associated risks</li> <li>– increasingly complex forms of care to address those needs and the associated knowledge and skills</li> <li>– increased accountability for whole plans of care rather than aspects within them.</li> </ul>

<p><b>Examples of application</b></p> <p><i>These may be relevant to all levels in this dimension</i></p>	<p><u>Health and wellbeing needs</u> may be:</p> <ul style="list-style-type: none"> <li>- emotional health and wellbeing needs</li> <li>- mental health and wellbeing needs</li> <li>- physical health and wellbeing needs</li> <li>- social health and wellbeing needs</li> <li>- spiritual health and wellbeing needs.</li> </ul> <p><u>Risks to health and wellbeing</u> might arise from:</p> <ul style="list-style-type: none"> <li>- abuse</li> <li>- incidents/accidents</li> <li>- neglect</li> <li>- rapid deterioration of condition or situation</li> <li>- self-harm</li> <li>- the complexity and range of contributory factors</li> <li>- the environment.</li> </ul> <p><u>Legislation, policies and procedures</u> may be international, national or local and may relate to:</p> <ul style="list-style-type: none"> <li>- blood transfusion</li> <li>- carers</li> <li>- children</li> <li>- consent</li> <li>- criminal justice</li> <li>- disability</li> <li>- domestic violence</li> <li>- duty of care</li> <li>- education</li> <li>- human rights</li> <li>- medicines</li> <li>- mental health</li> <li>- mental incapacity</li> <li>- vulnerable adults.</li> </ul>
<p><b>Links to other KSF dimensions</b></p>	<p>This dimension is supported by:</p> <ul style="list-style-type: none"> <li>- <i>Core 1 Communication</i></li> <li>- <i>Core 6 Equality and diversity</i></li> <li>- <i>HWB2 Assessment and care planning to meet health and wellbeing needs</i> which would set the overall care plan in which this work is undertaken</li> <li>- <i>G2 Development and innovation</i> which focuses on testing and developing new and innovative forms of enablement</li> <li>- <i>G3 Procurement and commissioning</i> which focuses on commissioning services within which care is delivered.</li> </ul> <p>This dimension is different from dimensions:</p> <ul style="list-style-type: none"> <li>- <i>HWB1 Promotion of health and wellbeing and prevention of adverse affects on health and wellbeing</i> – which focuses on the promotion of health and wellbeing rather than caring for people who are dependent in some way</li> <li>- <i>HWB4 Enablement to address their own health and wellbeing needs</i> – which focuses on helping people to develop their own knowledge and skills in relation to health and wellbeing and related needs</li> <li>- <i>HWB7 Interventions and treatments</i> – which focuses on intervening and treating individuals' physiological and/or psychological needs in the context of the whole person.</li> </ul>
<p><b>Terminology</b></p>	<p><i>Health</i>: a state of complete physical, social and mental well-being, and not merely the absence of disease or infirmity. Health is a resource for everyday life, not the object of living. It is a positive concept emphasising social and personal resources as well as physical capabilities. A comprehensive understanding of health implies that all systems and structures which govern social and economic conditions and the physical environment should take account of the implications of their activities in relation to their impact on individual and collective health and well-being. (World Health Organisation)</p> <p><i>Team</i> – a group of people who work to achieve a purpose. Teams may work in close proximity to each other or team members might work largely on their own – both types of team contribute to the wider effort of the NHS in improving health and wellbeing and addressing health needs.</p>

HWB5/Level 1: Undertake care activities to meet individuals' health and wellbeing needs	
Indicators	Examples of application
<p><i>The worker:</i></p> <p>a) discusses individuals' care plans and their <u>health and wellbeing needs</u> with the care team and understands his/her own role in delivering care to meet those needs</p> <p>b) respects people's dignity, wishes and beliefs; involves them in shared decision making; and obtains their consent for the care to be undertaken</p> <p>c) <u>prepares</u> appropriately for the <u>care activities</u> to be undertaken</p> <p>d) encourages individuals to do as much for themselves as they are able</p> <p>e) undertakes and records care activities as delegated and consistent with <u>legislation, policies and procedures</u></p> <p>f) promptly alerts the relevant person when there are changes in individuals' health and wellbeing or any possible <u>risks</u>.</p>	<p><u>Health and wellbeing needs</u></p> <p>See <i>overview</i></p> <p><u>Preparation</u> might include preparing:</p> <ul style="list-style-type: none"> <li>- equipment</li> <li>- materials</li> <li>- self</li> <li>- the environment</li> <li>- the individuals for whom the care is being undertaken.</li> </ul> <p><u>Care activities</u> might be:</p> <ul style="list-style-type: none"> <li>- collecting pensions and benefits</li> <li>- helping care for the deceased</li> <li>- helping people eat and drink</li> <li>- helping people maintain their continence</li> <li>- helping people to move</li> <li>- maintaining and promoting comfort</li> <li>- personal care</li> <li>- preparing meals</li> <li>- preparing people to donate blood</li> <li>- specified and delegated clinical and therapeutic activities for that individual</li> </ul> <p><u>Legislation, policies and procedures</u></p> <p>See <i>overview</i></p> <p><u>Risks to health and wellbeing</u></p> <p>See <i>overview</i></p>

**HWB5/Level 2: Undertake care activities to meet the health and wellbeing needs of individuals with a greater degree of dependency**

Indicators	Examples of application
<p><i>The worker:</i></p> <ul style="list-style-type: none"> <li>a) discusses individuals' care plans and their <u>health and wellbeing needs</u> with the care team and understands his/her own role in delivering care to meet those needs</li> <li>b) offers information to the team on how to meet people's needs and effective ways of doing this based on observations and own experience</li> <li>c) respects people's dignity, wishes and beliefs; involves them in shared decision making; and obtains their consent for the care to be undertaken</li> <li>d) prepares for, undertakes and records <u>care activities</u> as delegated and consistent with <u>legislation, policies and procedures</u> and the management of <u>risk</u></li> <li>e) supports and monitors people throughout enabling them to address their own health and wellbeing as far as it is possible for them to do so</li> <li>f) promptly alerts the relevant person when there are unexpected changes in individuals' health and wellbeing or risks</li> <li>g) provides information to the team on how individuals' needs are changing and feedback on the appropriateness of the care plan for the people concerned.</li> </ul>	<p><u>Health and wellbeing needs</u> See <i>overview</i></p> <p><u>Care activities</u> include:</p> <ul style="list-style-type: none"> <li>– administration of medication as prescribed in the care plan</li> <li>– personal care</li> <li>– care of wounds that require simple dressings</li> <li>– extended feeding techniques</li> <li>– bowel and bladder care</li> <li>– passive movements</li> <li>– pressure area care</li> <li>– supporting people during clinical procedures</li> </ul> <p><u>Legislation, policies and procedures</u> See <i>overview</i></p> <p><u>Risks to health and wellbeing</u> See <i>overview</i></p>

**HWB5/Level 3: Plan, deliver and evaluate care to meet people's health and wellbeing needs**

<b>Indicators</b>	<b>Examples of application</b>
<p><i>The worker:</i></p> <p>a) respects people's dignity, wishes and beliefs; involves them in shared decision making; and obtains their consent</p> <p>b) identifies with the people concerned:</p> <ul style="list-style-type: none"> <li>– goals for the specific activities to be undertaken within the context of their overall care plan and their <u>health and wellbeing needs</u></li> <li>– the nature of the different aspects of <u>care</u></li> <li>– the involvement of other people and/or agencies</li> <li>– relevant evidence-based practice and/or clinical guidelines</li> </ul> <p>c) prepares appropriately for the care to be undertaken</p> <p>d) undertakes care in a manner that is consistent with:</p> <ul style="list-style-type: none"> <li>– evidence-based practice and/or clinical guidelines</li> <li>– multidisciplinary team working</li> <li>– his/her own knowledge, skills and experience</li> <li>– <u>legislation, policies and procedures</u></li> </ul> <p>e) takes the appropriate action to address any issues or <u>risks</u></p> <p>f) reviews the effectiveness of specific activities as they proceed and makes any necessary modifications</p> <p>g) provides feedback to the person responsible for the overall care plan on its effectiveness and the health and wellbeing and needs of people</p> <p>h) makes accurate records of the activities undertaken and any risks.</p>	<p><u>Health and wellbeing needs</u></p> <p>See <i>overview</i></p> <p><u>Care</u> might be to meet:</p> <ul style="list-style-type: none"> <li>– emotional health and wellbeing needs</li> <li>– psychological health and wellbeing needs</li> <li>– psychosocial health and wellbeing needs</li> <li>– physical health and wellbeing needs</li> <li>– social health and wellbeing needs</li> <li>– spiritual health and wellbeing needs</li> </ul> <p><u>Legislation, policies and procedures</u></p> <p>See <i>overview</i></p> <p><u>Risks to health and wellbeing</u></p> <p>See <i>overview</i></p>

**HWB5/Level 4: Plan, deliver and evaluate care to address people's complex health and wellbeing needs**

<b>Indicators</b>	<b>Examples of application</b>
<i>The worker:</i>	<u>Health and wellbeing needs</u>
a) respects people's dignity, wishes and beliefs; involves them in shared decision making; and obtains their consent	See overview
b) identifies with the people concerned: <ul style="list-style-type: none"> <li>– goals for the specific activities to be undertaken within the context of their overall care plan and their complex <u>health and wellbeing needs</u></li> <li>– the nature of the different aspects of <u>care needed to meet their complex needs</u></li> <li>– the involvement of other people and/or agencies</li> <li>– relevant evidence-based practice and/or clinical guidelines</li> <li>– how to manage possible <u>risks</u></li> </ul>	<u>Care needed to meet people's complex needs</u> might relate to: <ul style="list-style-type: none"> <li>– emotional health and wellbeing</li> <li>– psychological health and wellbeing</li> <li>– psychosocial health and wellbeing</li> <li>– physical health and wellbeing</li> <li>– social health and wellbeing</li> <li>– spiritual health and wellbeing</li> </ul>
c) undertakes care in a manner that is consistent with: <ul style="list-style-type: none"> <li>– evidence-based practice and/or clinical guidelines</li> <li>– multidisciplinary team working</li> <li>– his/her own knowledge, skills and experience</li> <li>– <u>legislation, policies and procedures</u></li> </ul>	<u>Legislation, policies and procedures</u>
applying own skills, knowledge and experience and using considered judgment to meet people's different care needs	See overview
d) takes the appropriate action to address any issues or <u>risks</u>	<u>Risks to health and wellbeing</u>
e) evaluates the effectiveness of care and makes any necessary modifications	See overview
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.	

## DIMENSION HWB6: ASSESSMENT AND TREATMENT PLANNING

Overview	
<b>Status</b>	Specific – it will relate to some jobs but not all.
<b>Levels</b>	<ol style="list-style-type: none"> <li>1 Undertake tasks related to the assessment of physiological and/or psychological functioning</li> <li>2 Contribute to the assessment of physiological and/or psychological functioning</li> <li>3 Assess physiological and/or psychological functioning and develop, monitor and review related treatment plans</li> <li>4 Assess physiological and/or psychological functioning when there are complex and/or undifferentiated abnormalities, diseases and disorders and develop, monitor and review related treatment plans</li> </ol>
<b>Description</b>	<p>This dimension is about assessing physiological (eg autonomic nervous system, cardio-vascular, gastro-intestinal, musculo-skeletal, respiratory) and/or psychological functioning and any treatment planning associated with this, within the context of that person as an individual. It includes clinical history taking and examination, and a range of tests and investigations, including various forms of imaging and measurement of body structures, and tests of physiological and psychological functioning. It also includes diagnosis and treatment planning.</p> <p>It involves interactions using a variety of communication methods with individuals and carers (either face to face or at a distance, eg by telephone) and may require the use of equipment and technology, including computer assisted tools.</p> <p>Progression through the levels in this dimension is characterised by:</p> <ul style="list-style-type: none"> <li>– the move from tasks or specific activities to more complex procedures with higher levels of associated risk</li> <li>– the move from undertaking delegated tasks to planning assessment, informing diagnoses and the planning of treatment, making diagnoses planning treatment</li> <li>– increasing levels of clinical, technical and interpretive skills and knowledge</li> <li>– greater complexity in presenting cases and/or the ability to make diagnoses of undifferentiated abnormalities, diseases and disorders.</li> </ul>
<b>Examples of application</b>	<p><u>Legislation, policies and procedures</u> may be international, national or local and may relate to:</p> <ul style="list-style-type: none"> <li>– carers</li> <li>– children</li> <li>– consent</li> <li>– criminal justice</li> <li>– disability</li> <li>– equality and diversity</li> <li>– health and safety</li> <li>– information</li> <li>– ionising radiation</li> <li>– medicines</li> <li>– mental health</li> <li>– mental incapacity</li> <li>– technology and equipment</li> <li>– the practice and regulation of particular professions</li> <li>– vulnerable adults.</li> </ul>
<i>These may be relevant to all levels in this dimension</i>	

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<b>Links to other KSF dimensions</b>	<p>This dimension is supported by:</p> <ul style="list-style-type: none"><li>– <i>Core 1 Communication</i>: which covers all forms of communication with individuals, colleagues and others</li><li>– <i>Core 3 Health, safety and security</i>: which focuses on dealing with risks and hazards in the workplace</li><li>– <i>Core 6 Equality and diversity</i>: which focuses on promoting equality and valuing the diversity of everyone</li><li>– <i>HWB4 Enablement to address health and wellbeing needs</i>: which focuses on helping people to manage their health and wellbeing needs themselves</li><li>– <i>HWB7 Interventions and treatments</i> which focuses on intervening and treating individuals as part of an overall treatment plan</li><li>– <i>G2 Development and innovation</i> which focuses on testing and developing new and innovative forms of assessment and related diagnosis</li><li>– <i>G3 Procurement and commissioning</i> which focuses on commissioning services within which assessment, diagnosis and treatment is delivered.</li></ul> <p>This dimension is different from dimensions:</p> <ul style="list-style-type: none"><li>– <i>HWB2 Assessment and care planning</i>: which focuses on the assessment of the person's needs in the context of their lives, rather than the diagnosis of diseases and disorders causing health deficits and needs</li><li>– <i>HWB8 Biomedical investigation and intervention</i>: which focuses on the testing and analysis of samples and specimens to inform diagnosis and treatment</li></ul>
<b>Terminology</b>	<p><i>Treatment plans</i> – the overall plan of the treatments and/or interventions that individuals will need including any interconnections.</p>

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**HWB6/Level 1: Undertake tasks related to the assessment of physiological and/or psychological functioning**

Indicators	Examples of application
<p><i>The worker:</i></p> <ul style="list-style-type: none"> <li>a) checks with relevant <u>information sources</u> to confirm the <u>assessment tasks</u> to be undertaken</li> <li>b) respects individuals' dignity, wishes and beliefs; involves them in shared decision making; and obtains their consent for the activities to be undertaken</li> <li>c) <u>prepares</u> appropriately for the task to be undertaken taking into account any <u>risks</u></li> <li>d) undertakes and records specified tasks correctly, following delegated procedures or established protocols consistent with <u>legislation, policies and procedures</u></li> <li>e) monitors individuals whilst carrying out tasks and identifies and reports any changes in their health and wellbeing</li> <li>f) reports findings in the appropriate format to the people who need them.</li> </ul>	<p><u>Information sources</u> may be</p> <ul style="list-style-type: none"> <li>– individual/carer</li> <li>– records/referral details</li> <li>– referral agency/source</li> <li>– supervisor or other senior colleague</li> </ul> <p><u>Assessment tasks</u> might include:</p> <ul style="list-style-type: none"> <li>– obtaining samples</li> <li>– passing equipment, instruments and materials to the person responsible for the assessment</li> <li>– preparing individuals for assessment activities</li> <li>– preparing environments, equipment and materials for diagnostic procedures</li> <li>– taking measurements</li> <li>– undertaking specific activities with individuals (such as completing a questionnaire or form)</li> </ul> <p><u>Preparation</u> might include preparing:</p> <ul style="list-style-type: none"> <li>– equipment</li> <li>– materials</li> <li>– self</li> <li>– the environment</li> <li>– the individuals with whom the assessment task is being undertaken.</li> </ul> <p><u>Risks</u> might arise from:</p> <ul style="list-style-type: none"> <li>– abuse</li> <li>– incidents/accidents</li> <li>– neglect</li> <li>– rapid deterioration of condition or situation</li> <li>– self-harm</li> <li>– the complexity and range of contributory factors</li> <li>– the environment.</li> </ul> <p><u>Legislation, policies and procedures</u></p> <p>See overview</p>

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

<b>Indicators</b>	<b>Examples of application</b>
<p><i>The worker:</i></p> <ul style="list-style-type: none"> <li>a) discusses the assessment to be undertaken with the work team and understands his/her own role in the overall assessment and the <u>activities</u> to be undertaken</li> <li>b) respects individuals' dignity, wishes and beliefs; involves them in shared decision making; and obtains their consent for the assessment to be undertaken</li> <li>c) identifies appropriate methods, techniques and equipment for different <u>activities</u> and individuals and <u>prepares</u> appropriately taking into account any <u>risks</u></li> <li>d) undertakes and records assessment activities as agreed with the care team, following established protocols/procedures and consistent with <u>legislation, policies and procedures</u></li> <li>e) monitors individuals during assessment activities and takes the appropriate action in relation to any significant changes or possible risks</li> <li>f) reports assessment findings in the appropriate format to the people who need them</li> <li>g) offers to the team his/her own insights into the health and well-being needs and wishes of the people concerned and makes suggestions on the treatment that might be needed.</li> </ul>	<p><u>Activities</u> might include:</p> <ul style="list-style-type: none"> <li>– measuring and monitoring body functioning</li> <li>– other specific delegated assessment tasks</li> <li>– preparing and passing equipment, instruments and materials to the person responsible for the assessment/diagnostic procedure</li> <li>– producing or obtaining images or assisting with this dependent on complexity</li> <li>– screening assessments</li> </ul> <p><u>Preparation</u> might include preparing:</p> <ul style="list-style-type: none"> <li>– equipment</li> <li>– materials</li> <li>– self</li> <li>– the environment</li> <li>– the individuals with whom the assessment is being undertaken.</li> </ul> <p><u>Risks</u> might arise from:</p> <ul style="list-style-type: none"> <li>– abuse</li> <li>– incidents/accidents</li> <li>– neglect</li> <li>– rapid deterioration of condition or situation</li> <li>– self-harm</li> <li>– the complexity and range of contributory factors</li> <li>– the environment.</li> </ul> <p><u>Legislation, policies and procedures</u></p> <p>See overview</p>

**HWB6/Level 3: Assess physiological and/or psychological functioning and develop, monitor and review related treatment plans**

Indicators	Examples of application
<p><i>The worker:</i></p> <ul style="list-style-type: none"> <li>a) evaluates relevant information to plan the range and sequence of assessment required and determines:               <ul style="list-style-type: none"> <li>– the specific activities to be undertaken</li> <li>– the <u>risks</u> to be managed</li> <li>– the urgency with which assessments are needed</li> </ul> </li> <li>b) selects appropriate <u>assessment approaches, methods, techniques</u> and equipment, in line with               <ul style="list-style-type: none"> <li>– individual needs and characteristics</li> <li>– evidence of effectiveness</li> <li>– the resources available</li> </ul> </li> <li>c) respects people's dignity, wishes and beliefs; involves them in shared decision making; and obtains their consent</li> <li>d) prepares for, carries out and monitors assessments in line with evidence based practice, and <u>legislation, policies and procedures</u> and/or established protocols/established theories and models</li> <li>e) monitors individuals during assessments and takes the appropriate action in relation to any significant changes or possible risks</li> <li>f) evaluates assessment findings/results and takes appropriate action when there are issues</li> <li>g) considers and interprets all of the information available using systematic processes of reasoning to reach a justifiable assessment and explains the outcomes to those concerned</li> <li>h) determines and records diagnosis and treatment plans according to agreed protocols/pathways/models that are:               <ul style="list-style-type: none"> <li>– consistent with the outcomes of the assessment</li> <li>– consistent with the individual's wishes and views</li> <li>– include communications with other professions and agencies</li> <li>– involve other practitioners and agencies when this is necessary to meet people's health and wellbeing needs and risks</li> <li>– are consistent with the resources available</li> <li>– note people's wishes and needs that it was not possible to meet</li> </ul> </li> <li>i) monitors and reviews the implementation of treatment plans and makes changes within agreed protocols/pathways/models for clinical effectiveness and to meet people's needs and views</li> <li>j) identifies individuals whose needs fall outside protocols/pathways/models and makes referrals to the appropriate practitioners with the necessary degree of urgency.</li> </ul>	<p><u>Risks</u> might arise from:</p> <ul style="list-style-type: none"> <li>– abuse</li> <li>– incidents/accidents</li> <li>– neglect</li> <li>– rapid deterioration of condition or situation</li> <li>– self-harm</li> <li>– the complexity and range of contributory factors</li> <li>– the environment.</li> </ul> <p><u>Assessment approaches, methods, techniques</u> may include</p> <ul style="list-style-type: none"> <li>– taking case history</li> <li>– examinations</li> <li>– obtaining images</li> <li>– tests and measurements</li> </ul> <p>and may be carried out</p> <ul style="list-style-type: none"> <li>– with others</li> <li>– by self</li> <li>– by others on request</li> </ul> <p><u>Legislation, policies and procedures</u> See <i>overview</i></p>

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

Indicators	Examples of application
<p><i>The worker:</i></p> <p>a) identifies and evaluates:</p> <ul style="list-style-type: none"> <li>– the particular factors which contribute to the complex nature of the cases</li> <li>– evidence from similar cases which may inform the approach to be taken</li> <li>– the nature and urgency of the case</li> </ul> <p>b) determines and plans the range and sequence of <u>assessments</u> that evidence suggests are most likely to provide answers to the clinical questions, including:</p> <ul style="list-style-type: none"> <li>– the specific activities to be undertaken</li> <li>– any modifications to standard procedures/protocols</li> <li>– methods, techniques and equipment to be used</li> <li>– the <u>risks</u> to be managed</li> </ul> <p>c) respects people's dignity, wishes and beliefs; involves them in shared decision making; and obtains their consent</p> <p>d) carries out assessments in line with evidence based practice, <u>legislation, policies and procedures</u> and/or established protocols/established theories and models, monitoring individuals and adjusting the approach in the light of arising information and any significant changes or risks</p> <p>e) considers and interprets all of the information available using systematic processes of reasoning and reaches justifiable conclusions, including the making of a differential diagnosis and the listing and rank of possible alternatives if appropriate, and explains the outcomes to individuals</p> <p>f) develops and records treatment plans that are:</p> <ul style="list-style-type: none"> <li>– appropriate to the clinical context</li> <li>– consistent with the outcomes of assessment and the most probable diagnosis</li> <li>– identify the risks that need to be managed</li> <li>– have clear goals</li> <li>– involve other practitioners and agencies as and when necessary</li> <li>– are consistent with the resources available</li> <li>– note people's wishes and needs that it was not possible to meet</li> </ul> <p>g) coordinates the delivery of treatment plans feeding in relevant information to support wider service planning</p> <p>h) monitors the implementation of treatment plans and makes changes as a result of emerging information</p> <p>i) identifies individuals whose needs fall outside own expertise and makes referrals to the appropriate practitioners with the necessary degree of urgency.</p>	<p><u>Assessments</u> may include</p> <ul style="list-style-type: none"> <li>– taking case history</li> <li>– examinations</li> <li>– obtaining images</li> <li>– tests and measurements</li> </ul> <p>and may be carried out</p> <ul style="list-style-type: none"> <li>– with others</li> <li>– by self</li> <li>– by others on request</li> </ul> <p><u>Risks</u> might arise from:</p> <ul style="list-style-type: none"> <li>– abuse</li> <li>– incidents/accidents</li> <li>– neglect</li> <li>– rapid deterioration of condition or situation</li> <li>– self-harm</li> <li>– the complexity and range of contributory factors</li> <li>– the environment.</li> </ul> <p><u>Legislation, policies and procedures</u> See overview</p>

## DIMENSION HWB7: INTERVENTIONS AND TREATMENTS

Overview	
<b>Status</b>	Specific – it will relate to some jobs but not all.
<b>Levels</b>	<ol style="list-style-type: none"> <li>1 Assist in providing interventions and/or treatments</li> <li>2 Contribute to planning, delivering and monitoring interventions and/or treatments</li> <li>3 Plan, deliver and evaluate interventions and/or treatments</li> <li>4 Plan, deliver and evaluate interventions and/or treatments when there are complex issues and/or serious illness</li> </ol>
<b>Description</b>	<p>This dimension is about intervening and treating individuals' physiological and/or psychological needs in the context of the whole person. The interventions and treatments that are undertaken are within an overall treatment plan – the development and monitoring of the overall treatment plan is covered in dimension HWB6. Interventions and treatments may take a variety of forms including ongoing monitoring of the individual's condition to identify a need for possible intervention at a later date.</p> <p>Progression through the levels in this dimension is characterised by:</p> <ul style="list-style-type: none"> <li>– the move from routine tasks or specific activities to more complex procedures with higher levels of associated risk</li> <li>– increasing levels of clinical and technical skills and knowledge</li> <li>– greater complexity in /seriousness of the conditions being treated.</li> </ul>
<b>Examples of application</b>	<p><u>Interventions and treatments</u> may relate to physiological and/or psychological functioning and might include:</p> <ul style="list-style-type: none"> <li>– advice, explanation and reassurance</li> <li>– application of energy (eg radiation)</li> <li>– application of materials and substances</li> <li>– exercise</li> <li>– extraction/removal</li> <li>– manual treatments</li> <li>– medicines</li> <li>– modification</li> <li>– ongoing monitoring</li> <li>– palliation</li> <li>– psychotherapeutic approaches</li> <li>– rehabilitative approaches</li> <li>– replacement</li> <li>– restoration</li> <li>– supporting and supplementing body functioning</li> <li>– surgery</li> <li>– therapeutics (not included above).</li> </ul> <p><u>Legislation, policies and procedures</u> may be international, national or local and may relate to:</p> <ul style="list-style-type: none"> <li>– carers</li> <li>– children</li> <li>– consent</li> <li>– counselling and therapeutic regulation</li> <li>– criminal justice</li> <li>– disability</li> <li>– equality and diversity</li> <li>– health and safety</li> <li>– information</li> <li>– ionising radiation</li> <li>– medicines</li> <li>– mental health</li> <li>– mental incapacity</li> <li>– the practice and regulation of particular professions</li> <li>– vulnerable adults.</li> </ul>

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<b>Links to other KSF dimensions</b>	<p>This dimension is supported by:</p> <ul style="list-style-type: none"><li>– <i>Core 1 Communication</i>: which covers all forms of communication with individuals, colleagues and others</li><li>– <i>Core 3 Health, safety and security</i>: which focuses on dealing with risks and hazards in the workplace</li><li>– <i>Core 6 Equality and diversity</i></li><li>– <i>HWB6 Assessment and treatment planning</i>: which focuses on assessing and diagnosing problems, conditions and illnesses relating to physiological and psychological functioning</li><li>– <i>G2 Development and innovation</i> which focuses on testing and developing new and innovative forms of treatment and interventions</li><li>– <i>G3 Procurement and commissioning</i> which focuses on commissioning services within which treatment is delivered.</li></ul> <p>This dimension is different from dimensions:</p> <ul style="list-style-type: none"><li>– <i>HWB4 Enablement to address health and wellbeing needs</i> – which focuses on helping people to address their own and others' needs</li><li>– <i>HWB5 Provision of care to meet health and wellbeing needs</i> – which focuses on caring for people who are dependent in the short or longer term on others to meet their health and wellbeing needs.</li></ul>
<b>Terminology</b>	<p><i>Treatment plans</i> – the overall plan of the treatments and/or interventions that individuals need to address their diseases and/or disorders including any interconnections. The interventions and treatments undertaken within this dimension are within an overall treatment plan – see dimension HWB6.</p>

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HWB7/Level 1: Assist in providing interventions and/or treatments	
Indicators	Examples of application
<p><i>The worker:</i></p> <p>a) checks with relevant <u>sources of information</u> to confirm the tasks to be undertaken in relation to <u>interventions and/or treatments</u></p> <p>b) respects individuals' dignity, wishes and beliefs; involves them in shared decision making; and obtains their consent for the activities to be undertaken</p> <p>c) undertakes specified <u>tasks</u> correctly, and in line with <u>legislation, policies and procedures</u> and/or established protocols</p> <p>d) monitors individuals whilst carrying out the tasks and identifies and reports any changes in the individual's health and wellbeing</p> <p>e) records activities and outcomes consistent with <u>legislation, policies and procedures</u>.</p>	<p><u>Sources of information</u> may be:</p> <ul style="list-style-type: none"> <li>– individual/carer</li> <li>– records</li> <li>– referral agency/source</li> <li>– supervisor or other colleague</li> <li>– treatment plan</li> </ul> <p><u>Interventions and/or treatments</u> may relate to physical and/or psychological functioning</p> <p>See <i>overview</i></p> <p><u>Tasks</u> may include:</p> <ul style="list-style-type: none"> <li>– passing equipment, instruments and materials to the person responsible for the intervention/treatment</li> <li>– preparing individuals for intervention/treatment activities</li> <li>– specified and delegated clinical and therapeutic activities</li> </ul> <p><u>Legislation, policies and procedures</u></p> <p>See <i>overview</i></p>

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

<b>Indicators</b>	<b>Examples of application</b>
<p><i>The worker:</i></p> <ul style="list-style-type: none"> <li>a) discusses the individual's treatment plan and their related condition/illness with the care team and understands his/her own role in delivering <u>interventions and/or treatments</u> within the plan</li> <li>b) respects individuals' dignity, wishes and beliefs; involves them in shared decision making; and obtains their consent for the interventions and/or treatments to be undertaken</li> <li>c) identifies any specific precautions or contraindications to the proposed interventions/treatments and takes the appropriate action</li> <li>d) prepares for, undertakes and records interventions/treatments correctly, and in line with <u>legislation, policies and procedures</u> and/or established protocols</li> <li>e) supports and monitors people throughout promptly alerting the relevant person when there are unexpected changes in individuals' health and wellbeing or risks</li> <li>f) provides information to the team on how individuals' needs are changing and feedback on the appropriateness of the individual's treatment plan when there are issues</li> <li>g) responds to, records and reports any adverse events or incidents relating to the intervention/treatment with an appropriate degree of urgency.</li> </ul>	<p><u>Interventions and/or treatments</u> may relate to physical and/or psychological functioning See <i>overview</i></p> <p><u>Legislation, policies and procedures</u> See <i>overview</i></p>

**HWB7/Level 3: Plan, deliver and evaluate interventions and/or treatments**

Indicators	Examples of application
<p><i>The worker:</i></p>	<p><u>Interventions and/or treatments</u> may relate to physical and/or psychological functioning</p>
<p>a) respects individuals' dignity, wishes and beliefs; involves them in shared decision making; and obtains their consent</p>	<p>See <i>overview</i></p>
<p>b) identifies with the individuals concerned:</p> <ul style="list-style-type: none"> <li>– 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</li> <li>– the nature of the different aspects of the <u>intervention/treatment</u></li> <li>– the involvement of other people and/or agencies</li> <li>– relevant evidence-based practice and/or clinical guidelines</li> <li>– any specific precautions or contraindications to the proposed interventions/treatments and takes the appropriate action</li> </ul>	<p><u>Legislation, policies and procedures</u></p> <p>See <i>overview</i></p> <p><u>Risks</u> might be from:</p> <ul style="list-style-type: none"> <li>– abuse</li> <li>– incidents/accidents</li> <li>– neglect</li> <li>– rapid deterioration of condition or situation</li> <li>– self-harm</li> <li>– the complexity and range of contributory factors</li> <li>– the environment.</li> </ul>
<p>c) prepares appropriately for the intervention/treatment to be undertaken</p>	
<p>d) undertakes the intervention/treatment in a manner that is consistent with:</p> <ul style="list-style-type: none"> <li>– evidence-based practice and/or clinical guidelines/established theories and models</li> <li>– multidisciplinary team working</li> <li>– his/her own knowledge, skills and experience</li> <li>– <u>legislation, policies and procedures</u> and/or established protocols</li> </ul>	
<p>e) monitors individuals' reactions to interventions/treatment and takes the appropriate action to address any issues or <u>risks</u></p>	
<p>f) reviews the effectiveness of the interventions/treatments as they proceed and makes any necessary modifications</p>	
<p>g) provides feedback to the person responsible for the overall treatment plan on its effectiveness and the health and wellbeing and needs of people</p>	
<p>h) makes accurate records of the interventions/treatment undertaken and outcomes</p>	
<p>i) responds to, records and reports any adverse events or incidents relating to the intervention/treatment with an appropriate degree of urgency.</p>	

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

Indicators	Examples of application
<i>The worker:</i>	<u>Interventions and/or treatments</u> may relate to physical and/or psychological functioning
a) respects individuals' dignity, wishes and beliefs; involves them in shared decision making; and obtains their consent	See <i>overview</i>
b) identifies with the people concerned: <ul style="list-style-type: none"> <li>– goals for the specific <u>interventions/treatments</u> to be undertaken within the context of the overall treatment plan and the individual's physiological and/or psychological functioning</li> <li>– the nature of the different interventions/treatments given the complexity of the issues and/or the seriousness of the illness</li> <li>– relevant care pathways</li> <li>– the involvement of other people and/or agencies</li> <li>– relevant evidence-based practice and/or clinical guidelines/theories and models</li> <li>– any specific precautions or contraindications to the proposed interventions/treatment and takes the appropriate action</li> <li>– how to manage potential <u>risks</u></li> </ul>	<u>Legislation, policies and procedures</u> See <i>overview</i>  <u>Risks</u> might be from: <ul style="list-style-type: none"> <li>– abuse</li> <li>– incidents/accidents</li> <li>– neglect</li> <li>– rapid deterioration of condition or situation</li> <li>– self-harm</li> <li>– the complexity and range of contributory factors</li> <li>– the environment.</li> </ul>
c) undertakes interventions/treatments in a manner that is consistent with: <ul style="list-style-type: none"> <li>– evidence-based practice and/or clinical guidelines/theories and models</li> <li>– multidisciplinary team working</li> <li>– his/her own knowledge, skills and experience</li> <li>– <u>legislation, policies and procedures</u></li> </ul>	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.	

## DIMENSION HWB8: BIOMEDICAL INVESTIGATION AND INTERVENTION

Overview	
<b>Status</b>	Specific – it will relate to some jobs but not all.
<b>Levels</b>	<ol style="list-style-type: none"> <li>1 Undertake tasks to support biomedical investigations and/or interventions</li> <li>2 Undertake and report on routine biomedical investigations and/or interventions</li> <li>3 Plan, undertake, evaluate and report biomedical investigations and/or interventions</li> <li>4 Plan, undertake, evaluate and report complex/unusual biomedical investigations and/or interventions</li> </ol>
<b>Description</b>	<p>This dimension relates to investigations and interventions carried out on specimens and/or samples taken from individuals (such as blood, body tissues) and on environmental specimens and potential toxins. This may be for the purpose of diagnosing a condition or illness, monitoring an individual's condition, determining appropriate treatment, or may be part of the treatment itself.</p> <p>This work will mostly be undertaken in laboratory settings, though may sometimes be carried out at the point of care.</p> <p>Progression through the levels in this dimension is characterised by:</p> <ul style="list-style-type: none"> <li>– increasing complexity and range of the tasks and procedures involved</li> <li>– greater clinical, technical, scientific and analytical knowledge and skills</li> <li>– increasing complexity of the facts and situations which must be taken into account in planning and evaluating procedures</li> <li>– increasing contact and liaison with individuals/clients and other practitioners.</li> </ul>
<b>Examples of application</b>	<p><u>Biomedical investigations and interventions</u> might focus on components of:</p> <ul style="list-style-type: none"> <li>– organs</li> <li>– tissues</li> <li>– cells</li> <li>– biological fluids</li> <li>– foreign organisms.</li> </ul> <p><u>Legislation, policies and procedures</u> may be international, national or local and may relate to:</p> <ul style="list-style-type: none"> <li>– equality and diversity</li> <li>– health and safety</li> <li>– information</li> <li>– ionising radiation</li> <li>– substances hazardous to health</li> <li>– the practice and regulation of particular professions.</li> </ul>
<b>Links to other KSF dimensions</b>	<p>This dimension is supported by:</p> <ul style="list-style-type: none"> <li>– <i>Core 3 Health, safety and security</i>: covers dealing with risks and hazards in the workplace</li> <li>– <i>Core 6 Equality and diversity</i>: covers promoting equality and valuing diversity</li> <li>– <i>G2 Development and innovation</i> which focuses on testing and developing new and innovative forms of enablement</li> <li>– <i>IK2 Information collection and analysis</i> covers analysis and interpretation of data and information</li> </ul> <p>This dimension contrasts with:</p> <ul style="list-style-type: none"> <li>– <i>HWB6 Assessment and treatment planning</i> which focuses on assessing physiological and/or psychological functioning</li> <li>– <i>HWB7 Interventions and treatments</i> which focuses on direct work with individuals including decisions to take specimens and samples of body systems and structures</li> </ul>

**HWB8/Level 1: Undertake tasks to support biomedical investigations and/or interventions**

Indicators	Examples of application
<p><i>The worker:</i></p> <p>a) checks with relevant <u>sources of information</u> to confirm the <u>tasks</u> to be undertaken to support <u>biomedical investigations and interventions</u></p> <p>b) checks and confirms the identify and quality of specimens/samples at all relevant stages in line with established procedures and protocols</p> <p>c) handles and deals with specimens/samples in a way which:</p> <ul style="list-style-type: none"> <li>- is consistent with the indicated degree of risk or urgency</li> <li>- maintains the required quality and integrity</li> <li>- maintains their unique identification and their links to relevant records/documentation</li> <li>- is appropriate to the nature and stage of the investigation/intervention</li> <li>- is appropriate to the nature and condition of the sample</li> </ul> <p>d) follows established procedures and protocols regarding the nature, sequence and timing of activities to correctly complete required tasks</p> <p>e) takes the appropriate action in the case of incidents which put health and safety of self, colleagues, individuals or the quality of specimens at risk</p> <p>f) complies with <u>legislation, policies and procedures</u>.</p>	<p><u>Sources of information</u> may be:</p> <ul style="list-style-type: none"> <li>- individual record/request details</li> <li>- supervisor or other colleague</li> </ul> <p><u>Tasks</u> may include:</p> <ul style="list-style-type: none"> <li>- arranging transport for specimens/samples</li> <li>- collecting food, water and environmental specimens/samples</li> <li>- disposing of specimens/samples</li> <li>- labelling specimens/samples</li> <li>- packing specimens/samples</li> <li>- performing routine tests under supervision</li> <li>- preparing specimens/samples</li> <li>- receiving specimens/samples</li> <li>- sorting specimens/samples</li> <li>- storing specimens/samples</li> </ul> <p><u>Biomedical investigations and interventions</u></p> <p>See <i>overview</i></p> <p><u>Legislation, policies and procedures</u></p> <p>See <i>overview</i></p>

HWB8/Level 2: Undertake and report on routine biomedical investigations and/or interventions	
Indicators	Examples of application
<p><i>The worker:</i></p> <p>a) confirms with relevant <u>information sources</u>:</p> <ul style="list-style-type: none"> <li>– the nature and purpose of the routine <u>biomedical investigations/interventions</u> required</li> <li>– any particular factors to take into account</li> </ul> <p>and selects appropriate methods, techniques, processes and equipment</p> <p>b) checks and confirms the identify and quality of specimens/samples at all relevant stages in line with established procedures and protocols</p> <p>c) handles and deals with specimens/samples in a way which:</p> <ul style="list-style-type: none"> <li>– is consistent with the indicated degree of risk or urgency</li> <li>– maintains the required quality and integrity</li> <li>– maintains their unique identification and their links to relevant records/documentation</li> <li>– is appropriate to the nature and stage of the investigation/intervention</li> </ul> <p>d) follows established procedures and protocols regarding the nature, sequence and timing of activities to correctly complete required tasks</p> <p>e) assesses the process and outcomes of investigations/interventions using the correct quality control criteria and takes the appropriate action with regard to anomalous results</p> <p>f) reports findings in the appropriate format to the people who need them</p> <p>g) takes the appropriate action in the case of incidents which put health and safety or the quality of specimens at risk</p> <p>h) complies with <u>legislation, policies and procedures</u>.</p>	<p><u>Information sources</u> may be:</p> <ul style="list-style-type: none"> <li>– individual records/request details</li> <li>– person responsible for overall planning of the work</li> </ul> <p><u>Biomedical investigations and interventions</u></p> <p>See <i>overview</i></p> <p><u>Legislation, policies and procedures</u></p> <p>See <i>overview</i></p>

**HWB8/Level 3: Plan, undertake, evaluate and report biomedical investigations and/or interventions**

Indicators	Examples of application
<p><i>The worker:</i></p> <p>a) evaluates relevant information to plan the range and sequence of <u>biomedical investigations/interventions</u> required and determines:</p> <ul style="list-style-type: none"> <li>- <u>the specific procedures to be undertaken</u></li> <li>- unusual aspects of cases (including any particular risks)</li> <li>- the urgency with which procedures need to be carried out</li> <li>- relevant <u>legislation, policies and procedures</u></li> </ul> <p>b) selects appropriate methods, techniques, equipment and analytical methods, in line with the <u>resources</u> available and evidence of effectiveness</p> <p>c) carries out and monitors investigations/interventions in line with established procedures and <u>protocols</u>, taking the appropriate action in the case of incidents which put at risk health and safety or the quality of specimens</p> <p>d) evaluates the outcomes of investigations/interventions and takes appropriate action in relation to anomalous or poor quality results or insufficient information</p> <p>e) collates and interprets findings and outcomes and reports them to relevant colleagues in the appropriate format, clearly stating any limitations</p> <p>f) provides valid information, advice and recommendations in relation to diagnosis, prognosis, treatment and individual management.</p>	<p><u>Biomedical investigations and interventions</u></p> <p>See <i>overview</i></p> <p><u>The specific procedures to be undertaken</u> may be carried out:</p> <ul style="list-style-type: none"> <li>- by others</li> <li>- by self</li> </ul> <p><u>Legislation, policies and procedures</u></p> <p>See <i>overview</i></p> <p><u>Resources</u> may include:</p> <ul style="list-style-type: none"> <li>- facilities/equipment</li> <li>- finance</li> <li>- staff expertise</li> <li>- staff numbers</li> <li>- time</li> </ul> <p><u>Protocols</u> may be in relation to:</p> <ul style="list-style-type: none"> <li>- individual and specimen identity</li> <li>- recording and checking outcomes</li> <li>- specimen/sample quality and integrity</li> <li>- the nature, sequence and timing of investigation/intervention processes</li> <li>- use of equipment</li> </ul>

**HWB8/Level 4: Plan, undertake, evaluate and report complex/unusual biomedical investigations and/or interventions**

<b>Indicators</b>	<b>Examples of application</b>
<i>The worker:</i>	<u>Biomedical investigations and interventions</u>
<p>a) identifies and evaluates:</p> <ul style="list-style-type: none"> <li>– the particular factors which contribute to the complex or unusual nature of the <u>biomedical investigation and/or intervention</u></li> <li>– evidence from similar cases which may inform the approach to be taken</li> <li>– relevant <u>legislation, policies and procedures</u></li> <li>– other relevant <u>issues</u> to be taken into account</li> </ul> <p>b) determines and plans the range and sequence of investigations/interventions appropriate to the specimens/samples under investigation and consistent with evidence-based practice, including</p> <ul style="list-style-type: none"> <li>– the specific procedures to be undertaken</li> <li>– any modifications to standard processes</li> <li>– methods, techniques, equipment and analytic methods to be used</li> </ul> <p>c) carries out and monitors investigations/interventions in line with established or modified procedures and protocols, taking the appropriate action in the case of incidents which threaten the health and safety of self, colleagues or individuals or the quality of specimens</p> <p>d) evaluates the outcomes of individual procedures and investigations/interventions as a whole to determine the success of the approaches adopted and any further action required</p> <p>e) liaises with relevant colleagues at appropriate stages of planning, monitoring and evaluation</p> <p>f) collates and interprets findings and outcomes for complex/unusual cases and reports them to relevant colleagues in the appropriate format, clearly stating any limitations</p> <p>g) provides information, advice and recommendations on diagnosis, prognosis, treatment and individual management based on the findings and outcomes</p>	<p>See <i>overview</i></p> <p><u>Legislation, policies and procedures</u></p> <p>See <i>overview</i></p> <p><u>Issues</u> may include:</p> <ul style="list-style-type: none"> <li>– resources available</li> <li>– the urgency with which the investigation/intervention is needed</li> </ul> <p><u>Further action</u> may include:</p> <ul style="list-style-type: none"> <li>– additional tests/interventions/forms of analysis</li> <li>– referral to other disciplines/practitioners</li> </ul>

## DIMENSION HWB9: EQUIPMENT AND DEVICES TO MEET HEALTH AND WELLBEING NEEDS

Overview	
<b>Status</b>	Specific – it will relate to some jobs but not all.
<b>Levels</b>	<ol style="list-style-type: none"> <li>1 Assist in the production and/or adaptation of equipment and devices</li> <li>2 Produce and/or adapt equipment and devices to set requirements</li> <li>3 Design, produce and adapt equipment and devices</li> <li>4 Design, produce and adapt complex/unusual equipment and devices</li> </ol>
<b>Description</b>	<p>This dimension is about designing and producing equipment and devices to meet people's assessed health and wellbeing needs.</p> <p>The equipment and devices may be:</p> <ul style="list-style-type: none"> <li>– built/made from raw materials</li> <li>– assembled from pre-made components</li> <li>– customised (ie adapted from a standard item)</li> <li>– custom-made (ie specifically designed and developed for an individual).</li> </ul> <p>Equipment and devices which are selected from a pre-existing range of items and which do not require significant configuration or programming for use with individuals would not be relevant to this dimension (eg pre-made splints and false limbs of different sizes, standard wheelchairs).</p> <p>Progression through the levels in this dimension is characterised by:</p> <ul style="list-style-type: none"> <li>– the move from routine tasks related to a specific part of the design/production process to involvement in all stages of the process</li> <li>– greater complexity in the item to be produced and/or the needs to be met, involving more original design and less adaptation of existing solutions</li> <li>– increasing levels of clinical and technical knowledge and skills</li> <li>– increasing levels of knowledge and skills about the effect that beliefs, culture and religion have on the choices that people make about how to address their health and wellbeing needs</li> <li>– increasing contact with the individuals who use the equipment and/or devices and with others involved in addressing their health and wellbeing needs.</li> </ul>
<b>Examples of application</b>	<p><u>Equipment</u> includes:</p> <ul style="list-style-type: none"> <li>– adaptive systems for daily living</li> <li>– environmental adaptations</li> <li>– systems to provide remote care (telecare)</li> <li>– wheelchairs.</li> </ul> <p><u>Devices</u> include:</p> <ul style="list-style-type: none"> <li>– dispensing devices</li> <li>– electronic assistive devices that require configuration/programming (eg environmental controllers, voice output communication aids, computer access technology)</li> <li>– orthoses (including oral orthoses)</li> <li>– prostheses (including oral prostheses).</li> </ul> <p><u>Legislation, policies and procedures</u> may be international, national or local and may relate to:</p> <ul style="list-style-type: none"> <li>– copyright and patent</li> <li>– equality and diversity</li> <li>– health and safety</li> <li>– information</li> <li>– medical devices</li> <li>– medicines and their administration</li> <li>– product liability</li> <li>– religion and beliefs</li> <li>– substances hazardous to health.</li> </ul>

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<b>Links to other KSF dimensions</b>	<p>This dimension is supported by:</p> <ul style="list-style-type: none"><li>– <i>Core 2 Personal and people development</i> which focuses on developing users in the use and maintenance of equipment and devices</li><li>– <i>Core 3 Health, safety and security</i> which focuses on dealing with hazards and risks</li><li>– <i>Core 6 Equality and diversity</i> which focuses on promoting people’s rights and the responsibilities which we have to do this</li><li>– <i>G3 Procurement and commissioning</i> which focuses on the procurement of materials and components, and commissioning of outside services (eg to manufacture devices)</li><li>– <i>G5 Services and project management</i> which focuses on coordinating design and production activities</li><li>– <i>HWB2 Assessment and care planning</i> which focuses on the assessment of the person’s needs in the context of their lives</li><li>– <i>HWB6 Assessment and treatment planning</i> which focuses on assessment in relation to physiological and/or psychological functioning in the context of the whole person.</li></ul> <p>This dimension is different from dimensions:</p> <ul style="list-style-type: none"><li>– <i>EF1 Systems, vehicles and equipment</i> which focuses on the maintenance and repair of equipment</li><li>– <i>G2 Development and innovation</i> which focuses on the development of innovative methods, techniques, products, equipment and practices for widespread application, rather than to meet an individual’s particular needs</li><li>– <i>HWB10 Products to meet health and wellbeing needs</i> which focuses on the development of products rather than equipment and devices.</li></ul>
<b>Terminology</b>	<p><i>Item</i>: the term item has been used within some of the indicators/examples of application – it refers to a particular piece of equipment and/or device that is being produced.</p>

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**HWB9/Level 1: Assist in the production and/or adaptation of equipment and devices**

Indicators	Examples of application
<p><i>The worker:</i></p> <ul style="list-style-type: none"> <li>a) checks with relevant <u>information sources</u> to confirm the tasks to be undertaken in the production and/or adaptation of <u>equipment</u> and <u>devices</u></li> <li>b) identifies, selects and prepares the correct materials, components and production equipment</li> <li>c) handles and uses materials and components in a way which maintains their quality</li> <li>d) identifies and reports any problems with materials, components or production equipment</li> <li>e) undertakes set tasks                             <ul style="list-style-type: none"> <li>– effectively</li> <li>– to time</li> <li>– consistent with <u>legislation, policies and procedures</u>.</li> </ul> </li> </ul>	<p><u>Equipment:</u> See <i>overview</i></p> <p><u>Devices:</u> See <i>overview</i></p> <p><u>Information sources</u> may be</p> <ul style="list-style-type: none"> <li>– order</li> <li>– prescription</li> <li>– supervisor or other colleague</li> </ul> <p><u>Legislation, policies and procedures</u> See <i>overview</i></p>

**HWB9/Level 2: Produce and/or adapt equipment and devices to set requirements**

<b>Indicators</b>	<b>Examples of application</b>
<p><i>The worker:</i></p> <ul style="list-style-type: none"> <li>a) confirms with relevant <u>information sources</u>:                             <ul style="list-style-type: none"> <li>– the nature of the <u>equipment</u> and/or <u>device</u> required</li> <li>– any particular factors to take into account</li> </ul>                             and selects appropriate materials/components, techniques, processes and production equipment                         </li> <li>b) produces and adapts the item consistent with requirements, handling materials and components in a way which maintains their quality</li> <li>c) identifies any problems or anomalies with materials, components, production equipment or set requirements and takes the appropriate action</li> <li>d) checks and confirms that finished items meet set requirements and relevant quality criteria</li> <li>e) undertakes the work consistent with <u>legislation, policies and procedures</u>.</li> </ul>	<p><u>Equipment:</u> See <i>overview</i></p> <p><u>Devices:</u> See <i>overview</i></p> <p><u>Information sources</u> may be</p> <ul style="list-style-type: none"> <li>– design specification</li> <li>– order</li> <li>– prescription</li> <li>– records for the person for whom the equipment and/or device is being produced</li> <li>– supervisor or other colleague</li> </ul> <p><u>Legislation, policies and procedures</u> See <i>overview</i></p>

**HWB9/Level 3: Design, produce and adapt equipment and devices**

<b>Indicators</b>	<b>Examples of application</b>
<p><i>The worker:</i></p> <ul style="list-style-type: none"> <li>a) obtains, collates and evaluates relevant information to support the design and production process</li> <li>b) assesses the feasibility of designing and producing the request/prescription and reports any potential problems to the appropriate people</li> <li>c) develops for the identified <u>equipment</u> and/or <u>device</u>:                             <ul style="list-style-type: none"> <li>– detailed design specifications to meet identified needs that are consistent with <u>legislation, policies and procedures</u> and take all <u>relevant issues</u> into account</li> <li>– realistic and justifiable designs which meet the specification</li> </ul> </li> <li>d) manufactures and adapts items consistently with their design, handling materials and components in a way which maintains their quality</li> <li>e) checks and confirms that finished items are fit for purpose, conform to designs and meet relevant quality criteria</li> <li>f) supplies items to <u>clients</u> advising them on their use and maintenance</li> <li>g) monitors the effectiveness of items in meeting identified needs and makes appropriate modifications.</li> </ul>	<p><u>Equipment</u>: See <i>overview</i></p> <p><u>Devices</u>: See <i>overview</i></p> <p><u>Legislation, policies and procedures</u> See <i>overview</i></p> <p><u>Relevant issues</u> may include</p> <ul style="list-style-type: none"> <li>– availability of standard items/components which can be adapted or assembled to meet needs</li> <li>– clinical, personal and environmental factors</li> <li>– manufacturing constraints</li> <li>– resources available</li> <li>– safety and risk factors</li> <li>– technical issues</li> </ul> <p><u>Clients</u> may be:</p> <ul style="list-style-type: none"> <li>– the person/people for whom the equipment and/or device is being supplied</li> <li>– the person/people who prescribed/requested the equipment and/or device</li> <li>– other interested parties</li> </ul>

**HWB9/Level 4: Design, produce and adapt complex/unusual equipment and devices**

<b>Indicators</b>	<b>Examples of application</b>
<p><i>The worker:</i></p> <ul style="list-style-type: none"> <li>a) obtains, collates and evaluates relevant information to support the design and production process, identifying the complex or unusual aspects of cases</li> <li>b) assesses the feasibility of designing and producing the request/prescription and resolves any potential problems with the appropriate people</li> <li>c) develops for the identified <u>equipment</u> and/or <u>device</u>:               <ul style="list-style-type: none"> <li>– detailed design specifications to meet identified needs that are consistent with <u>legislation, policies and procedures</u> and take all <u>relevant issues</u> into account</li> <li>– realistic and justifiable designs which meet the specification</li> </ul> </li> <li>d) produces and tests trial models/prototypes to check the suitability of the design and makes appropriate modifications</li> <li>e) determines, implements and monitors appropriate <u>means of production</u></li> <li>f) makes and adapts items consistently with the design, handling materials and components in a way which maintains their quality and following established procedures and protocols</li> <li>g) checks and confirms that finished items are fit for purpose, conform to designs and meet relevant quality criteria</li> <li>h) liaises with relevant colleagues and <u>clients</u> at appropriate stages of the design and production process</li> <li>i) supplies items to clients advising them on their use and maintenance</li> <li>j) gathers feedback on the effectiveness of items in meeting identified needs and responds appropriately.</li> </ul>	<p><u>Equipment:</u> See <i>overview</i></p> <p><u>Devices:</u> See <i>overview</i></p> <p><u>Legislation, policies and procedures</u> See <i>overview</i></p> <p><u>Relevant issues</u> may include</p> <ul style="list-style-type: none"> <li>– availability of standard items/components which can be adapted or assembled to meet needs</li> <li>– clinical, personal and environmental factors</li> <li>– manufacturing constraints</li> <li>– resources available</li> <li>– safety and risk factors</li> <li>– technical issues – including new/emerging technology which may be of benefit</li> </ul> <p><u>Means of production</u> may include</p> <ul style="list-style-type: none"> <li>– external manufacturer</li> <li>– in house workshop</li> <li>– self or others in own team</li> </ul> <p><u>Clients</u> may be:</p> <ul style="list-style-type: none"> <li>– the person/people for whom the equipment and/or device is being supplied</li> <li>– the person/people who prescribed/requested the equipment and/or device</li> <li>– other interested parties</li> </ul>

## DIMENSION HWB10: PRODUCTS TO MEET HEALTH AND WELLBEING NEEDS

Overview	
<b>Status</b>	Specific – it will relate to some jobs but not all.
<b>Levels</b>	<ol style="list-style-type: none"> <li>1 Prepare simple products and ingredients</li> <li>2 Prepare and supply routine products</li> <li>3 Prepare and supply specialised products</li> <li>4 Support, monitor and control the supply of products</li> </ol>
<b>Description</b>	<p>This dimension is about the preparation and supply of different products that are needed to promote people's health and wellbeing and meet people's health and wellbeing needs.</p> <p>Activities covered would include</p> <ul style="list-style-type: none"> <li>– preparing and maintaining environments and equipment (with particular reference to standards of hygiene or decontamination/asepsis)</li> <li>– preparing, combining and processing ingredients (raw or processed) or product components (selecting and analysing materials, calculating or measuring quantities, using approved processing methods and procedures)</li> <li>– dispensing, issuing, presenting or supplying finished products, checking their quality and suitability and providing appropriate advice or information about their use</li> <li>– monitoring and checking the supply of products, and advising on appropriate products for particular needs.</li> </ul> <p>Progression through the levels in this dimension is characterised by:</p> <ul style="list-style-type: none"> <li>– increasing complexity of the products concerned, from routine and simple products to more specialised and complex ones</li> <li>– a greater range of activities, from simple preparation, to more complex processing, to monitoring product supply and advising on appropriate products for particular needs</li> <li>– greater knowledge and skills regarding production and processing techniques, the range of products available, and their suitability for different needs.</li> </ul>
<b>Examples of application</b>	<p><u>Products</u> include:</p> <ul style="list-style-type: none"> <li>– blood components and products</li> <li>– food and drink</li> <li>– medicines</li> <li>– nutritional products and supplements</li> <li>– other products used in the assessment and treatment of needs related to health and wellbeing (eg diagnostic agents).</li> </ul> <p><u>Legislation, policies and procedures</u> may be international, national or local and may relate to:</p> <ul style="list-style-type: none"> <li>– blood transfusion</li> <li>– food safety and handling</li> <li>– health and safety</li> <li>– hygiene</li> <li>– information</li> <li>– ionising radiation</li> <li>– medicines</li> <li>– pharmaceutical manufacture and distribution</li> <li>– product liability</li> <li>– substances hazardous to health.</li> </ul>

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**Links to other KSF dimensions**

This dimension is supported by:

- *Core 3 Health, safety and security* which focuses on dealing with hazards and risks
- *EF1 Systems, vehicles and equipment* which focuses on maintaining, monitoring and development all types of equipment and this might be an essential part of the preparation for this area of work
- *G3 Procurement and commissioning* which focuses on the procurement of materials and ingredients
- *G5 Services and project management* which focuses on coordinating the work of a service (eg catering management)

This dimension is different from dimension:

- *HWB9 Equipment and devices to meet health and wellbeing needs* – which focuses on the production of equipment and devices such as adaptive systems, environmental adaptations rather than products.

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**Terminology**

*Service user* – the person for whom a product is being prepared (eg a patient or client) and/or a person contributing to a service (eg a donor).

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**HWB10/Level 1: Prepare simple products and ingredients**

Indicators	Examples of application
<p><i>The worker:</i></p> <p>a) checks with relevant <u>information sources</u> to confirm the <u>preparation tasks</u> to be undertaken</p> <p>b) prepares and uses equipment and work areas correctly in line with established procedures</p> <p>c) obtains the correct amount and type of products and ingredients and confirms their quality</p> <p>d) prepares simple <u>products</u> and ingredients according to instructions and in a way which</p> <ul style="list-style-type: none"> <li>- maintains their quality</li> <li>- is consistent with <u>legislation, policies and procedures</u></li> <li>- minimises risks to self, others and the work environment</li> </ul> <p>e) confirms that prepared items meet requirements, <u>places them in the correct conditions and location for the next stage of use</u>, together with any required labels, information and <u>sundries</u></p> <p>f) identifies and reports any problems with ingredients, products, preparation equipment or work areas</p> <p>g) cleans and restores equipment and work areas, leaving them in a suitable condition for future use</p>	<p><u>Information sources</u> may be</p> <ul style="list-style-type: none"> <li>- electronic</li> <li>- instructions</li> <li>- prescription/order</li> <li>- supervisor or other colleague</li> <li>- verbal request</li> <li>- work plan/recipe</li> </ul> <p><u>Preparation tasks</u> may include:</p> <ul style="list-style-type: none"> <li>- analysing/assessing raw products to confirm their nature and quality</li> <li>- assembly and packing of ready-to-use items</li> <li>- assembly of ingredients for further processing by others</li> <li>- assisting with basic preparation of medicines</li> <li>- basic food and drink preparation</li> <li>- basic presentation and service of food and drink</li> <li>- selecting and collecting ingredients/components</li> <li>- using/managing information technology.</li> </ul> <p><u>Products</u> might include: See <i>overview</i></p> <p><u>Placing items in correct conditions and location for the next stage of use</u> may be:</p> <ul style="list-style-type: none"> <li>- giving them to users of the service</li> <li>- placing them ready for further processing</li> <li>- storing for future use</li> </ul> <p><u>Sundries</u> may be:</p> <ul style="list-style-type: none"> <li>- cutlery, crockery, serviettes etc</li> <li>- devices for administering medicines.</li> </ul> <p><u>Legislation, policies and procedures</u> See <i>overview</i></p>

HWB10/Level 2: Prepare and supply routine products	
Indicators	Examples of application
<p><i>The worker:</i></p> <p>a) confirms with relevant <u>information sources</u>:</p> <ul style="list-style-type: none"> <li>- the nature of the <u>product</u> required</li> <li>- any particular factors to take into account</li> </ul> <p>b) selects appropriate</p> <ul style="list-style-type: none"> <li>- techniques and processes</li> <li>- equipment and work areas</li> <li>- components/ingredients</li> </ul> <p>and prepares, checks and uses them correctly in line with established procedures</p> <p>c) calculates or measures the correct quantities of components/ingredients and assembles, combines and processes them correctly and in a way which</p> <ul style="list-style-type: none"> <li>- maintains their quality</li> <li>- is consistent with <u>legislation, policies and procedures</u></li> <li>- minimises risks to self, others and the work environment</li> </ul> <p>d) confirms that prepared items meet requirements and quality criteria</p> <p>e) <u>places items in the correct conditions and location for the next stage of use</u>, together with any required labels and information, according to established protocols</p> <p>f) identifies any problems or anomalies with work areas, equipment, components/ingredients or initial instructions/requirements and takes the appropriate action</p> <p>g) cleans and restores equipment and work areas, leaving them in a suitable condition for future use.</p>	<p><u>Information sources</u> may be:</p> <ul style="list-style-type: none"> <li>- electronic</li> <li>- formula</li> <li>- instructions</li> <li>- labels</li> <li>- prescription</li> <li>- recipe</li> <li>- supervisor or other colleague</li> <li>- work plan</li> </ul> <p><u>Products</u> might include the routine aspects of:</p> <ul style="list-style-type: none"> <li>- blood components and products (eg red cells, platelet concentrates, fresh frozen plasma, cryoprecipitate, autologous blood, stem cells)</li> <li>- food and drink (eg food and drink prepared, presented and served in bulk)</li> <li>- medicines (eg batch prepared)</li> <li>- nutritional products and supplements</li> <li>- other products used in the assessment and treatment of needs related to health and wellbeing (eg diagnostic agents)</li> <li>- using/managing information technology.</li> </ul> <p><u>Placing items in correct conditions and location for the next stage of use</u> may be:</p> <ul style="list-style-type: none"> <li>- placing them ready for further processing</li> <li>- storing for future use</li> <li>- supplying to colleagues</li> <li>- supplying to users of the service</li> </ul> <p><u>Legislation, policies and procedures</u> See overview</p>

### HWB10/Level 3: Prepare and supply specialised products

Indicators	Examples of application
<p><i>The worker:</i></p> <p>a) confirms the validity and appropriateness of <u>requests for specialised products</u> and reports any concerns</p> <p>b) obtains, collates and evaluates relevant information on the specific requirements which the product must meet</p> <p>c) assesses the feasibility of preparing products to meet the requirements and reports any potential problems to the appropriate people</p> <p>d) selects the correct</p> <ul style="list-style-type: none"> <li>- techniques and processes</li> <li>- work areas and equipment</li> <li>- components/ingredients</li> </ul> <p>and prepares, checks and uses them correctly in line with established procedures</p> <p>e) accurately calculates or measures the correct quantities of components/ingredients and combines and processes them correctly and in a way which</p> <ul style="list-style-type: none"> <li>- maintains their quality</li> <li>- is consistent with <u>legislation, policies and procedures</u></li> <li>- minimises risks to self, others and the work environment</li> </ul> <p>f) monitors the preparation environment and process and takes immediate action in the case of untoward incidents which could jeopardise quality or health and safety</p> <p>g) confirms that prepared items meet specific requirements and quality criteria and <u>places them in the correct conditions and location for the next stage of use</u>, together with any required labels and information, according to established procedures</p> <p>h) cleans and restores equipment and work areas, leaving them in a suitable condition for future use</p>	<p><u>Products</u> might include the specialised aspects of:</p> <ul style="list-style-type: none"> <li>- blood components and products (eg washed platelets, washed red cells, products for neonates, products for individuals with specific health needs)</li> <li>- food and drink (eg to meet specific nutritional or cultural requirements and/or prepared, presented and served individually to order)</li> <li>- medicines (eg extemporaneous preparations, aseptic products, radiopharmaceuticals, medicines tailored for specific patients)</li> <li>- nutritional products and supplements (eg parenteral feeding solutions)</li> <li>- other products used in the assessment and treatment of needs related to health and wellbeing (eg diagnostic agents)</li> </ul> <p><u>Requests for specialised products</u> may be</p> <ul style="list-style-type: none"> <li>- electronic</li> <li>- prescriptions</li> <li>- other requests/orders</li> </ul> <p><u>Placing items in correct conditions and location for the next stage of use</u> may be:</p> <ul style="list-style-type: none"> <li>- placing them ready for further processing</li> <li>- storing for future use</li> <li>- supplying them to users of the service</li> <li>- supplying them to colleagues</li> </ul> <p><u>Legislation, policies and procedures</u> See <i>overview</i></p>

**HWB10/Level 4: Support, monitor and control the supply of products**

Indicators	Examples of application
<p><i>The worker:</i></p> <ul style="list-style-type: none"> <li>a) obtains, collates and evaluates relevant information on health and wellbeing needs</li> <li>b) evaluates <u>product options</u> and their methods of delivery and determines those which will best meet assessed needs, taking account of all <u>relevant factors</u></li> <li>c) provides <u>information, advice and support</u> on products and methods of delivery, explaining clearly the associated benefits and risks</li> <li>d) confirms the validity, accuracy, safety and appropriateness of <u>requests for products</u> and takes the appropriate action if there are concerns</li> <li>e) monitors the quantity and <u>quality</u> of supplied products to confirm that they meet specified requirements and all relevant <u>legislation, policies and procedures</u></li> <li>f) gathers feedback on the effectiveness of products in meeting identified needs and takes the <u>appropriate action</u> in response.</li> </ul>	<p><u>Product options</u> might include consideration of the different forms and amounts of:</p> <ul style="list-style-type: none"> <li>– blood components and products</li> <li>– food and drink</li> <li>– medicines</li> <li>– nutritional products and supplements</li> <li>– other products used in the assessment and treatment of needs related to health and wellbeing</li> </ul> <p><u>Relevant factors</u> may include:</p> <ul style="list-style-type: none"> <li>– any particular risks that need to be managed</li> <li>– evidence of effectiveness</li> <li>– the condition and characteristics of the user of the service</li> <li>– the service user’s previous use of similar or related products</li> <li>– the resources available</li> </ul> <p><u>Information, advice and support</u> may be given to:</p> <ul style="list-style-type: none"> <li>– the person/people for whom the product is being supplied</li> <li>– the person/people who requested the product</li> <li>– other interested parties.</li> </ul> <p><u>Requests for products</u> may be:</p> <ul style="list-style-type: none"> <li>– prescriptions</li> <li>– other requests/orders</li> </ul> <p>Monitoring the <u>quality</u> might include:</p> <ul style="list-style-type: none"> <li>– comparison with specification/prescription</li> <li>– observation</li> <li>– sampling</li> <li>– testing</li> </ul> <p><u>Legislation, policies and procedures</u> See <i>overview</i></p> <p><u>Appropriate action</u> might include:</p> <ul style="list-style-type: none"> <li>– alerting suppliers to faulty materials</li> <li>– contacting those specifying product requirements</li> <li>– evaluating quantity against demand and feeding back into production process.</li> </ul>

## DIMENSION EF1: SYSTEMS, VEHICLES AND EQUIPMENT

Overview	
<b>Status</b>	Specific – it will relate to some jobs but not all.
<b>Levels</b>	<ol style="list-style-type: none"> <li>1 Carry out routine maintenance of simple equipment, vehicle and system components</li> <li>2 Contribute to the monitoring and maintenance of systems, vehicles and equipment</li> <li>3 Monitor, maintain and contribute to the development of, systems, vehicles and equipment</li> <li>4 Review, develop and improve systems, vehicles and equipment</li> </ol>
<b>Description</b>	<p>This dimension is about maintaining, monitoring and developing all types of systems, vehicles and equipment.</p> <p>It includes a wide range of activities, such as:</p> <ul style="list-style-type: none"> <li>– routine maintenance, repairs and servicing</li> <li>– quality assurance checks and tests</li> <li>– setting up equipment for use</li> <li>– setting and monitoring performance standards</li> <li>– diagnosing and remedying faults</li> <li>– planning and developing improvements, including modifications and upgrading.</li> </ul> <p>Progression through the levels in this dimension is characterised by:</p> <ul style="list-style-type: none"> <li>– working with increasingly complex systems, vehicles and equipment</li> <li>– dealing with a wider range and greater complexity of faults and problems and their associated symptoms, causes, diagnosis and repair</li> <li>– applying knowledge and skills to more complex activities (from routine maintenance, through diagnosis and fixing of faults, to development).</li> </ul>
<b>Examples of application</b>	<p><u>Systems, vehicles and equipment</u> might be:</p> <ul style="list-style-type: none"> <li>– equipment and systems within buildings (eg heating and lighting)</li> <li>– information and communication technology (ICT) systems (including hardware, software and networks)</li> <li>– equipment used to assess and address health and wellbeing needs</li> <li>– equipment used to maintain environments</li> <li>– equipment used in the preparation of products and manufacture of equipment and devices</li> <li>– vehicles used for the direct or indirect delivery of health and social care (eg ambulances, fleet cars) including maintenance, bodywork and auto-electrics.</li> </ul> <p><u>Legislation, policies and procedures</u> may be international, national or local and may relate to:</p> <ul style="list-style-type: none"> <li>– buildings</li> <li>– clinical negligence</li> <li>– data protection</li> <li>– gas installation</li> <li>– governance</li> <li>– health and safety</li> <li>– information</li> <li>– product liability</li> <li>– road transport.</li> </ul>
<b>Links to other KSF dimensions</b>	<p>This dimension is supported by:</p> <ul style="list-style-type: none"> <li>– <i>Core 3 Health, safety and security</i>: covers safe working procedures and security of information</li> <li>– <i>Core 5 Quality</i>: covers governance of various sorts</li> <li>– <i>EF2 Environments and buildings</i>: covers the maintenance and improvement of facilities</li> <li>– <i>G3 Procurement and commissioning</i> of new items of equipment, systems and related services</li> <li>– <i>G5 Services and project management</i> covers areas such as the development of maintenance schedules and monitoring procedures, coordination of maintenance activity and management of design projects.</li> </ul> <p>This dimension is different from:</p> <ul style="list-style-type: none"> <li>– <i>G2 Development and innovation</i> – which focuses on the design and testing of new and innovative systems and equipment.</li> </ul>

**EF1/Level 1: Carry out routine maintenance of simple equipment, vehicle and system components**

<b>Indicators</b>	<b>Examples of application</b>
<i>The worker:</i>	<u>Routine maintenance</u> might include:
a) correctly follows <u>routine maintenance</u> schedules and procedures for the components of <u>systems, vehicles and equipment</u>	<ul style="list-style-type: none"> <li>- cleaning</li> <li>- component maintenance</li> <li>- simple repairs</li> </ul>
b) correctly identifies simple faults in the system/vehicle/equipment and takes the appropriate action to remedy them	<u>Systems, vehicles and equipment</u> See overview
c) correctly and safely prepares, uses, cleans and stores equipment, tools and materials	<u>Legislation, policies and procedures</u> See overview
d) carries out activities in a way which <ul style="list-style-type: none"> <li>- causes minimum disruption to users</li> <li>- minimises risks to self, others and the work environment</li> <li>- is consistent with <u>legislation, policies and procedures</u></li> </ul>	

**EF1/Level 2: Contribute to the monitoring and maintenance of systems, vehicles and equipment**

Indicators	Examples of application
<p><i>The worker:</i></p> <ul style="list-style-type: none"> <li>a) correctly follows routine maintenance schedules and procedures for <u>systems, vehicles and equipment</u></li> <li>b) accesses readily available and relevant technical data to inform testing, servicing, diagnosis or repair</li> <li>c) accurately tests systems, vehicles and equipment and identifies any deviations from required performance standards, together with their likely causes</li> <li>d) determines and implements appropriate <u>remedial action</u> to deal with performance problems</li> <li>e) takes the <u>appropriate action</u> if a fault cannot be resolved</li> <li>f) correctly and safely installs and integrates system/vehicle/equipment components</li> <li>g) carries out activities in a way which:               <ul style="list-style-type: none"> <li>- causes minimum disruption to users</li> <li>- complies with any relevant service agreements/maintenance contracts</li> <li>- is consistent with <u>legislation, policies and procedures</u></li> </ul> </li> </ul>	<p><u>Monitoring and maintenance</u> may be:</p> <ul style="list-style-type: none"> <li>- corrective</li> <li>- preventative</li> <li>- to improve performance</li> </ul> <p>and may include</p> <ul style="list-style-type: none"> <li>- adjusting/upgrading</li> <li>- fault diagnosis and repair</li> <li>- installing new components</li> <li>- servicing</li> <li>- testing</li> <li>- upgrading components</li> </ul> <p><u>Systems, vehicles and equipment</u> See overview</p> <p><u>Remedial action</u> to deal with performance problems might include:</p> <ul style="list-style-type: none"> <li>- adjusting systems/vehicles/equipment to improve performance</li> <li>- repairing faults</li> <li>- replacing/replenishing consumables</li> </ul> <p><u>Appropriate action</u> if a fault cannot be resolved might include:</p> <ul style="list-style-type: none"> <li>- reporting the fault for further investigation/repair</li> <li>- requesting specialist assistance</li> <li>- withdrawing the problem item from use</li> </ul> <p><u>Legislation, policies and procedures</u> See overview</p>

**EF1/Level 3: Monitor, maintain and contribute to the development of systems, vehicles and equipment**

Indicators	Examples of application
<i>The worker:</i>	<u>Systems, vehicles and equipment</u>
a) correctly carries out regular maintenance of complex <u>systems, vehicles and equipment</u> consistent with <u>legislation, policies and procedures</u>	See <i>overview</i> <u>Legislation, policies and procedures</u>
b) establishes the standards of performance expected of systems/vehicles/equipment and gathers enough <u>information</u> to monitor their ongoing performance	See <i>overview</i> <u>Information</u> on performance may be gathered via:
c) promptly and accurately identifies problems with performance of systems/equipment and makes an appropriate diagnosis of their nature and cause	<ul style="list-style-type: none"> <li>- calibration</li> <li>- communication with users</li> <li>- ongoing observation/recording</li> </ul>
d) accesses specialist advice and information to help with diagnosis and remedy of problems	<ul style="list-style-type: none"> <li>- specifications/bulletins</li> <li>- specific tests/checks</li> </ul>
e) determines and implements the most appropriate <u>remedy</u> to the problem, taking account of any relevant <u>factors</u>	<u>Remedies</u> may be:
f) correctly and safely installs and integrates new systems/ vehicles/equipment, handing over to users with full guidance and support	<ul style="list-style-type: none"> <li>- adjust, modify or upgrade the system/equipment (or some of its component parts or processes)</li> <li>- advise on the need for a replacement system/vehicle/equipment</li> </ul>
g) offers information to colleagues on how systems/ vehicles/equipment should be developed to better meet user needs.	<ul style="list-style-type: none"> <li>- calibration of equipment</li> <li>- carry out repairs</li> <li>- decommissioning and disposing of systems/vehicles/equipment</li> <li>- delegate repair work to another member of the team</li> <li>- improve guidance/information/support to users</li> <li>- influence levels of demand or patterns of use</li> <li>- remove system/ vehicles/ equipment from use pending repair or replacement</li> <li>- request specialist assistance</li> </ul>
	<u>Factors</u> may include:
	<ul style="list-style-type: none"> <li>- compatibility</li> <li>- cost effectiveness</li> <li>- ease of implementation</li> <li>- environmental issues</li> <li>- needs and wishes of specific individuals and groups</li> <li>- resource and skill availability</li> <li>- service agreements/contracts</li> <li>- service impact</li> <li>- standards</li> <li>- timescales</li> </ul>

**EF1/Level 4: Review, develop and improve systems, vehicles and equipment**

Indicators	Examples of application
<i>The worker:</i>	<u>Systems, vehicles and equipment</u>
a) gathers and analyses sufficient information to: <ul style="list-style-type: none"> <li>– evaluate current performance and capacity of <u>systems, vehicles and equipment</u></li> <li>– identify current problems/issues</li> <li>– predict future needs</li> <li>– assess the capacity of systems/ vehicles/ equipment to meet future needs</li> <li>– identify possible solutions</li> </ul>	See <i>overview</i> <u>Ways of improving</u> may be: <ul style="list-style-type: none"> <li>– adjust, modify or upgrade systems/ vehicles/ equipment (or some of their component parts or processes)</li> <li>– decommission</li> <li>– improve guidance/information/support to users</li> <li>– influence levels of demand or patterns of use</li> <li>– procure a replacement system/ vehicle/ equipment</li> <li>– specify repairs to be carried out</li> </ul>
b) determines appropriate <u>ways of improving</u> the ability of systems/vehicles/equipment to meet current and future needs	<u>Legislation, policies and procedures</u>
c) produces realistic and justifiable proposals for improving the systems/vehicle/equipment which take account of: <ul style="list-style-type: none"> <li>– all relevant <u>factors</u></li> <li>– <u>legislation, policies and procedures</u></li> </ul>	See <i>overview</i> <u>Factors</u> may include: <ul style="list-style-type: none"> <li>– compatibility</li> <li>– cost effectiveness</li> <li>– ease of implementation</li> <li>– environmental issues</li> <li>– needs and wishes of specific individuals and groups</li> <li>– resource and skill availability</li> <li>– service agreements/contracts</li> <li>– service impact</li> <li>– standards</li> <li>– timescales</li> </ul>
d) develops, tests and finalises proposed improvements	
e) implements improvements once they have been agreed with the relevant people ensuring that users are given the appropriate support	
f) monitors and evaluates the effectiveness of improvements to systems/vehicle/equipment.	

## DIMENSION EF2: ENVIRONMENTS AND BUILDINGS

Overview	
<b>Status</b>	Specific – it will relate to some jobs but not all.
<b>Levels</b>	<ol style="list-style-type: none"> <li>1 Assist with the maintenance and monitoring of environments, buildings and/or items</li> <li>2 Monitor and maintain environments, buildings and/or items</li> <li>3 Monitor, maintain and improve environments, buildings and/or items</li> <li>4 Plan, design and develop environments, buildings and/or items</li> </ol>
<b>Description</b>	<p>This dimension is about maintaining, monitoring, designing and developing environments and buildings. This includes structures and grounds (both hard and soft landscapes) and the content of structures and grounds – furnishings/fittings, accommodation, reusable items (eg linen and garments).</p> <p>It includes a wide range of activities such as: monitoring and maintaining the security of environments and buildings; cleaning and tidying, gardening, repairs, and refurbishment; identifying and addressing problems; setting and monitoring standards; planning and designing improvements.</p> <p>Maintaining, monitoring and improving environments and buildings is a crucial area of work due to the impact it has on users of services and their experience of the service.</p> <p>Progression through the levels in this dimension is characterised by</p> <ul style="list-style-type: none"> <li>– increasing complexity of activity ie moving from maintenance and monitoring through to the improvement and development of environments and buildings</li> <li>– an increasing scope and range of work ie moving from one specific activity or area to involvement in all aspects of a site, environment or building</li> <li>– greater technical skills and knowledge related to the function and construction of environments and facilities, their component parts and how different aspects inter-relate</li> </ul>
<b>Examples of application</b>	<p><u>Legislation, policies and procedures</u> may be international, national or local and may relate to:</p> <ul style="list-style-type: none"> <li>– buildings</li> <li>– data protection</li> <li>– disability discrimination</li> <li>– health and safety</li> <li>– housing and tenancy</li> <li>– security</li> <li>– substances hazardous to health</li> <li>– use of chemicals.</li> </ul> <p><i>These may be relevant to all levels in this dimension</i></p>
<b>Links to other KSF dimensions</b>	<p>This dimension is supported by:</p> <ul style="list-style-type: none"> <li>– <i>Core 3 Health, safety and security</i>: covers safe and secure working procedures and dealing with risks and hazards</li> <li>– <i>G3 Procurement and commissioning</i>: covers procuring materials, equipment and services (eg design or building services)</li> <li>– <i>G5 Services and project management</i>: covers areas such as the development of maintenance schedules and monitoring procedures, coordination of maintenance activity and management of design projects</li> <li>– <i>EF3 Transport and logistics</i>: covers the movement and flow of goods and people within and between sites.</li> </ul> <p>This dimension contrasts with dimension:</p> <ul style="list-style-type: none"> <li>– <i>EF1 Systems, vehicles and equipment</i> – which focuses on maintaining, monitoring and developing systems, vehicles and equipment</li> <li>– <i>G2 Development and innovation</i> – which focuses on the design and testing of new and innovative concepts, models, methods, practices, products and equipment.</li> </ul>

**EF2/Level 1: Assist with the maintenance and monitoring of environments, buildings and/or items**

<b>Indicators</b>	<b>Examples of application</b>
<p><i>The worker:</i></p> <ul style="list-style-type: none"> <li>a) follows schedules and procedures for <u>assisting with maintenance and monitoring</u></li> <li>b) correctly and safely prepares, uses, cleans and stores equipment, tools and materials</li> <li>c) prepares work areas correctly and leaves them clean and safe after use</li> <li>d) carries out maintenance and monitoring tasks effectively and in a way which:                             <ul style="list-style-type: none"> <li>– causes minimum disruption to users</li> <li>– minimises risks to self, others and the work environment</li> <li>– is consistent with relevant <u>legislation, policies and procedures</u></li> </ul> </li> <li>e) reports any problems to the appropriate person without delay.</li> </ul>	<p><u>Assisting with maintenance and monitoring</u> might include:</p> <ul style="list-style-type: none"> <li>- cleaning</li> <li>- clearing and emptying</li> <li>- refurbishment</li> <li>- removal and replacement</li> <li>- repairs – simple</li> <li>- replenishment of supplies</li> <li>- repositioning (eg of security cameras)</li> <li>- washing</li> </ul> <p><u>Legislation, policies and procedures</u> See <i>overview</i></p>

**EF2/Level 2: Monitor and maintain environments, buildings and/or items**

Indicators	Examples of application
<p><i>The worker:</i></p> <p>a) confirms with relevant <u>information sources</u>:</p> <ul style="list-style-type: none"> <li>- the nature of the <u>monitoring and maintenance</u> activity required</li> <li>- any particular factors to take into account</li> <li>- the techniques and processes to be used</li> </ul> <p>b) selects appropriate work areas, equipment and materials and prepares, checks and uses them correctly</p> <p>c) carries out monitoring and maintenance effectively:</p> <ul style="list-style-type: none"> <li>- in a way which minimises risks to self, others and the work environment</li> <li>- and complies with relevant <u>legislation, policies and procedures</u>, and any relevant service agreements/contracts</li> </ul> <p>d) identifies any problems with environments, buildings, items or equipment and takes the <u>appropriate action</u> to resolve them</p> <p>e) confirms that monitoring and maintenance meets requirements and specified quality criteria</p> <p>f) cleans and restores equipment and work areas, leaving them in a suitable condition for future use.</p>	<p><u>Information sources</u> may be:</p> <ul style="list-style-type: none"> <li>- colleagues</li> <li>- managers</li> <li>- procedures</li> <li>- schedules</li> <li>- users of environments/buildings/items</li> </ul> <p><u>Monitoring and maintenance</u> may be:</p> <ul style="list-style-type: none"> <li>- complex repairs</li> <li>- decontamination</li> <li>- monitoring movements and intervening</li> <li>- refurbishment</li> <li>- replacing</li> <li>- specialist cleaning</li> <li>- sterilisation</li> </ul> <p><u>Legislation, policies and procedures</u></p> <p>See <i>overview</i></p> <p><u>Appropriate action</u> might include:</p> <ul style="list-style-type: none"> <li>- isolating the problem item or area from use</li> <li>- reporting the problem for further investigation/decision making</li> <li>- requesting specialist assistance</li> <li>- solving the issue.</li> </ul>

**EF2/Level 3: Monitor, maintain and improve environments, buildings and/or items**

Indicators	Examples of application
<p><i>The worker:</i></p> <ul style="list-style-type: none"> <li>a) specifies, creates, implements and reviews <u>procedures and processes for the monitoring and maintenance of environments, buildings and items</u></li> <li>b) gathers and analyses sufficient <u>information</u> to monitor and maintain environments, buildings and items against set quality standards and identifies any issues</li> <li>c) thoroughly investigates the nature, cause and extent of issues</li> <li>d) determines and implements the most appropriate <u>remedies</u> to address issues, taking account of any relevant <u>factors</u></li> <li>e) carries out monitoring and maintenance activities in a way which:               <ul style="list-style-type: none"> <li>– causes minimum disruption to users</li> <li>– manages the risks to self, others, the facilities, associated systems and the environment</li> <li>– complies with relevant <u>legislation, policies and procedures</u> and any service agreements/contracts.</li> </ul> </li> </ul>	<p><u>Procedures and processes for the monitoring and maintenance of environments, buildings and items</u> may be related to:</p> <ul style="list-style-type: none"> <li>– small improvements that could make a real difference to users and staff</li> <li>– major improvements and developments</li> <li>– ongoing maintenance and monitoring.</li> </ul> <p><u>Information</u> on environments, buildings and items may be gathered from:</p> <ul style="list-style-type: none"> <li>– complaints</li> <li>– observation</li> <li>– records</li> <li>– tests and checks</li> <li>– users</li> <li>– work team</li> </ul> <p><u>Remedies</u> may be:</p> <ul style="list-style-type: none"> <li>– advising on the need for new environments, buildings and items</li> <li>– changing the way in which particular areas are used</li> <li>– improving access to environments and buildings</li> <li>– improving guidance/information/support to users</li> <li>– influencing levels of demand or patterns of use</li> <li>– isolating the problem area from use pending further action</li> <li>– modifying environments, buildings and items</li> <li>– requesting and accessing specialist assistance</li> <li>– specifying/commissioning improvements</li> </ul> <p><u>Factors</u> may include:</p> <ul style="list-style-type: none"> <li>– compatibility with the needs of the service to be delivered and the people delivering and using the service</li> <li>– cost effectiveness</li> <li>– ease of use</li> <li>– environmental issues</li> <li>– impact on those using and delivering a service</li> <li>– needs and wishes of specific individuals and groups</li> <li>– resource and skill availability</li> <li>– service agreements/contracts</li> <li>– service impact</li> <li>– standards</li> <li>– timescales</li> </ul> <p><u>Legislation, policies and procedures</u></p> <p>See overview</p>

**EF2 Level 4: Plan, design and develop environments, buildings and/or items**

Indicators	Examples of application
<p><i>The worker:</i></p> <ul style="list-style-type: none"> <li>a) gathers and analyses information on <u>environments, buildings and items</u>, their suitability and use</li> <li>b) assesses the capacity of environments, buildings and items and their effectiveness to meet current and future needs and requirements</li> <li>c) determines and agrees with <u>others</u> the most effective <u>approach</u> to improving environments, buildings and items</li> <li>d) implements agreed <u>approaches</u> to improve the ability of environments, buildings and items to meet current and future needs</li> <li>e) develops, tests, refines and agrees designs for environments, buildings and items:               <ul style="list-style-type: none"> <li>– to meet identified needs</li> <li>– incorporating the necessary quality standards</li> <li>– consistent with <u>legislation, policies and procedures</u></li> </ul> </li> <li>f) takes forward agreed designs to improve environments, buildings and items.</li> </ul>	<p><u>The use and effectiveness of environments and buildings</u> might include consideration of:</p> <ul style="list-style-type: none"> <li>– changes in the ways in which services are delivered</li> <li>– cost effectiveness</li> <li>– current issues</li> <li>– current needs and use</li> <li>– environmental impact</li> <li>– financial and cost issues</li> <li>– impact on the health and wellbeing of users and staff</li> <li>– impact on the safety and security of users and staff</li> <li>– legislation, regulations and guidelines</li> <li>– new and emerging technologies</li> <li>– predicted future needs, use and demand</li> <li>– resource and skill availability</li> <li>– service agreements/contracts</li> <li>– service impact</li> <li>– standards and requirements</li> <li>– technical issues</li> <li>– user expectations</li> <li>– user needs</li> </ul> <p><u>Others</u> may be:</p> <ul style="list-style-type: none"> <li>– users of services and related environments/buildings</li> <li>– staff and managers</li> <li>– other specialists (eg architects, building engineers)</li> </ul> <p><u>Approaches</u> to meet current/future needs may be:</p> <ul style="list-style-type: none"> <li>– decommissioning/disposal</li> <li>– improving access</li> <li>– improving guidance/information/support to users</li> <li>– influencing levels of demand or patterns of use</li> <li>– modification</li> <li>– planning and commissioning new/replacement environments/buildings/item maintenance</li> <li>– repair/refurbishment/redevelopment</li> </ul> <p><u>Legislation, policies and procedures</u></p> <p>See <i>overview</i></p>

## DIMENSION EF3: TRANSPORT AND LOGISTICS

Overview	
<b>Status</b>	Specific – it will relate to some jobs but not all.
<b>Levels</b>	<ol style="list-style-type: none"> <li>1 Transport people and/or items</li> <li>2 Monitor and maintain the flow of people and/or items</li> <li>3 Plan, monitor and control the flow of people and/or items</li> <li>4 Plan, develop and evaluate the flow of people and/or items</li> </ol>
<b>Description</b>	<p>This dimension relates to planning and controlling the flow of people and/or items within and across services, organisations and community locations and the transport of those items and/or people. Working in partnership with others is a key aspect of this dimension as the flow of goods and/or people has a significant impact on others' work.</p> <p>It covers such activities as: emergency services transport and coordination; fleet management; green transport; car parking and traffic management; postal services; the supply of materials and goods throughout the service (including the issuing of stock); the transport of individuals within services and facilities.</p> <p>The items might be goods or materials needed by services (such as medication, organs, blood and blood products, post, perishable and non-perishable materials and equipment), or which are a product or by-product of services (such as hazardous and non-hazardous waste). The people might be users of the service or staff.</p> <p>Progression through the levels in this dimension is characterised by:</p> <ul style="list-style-type: none"> <li>– extending the focus of activities from simply transporting people or items from one place to another to controlling the flow of people and/or items</li> <li>– a greater involvement in the coordination of transport and flow of people and/or items</li> <li>– increasing knowledge and understanding of the different parts of the logistics/supply chain management system and the way they inter-relate.</li> </ul>
<b>Examples of application</b>	<p><u>Legislation, policies and procedures</u> may be international, national or local and may relate to:</p> <ul style="list-style-type: none"> <li>– blood transfusion</li> <li>– control of infectious diseases</li> <li>– environmental protection</li> <li>– health and safety</li> <li>– pharmaceutical manufacture and distribution</li> <li>– road transport</li> <li>– security</li> <li>– substances hazardous to health.</li> </ul> <p><i>These may be relevant to all levels in this dimension</i></p>
<b>Links to other KSF dimensions</b>	<p>This dimension is supported by:</p> <ul style="list-style-type: none"> <li>– <i>Core 1 Communication</i> – as effective communication between different people in the process is a key aspect of transport and logistics</li> <li>– <i>Core 3 Health, safety and security</i>: covers safe working practices including basic moving and handling</li> <li>– <i>G5 Services and project management</i>: covers areas such as the development of schedules and procedures, coordination of services and management of specific projects</li> <li>– <i>G3 Procurement and commissioning</i> – as procurement processes are a key part of managing the supply chain</li> <li>– <i>IK1 Information processing</i> – as information flow is a key part of effective transport and logistics</li> <li>– <i>IK2 Information collection and analysis</i> – as information flow is a key part of effective supply chain management.</li> </ul>

EF3/Level 1: Transport people and/or items	
Indicators	Examples of application
<p><i>The worker:</i></p> <p>a) <u>prepares</u> appropriately for the particular <u>transport</u> activity to be undertaken</p> <p>b) identifies the risks involved in the transportation and acts in ways that minimise risks</p> <p>c) transports people and/or items <u>safely</u> and to time consistent with <u>legislation, policies and procedures</u></p> <p>d) confirms with those receiving the people and/or items that everything is in order before leaving</p> <p>e) makes clear and accurate reports and/or records as required.</p>	<p><u>Preparation</u> might include:</p> <ul style="list-style-type: none"> <li>- alerting people to arrival</li> <li>- making ready the area to receive people and/or items</li> <li>- planning for one-off activities/events</li> </ul> <p><u>Transport</u> might be using:</p> <ul style="list-style-type: none"> <li>- equipment</li> <li>- heavy duty equipment</li> <li>- vehicles under normal road conditions</li> <li>- vehicles under blue light conditions.</li> </ul> <p><u>Safe transport</u> might include:</p> <ul style="list-style-type: none"> <li>- maintaining own and others' health and safety</li> <li>- maintaining the state and stability of the people and/or items being moved</li> <li>- security measures</li> <li>- managing contingencies</li> </ul> <p><u>Legislation, policies and procedures</u> See <i>overview</i></p>

**EF3/Level 2: Monitor and maintain the flow of people and/or items**

<b>Indicators</b>	<b>Examples of application</b>
<p><i>The worker:</i></p> <p>a) identifies and assesses on a day-to-day basis</p> <ul style="list-style-type: none"> <li>– <u>what/who needs to be transported</u> and any inter-relationship</li> <li>– potential risks</li> <li>– priorities</li> <li>– the impact of <u>legislation, policies, procedures</u> and targets</li> </ul> <p>b) plans how risks and priorities can best be managed modifying sequence and flow as priorities change</p> <p>c) advises those who are responsible for transporting people and/or items of changing needs and circumstances and supports them in the actions they should take</p> <p>d) <u>monitors</u> the flow of people and/or items to ensure that priorities are met and risks are managed as effectively as possible</p> <p>e) takes the appropriate action when there are deviations from plans and/or priorities are not being met</p> <p>c) gains <u>feedback</u> on how to improve the flow of people and/or items and uses it to improve future practice.</p>	<p><u>What/who needs to be transported</u> might include:</p> <ul style="list-style-type: none"> <li>– movement within a site manually or using automated equipment</li> <li>– movement within a site using vehicles</li> <li>– transport on public road network between different sites</li> <li>– transport on public road network between different locations using 'blue lights'.</li> </ul> <p><u>Legislation, policies and procedures</u> See <i>overview</i></p> <p><u>Monitoring</u> might include:</p> <ul style="list-style-type: none"> <li>– communication between the people involved</li> <li>– observation</li> <li>– paper-based information systems</li> <li>– technology</li> </ul> <p><u>Feedback</u> might be from:</p> <ul style="list-style-type: none"> <li>– users of the service</li> <li>– the people responsible for transporting the people and/or items</li> <li>– analysis after the event</li> <li>– colleagues.</li> </ul>

**EF3/Level 3: Plan, monitor and control the flow of people and/or items**

Indicators	Examples of application
<p><i>The worker:</i></p> <p>a) identifies and assesses for operational planning</p> <ul style="list-style-type: none"> <li>- what/who needs to be moved and their inter-relationship</li> <li>- potential risks</li> <li>- priorities</li> <li>- the impact of <u>legislation, policies, procedures</u> and targets</li> </ul> <p>b) provides advice and support to <u>people</u> on day-to-day priorities, risks and issues when they are in need of it</p> <p>c) gathers enough <u>information</u> to monitor the ongoing effectiveness and efficiency of the flow of people and/or items against overall plans and promptly identifies any issues</p> <p>d) investigates issues in the flow of people and/or items taking account of their nature and cause and the extent to which the issue is becoming a common occurrence</p> <p>e) determines and implements the most appropriate <u>way of addressing the issue</u> taking account of any relevant <u>factors</u></p> <p>f) gains feedback on how to improve the flow of people and/or items and uses it to improve future practice</p> <p>g) provides information to the people responsible for the overall logistics plan when it appears to be ineffective or inefficient in meeting requirements</p>	<p><u>Legislation, policies and procedures</u></p> <p>See <i>overview</i></p> <p><u>People</u> might include:</p> <ul style="list-style-type: none"> <li>- the individuals responsible for transporting people and/or items</li> <li>- the individuals receiving the people and/or items</li> <li>- the individuals responsible for supplying/sending people and/or items</li> </ul> <p><u>Information</u> to monitor ongoing effectiveness and efficiency may be gathered via:</p> <ul style="list-style-type: none"> <li>- communication with the individuals receiving the people and/or items</li> <li>- communication with the individuals responsible for supplying/sending people and/or items</li> <li>- communication with users</li> <li>- observation</li> <li>- paper-based information systems</li> <li>- scrutiny of records</li> <li>- technology.</li> </ul> <p><u>Ways of addressing the issue</u> may be:</p> <ul style="list-style-type: none"> <li>- adjusting the flow</li> <li>- advising on the need for changing the logistics plan</li> <li>- developing the service to meet the needs of new/current users</li> <li>- improving guidance/information/support to the people involved</li> <li>- influencing levels of demand or patterns of use</li> <li>- reporting the need for improvements in transportation systems and equipment</li> <li>- requesting and/or accessing specialist assistance</li> </ul> <p><u>Factors</u> may include:</p> <ul style="list-style-type: none"> <li>- availability of knowledge and skills</li> <li>- compatibility with other services</li> <li>- cost</li> <li>- environmental impact</li> <li>- impact on others' services</li> <li>- resources and skill</li> <li>- time</li> </ul>

**EF3/Level 4: Plan, develop and evaluate the flow of people and/or items**

<b>Indicators</b>	<b>Examples of application</b>
<p><i>The worker:</i></p> <p>a) works with others to identify:</p> <ul style="list-style-type: none"> <li>- <u>resource utilisation factors</u></li> <li>- requirements for managing the flow of people and/or items linked to these factors</li> <li>- fluctuations in these requirements</li> <li>- factors and circumstances that can be predicted</li> <li>- known contingencies that are likely to arise</li> <li>- knowledge of how these contingencies and fluctuations can be managed</li> <li>- the technology and information that is available to help manage the flow</li> <li>- the extent to which current processes are effective and where improvements can be made</li> </ul> <p>b) produces plans to manage flow that:</p> <ul style="list-style-type: none"> <li>- specify to a sufficient level of detail what needs to happen and when, including the management of preventive factors</li> <li>- include benchmarks and standards</li> <li>- identify the use of technology, knowledge and information, communication, and skills to support the process</li> <li>- provide those responsible for taking forward flow management with sufficient clear information for them to carry out their work effectively</li> <li>- are consistent with <u>legislation, policies and procedures</u></li> </ul> <p>c) negotiates with others to put in place sufficient <u>supporting mechanisms</u> to ensure that people and/or items flow effectively</p> <p>d) works with others to take forward the implementation of plans and ensure they are effective in practice</p> <p>e) gains sufficient information on the effectiveness and efficiency of logistics and makes adjustments as and when they are necessary</p> <p>f) <u>evaluates</u> the effectiveness and efficiency of the logistics at key intervals to identify the need for more fundamental improvements.</p>	<p><u>Resource utilisation factors</u> might include:</p> <ul style="list-style-type: none"> <li>- contracting and procurement methods and standards</li> <li>- equipment and material use</li> <li>- human resources</li> <li>- infrastructure</li> <li>- methods</li> <li>- quality standards</li> <li>- quantity</li> <li>- regulations.</li> </ul> <p><u>Legislation, policies and procedures</u> See <i>overview</i></p> <p><u>Supporting mechanisms</u> might include:</p> <ul style="list-style-type: none"> <li>- effective communication processes.</li> <li>- information flows</li> <li>- knowledge capability within the organisation/service</li> <li>- technology</li> </ul> <p><u>Evaluation</u> might include:</p> <ul style="list-style-type: none"> <li>- analysis of reports and information in the system</li> <li>- changing policies and direction in the service</li> <li>- feedback from suppliers</li> <li>- feedback from those responsible for the transport and flow of people and/or items</li> <li>- feedback from users</li> <li>- knowledge in the service as a whole</li> <li>- supporting information</li> </ul>

## DIMENSION IK1: INFORMATION PROCESSING

Overview	
<b>Status</b>	Specific – it will relate to some jobs but not all.
<b>Levels</b>	<ol style="list-style-type: none"> <li>1 Input, store and provide data and information</li> <li>2 Modify, structure, maintain and present data and information</li> <li>3 Monitor the processing of data and information</li> <li>4 Develop and modify data and information management models and processes</li> </ol>
<b>Description</b>	<p>This dimension relates to the processing and management of data and information for specific functional purposes which do not involve analysis or interpretation.</p> <p>The data/information may be text-based or numerical/statistical and may be processed and managed via a wide range of systems, including computer-based applications (eg word processing, spreadsheets, patient information systems), other electronic systems (such as photocopiers) or paper-based systems (eg patient records).</p> <p>Progression through the levels in this dimension is characterised by increasing complexity of:</p> <ul style="list-style-type: none"> <li>– the data and information being processed</li> <li>– the outputs required</li> <li>– the activities involved (from basic data input, through more complex manipulation and presentation of information, to the development of models and processes for managing data and information).</li> </ul>
<b>Examples of application</b>	<p><u>Data and information might be processed for:</u></p> <ul style="list-style-type: none"> <li>– assessment, diagnosis, care and treatment of patients/clients ie data and information about patients and clients</li> <li>– buildings and environments</li> <li>– development and innovation</li> <li>– education, training and development</li> <li>– effectiveness of specific treatments, forms of care, lifestyles that promote health and wellbeing etc ie information for the public and users of services</li> <li>– financial services</li> <li>– health and wellbeing</li> <li>– health, safety and security</li> <li>– management of finances, people, projects or services</li> <li>– marketing and public relations</li> <li>– prescribing patterns</li> <li>– procurement and commissioning</li> <li>– promotion of equality and diversity</li> <li>– resource use</li> <li>– service effectiveness</li> <li>– systems, vehicles and equipment</li> <li>– transport and logistics</li> <li>– workforce analysis.</li> </ul> <p><u>Data and information may be in the following formats:</u></p> <ul style="list-style-type: none"> <li>– electronic (eg spreadsheets, databases, word processing packages)</li> <li>– printed/written (eg paper based files and records)</li> </ul> <p><u>Data and information may be:</u></p> <ul style="list-style-type: none"> <li>– raw</li> <li>– intermediate</li> <li>– processed</li> </ul> <p><u>Legislation, policies and procedures</u> may be international, national or local and may relate to:</p> <ul style="list-style-type: none"> <li>– accreditation</li> <li>– clinical negligence</li> <li>– controls assurance</li> <li>– data protection and confidentiality</li> <li>– information</li> <li>– freedom of information</li> <li>– records management</li> <li>– tax and revenue</li> </ul>

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**Links to other KSF dimensions**

This dimension is supported by:

- *Core 3 Health, safety and security*: covers security of information
- *Core 5 Quality*: covers information governance
- *Core 6 Equality and diversity*: focuses on the promotion of equality and diversity
- *EF1 Systems, vehicles and equipment*: covers the maintenance, development and decommissioning of information communication and technology (ICT) systems

This dimension is different from dimensions:

- IK2 Information collection and analysis: covers the analysis and interpretation of data and information
  - IK3 Knowledge and information resources: covers the use, management and development of all forms of knowledge and information resource, such as library services
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IK1/Level 1: Input, store and provide data and information	
Indicators	Examples of application
<p><i>The worker:</i></p> <p>a) inputs <u>data and information</u> accurately and completely:</p> <ul style="list-style-type: none"> <li>- using the correct formats</li> <li>- consistent with legislation, policies and procedures</li> </ul> <p>b) uses available <u>automated facilities</u> for checking the data/information and for resolving difficulties in using applications</p> <p>c) finds and provides requested data/information using agreed procedures and formats</p> <p>d) maintains the integrity of data/information using agreed procedures</p> <p>e) stores data/information safely and correctly</p>	<p><u>Data and information might be processed for:</u> See <i>overview</i></p> <p><u>Data and information may be in the following formats:</u> See <i>overview</i></p> <p><u>Data and information may be:</u> See <i>overview</i></p> <p><u>Legislation, policies and procedures</u> See <i>overview</i></p> <p><u>Automated facilities</u> include:</p> <ul style="list-style-type: none"> <li>- automatic checkers/quality assurance processes</li> <li>- help functions within applications</li> <li>- mathematical routines</li> <li>- sorting routines</li> <li>- statistical routines</li> </ul>

**IK1/Level 2: Modify, structure, maintain and present data and information**

<b>Indicators</b>	<b>Examples of application</b>
<i>The worker:</i>	<u>Data and information might be processed for:</u>
a) inputs, amends, deletes and modifies <u>data and information</u> accurately and completely consistent with <u>legislation, policies and procedures</u>	<i>See overview</i>
b) establishes requirements and finds requested data/information using agreed procedures and appropriate sources	<u>Data and information may be in the following formats:</u>
c) collates, structures and presents data/information as requested using agreed systems and formats	<i>See overview</i>
d) maintains the integrity of data/information consistent with legislation, policies and procedures	<u>Data and information may be:</u>
e) assures the quality of data during modification, structuring and presentation	<i>See overview</i>
f) stores data and information safely and in a way that allows for retrieval within appropriate timescales	<u>Legislation, policies and procedures</u>
g) keeps the data/information system <u>up to date</u> .	<p><i>See overview</i></p> <p>Actions to keep the data/information system <u>up to date</u> may include:</p> <ul style="list-style-type: none"> <li>- making a record of data/information entered into or withdrawn from the system</li> <li>- recalling data/information which is due for entry/return to the system</li> <li>- withdrawing data/information from current use when no longer required</li> <li>- archiving/disposing of withdrawn data/information</li> </ul>

**IK1/Level 3: Monitor the processing of data and information**

Indicators	Examples of application
<p><i>The worker:</i></p> <p>a) monitors and confirms that others are:</p> <ul style="list-style-type: none"> <li>- receiving <u>data and information</u> in a timely way</li> <li>- receiving data and information in a meaningful format</li> <li>- providing data and information at agreed times and in agreed formats</li> <li>- processing data and information accurately to an appropriate level of detail in an agreed format</li> <li>- storing data and information securely</li> <li>- maintaining the currency of the data/information system</li> <li>- transmitting data/information in a way that maintains its confidentiality</li> <li>- complying with relevant <u>legislation, policies and procedures</u></li> </ul> <p>b) monitors and confirms that appropriate systems, controls and processes are in place to:</p> <ul style="list-style-type: none"> <li>- maintain the efficient flow of information</li> <li>- assure the <u>quality</u> of processed data and information</li> </ul> <p>c) identifies and investigates <u>problems and queries</u> relating to data/information processing and management and takes the appropriate action in response</p>	<p><u>Data and information might be processed for:</u> See <i>overview</i></p> <p><u>Data and information may be in the following formats:</u> See <i>overview</i></p> <p><u>Data and information may be:</u> See <i>overview</i></p> <p><u>Legislation, policies and procedures</u> See <i>overview</i></p> <p>The <u>quality</u> of processed data may relate to its:</p> <ul style="list-style-type: none"> <li>- consistency</li> <li>- integrity</li> <li>- validity</li> </ul> <p><u>Problems and queries</u> might include:</p> <ul style="list-style-type: none"> <li>- breaches of confidentiality</li> <li>- ineffective procedures for providing and/or receiving data</li> <li>- mis-categorising or misclassifying of information</li> <li>- misreading of information (eg slides)</li> <li>- poor quality in individual processing</li> </ul>

**IK1/Level 4: Develop and modify data and information management models and processes**

<b>Indicators</b>	<b>Examples of application</b>
<p><i>The worker:</i></p> <p>a) establishes <u>data and information requirements</u> for particular target audiences, confirming that these requirements:</p> <ul style="list-style-type: none"> <li>– take full account of user needs and knowledge base</li> <li>– can be met effectively and efficiently</li> </ul> <p>b) selects sources of data and information which will best meet agreed needs</p> <p>c) identifies and modifies existing <u>models/processes</u> which are capable of meeting requirements</p> <p>d) designs and develops appropriate new models and processes which comply with legislation, policies and procedures</p> <p>e) tests new and modified data and information management models and processes to confirm their fitness for purpose and establishes them within the organisation</p> <p>f) identifies new and emerging strategies and technologies for processing and managing data and information and evaluates their relevance and potential benefits to the organisation</p>	<p><u>Data and information might be processed for:</u> See <i>overview</i></p> <p><u>Data and information may be in the following formats:</u> See <i>overview</i></p> <p><u>Data and information may be:</u> See <i>overview</i></p> <p><u>Requirements</u> may relate to:</p> <ul style="list-style-type: none"> <li>– current needs</li> <li>– potential future needs</li> </ul> <p><u>Models</u> may be:</p> <ul style="list-style-type: none"> <li>– data models</li> <li>– database models</li> <li>– mathematical models</li> </ul> <p><u>Legislation, policies and procedures</u> See <i>overview</i></p>

## DIMENSION IK2: INFORMATION COLLECTION AND ANALYSIS

Overview	
<b>Status</b>	Specific – it will relate to some jobs but not all.
<b>Levels</b>	<ol style="list-style-type: none"><li>1 Collect, collate and report routine and simple data and information</li><li>2 Gather, analyse and report a limited range of data and information</li><li>3 Gather, analyse, interpret and present extensive and/or complex data and information</li><li>4 Plan, develop and evaluate methods and processes for gathering, analysing, interpreting and presenting data and information</li></ol>
<b>Description</b>	<p>This dimension is about is about gathering, analysing and interpreting data and information for a wide range of purposes (including audit, research and the production of standards and guidelines), in a wide range of contexts.</p> <p>A distinguishing feature of this analysis and interpretation is that it aims to 'answer a question'. The question may be posed within the organisation or service (eg to meet the requirements of legislation, for assessment and care, for diagnosis and treatment, financial management, trends in the population's health, for the formulation of organisational policy) or it may come from outside the organisation (eg from the public, from users of services, from other agencies, from the media).</p> <p>The outcomes of the analysis and interpretation may be presented in a wide range of different ways including: charts, tables, spreadsheets, pictures and diagrams; in written reports, policies, schemes and accounts; or electronically such as on the web.</p> <p>Progression through the levels in this dimension is characterised by:</p> <ul style="list-style-type: none"><li>– increasing complexity, scope and quantity of data and information</li><li>– increasingly complex activities (from collecting and collating pre-determined sets of information, through determining the most appropriate sources and methods to use, to the development of methods and processes).</li></ul>

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**Examples of application**

*These may be relevant to all levels in this dimension*

Data and information might be:

- qualitative
- quantitative.

Data and information may be held in systems which are:

- electronic
- paper-based

Data and information might relate to:

- assessment, diagnosis, care and treatment of patients/clients ie data and information about patients and clients
- buildings and environments
- development and innovation
- education, training and development
- effectiveness of specific treatments, forms of care, lifestyles that promote health and wellbeing etc ie information for the public and users of services
- financial services
- health and wellbeing
- health, safety and security
- management of finances, people, projects or services
- marketing and public relations
- prescribing patterns
- procurement and commissioning
- promotion of equality and diversity
- resource use
- service effectiveness
- systems, vehicles and equipment
- transport and logistics
- workforce analysis.

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

- accreditation
- clinical negligence
- consent
- controls assurance
- data protection and confidentiality
- information
- freedom of information
- records management
- tax and revenue

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**Links to other KSF dimensions**

This dimension is supported by:

- *Core 3 Health, safety and security*: covers security of information
- *Core 5 Quality*: covers information governance
- *Core 6 Equality and diversity*: covers the promotion of equality and the valuing of diversity
- *EF1 Systems and equipment*: covers the maintenance and development of information communication and technology (ICT) systems

This dimension is different from dimensions:

- *IK1 Information processing*: which focuses on the processing and management of data and information in a way which does not involve analysis and interpretation
  - *IK3 Knowledge and information resources*: which focuses on the use, management and development of all forms of knowledge and information resource, such as library services
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**IK2/Level 1: Collect, collate and report routine and simple data and information**

<b>Indicators</b>	<b>Examples of application</b>
<p><i>The worker:</i></p> <ul style="list-style-type: none"> <li>a) <u>collects</u> and collates <u>data/information</u> effectively and to time, using set systems and consistent with <u>legislation policies and procedures</u></li> <li>b) confirms that the data/information meets pre-set quality criteria and reports any quality issues</li> <li>c) maintains the integrity of data/information using agreed procedures</li> <li>d) reports the data/information clearly in the required format at the time agreed</li> </ul>	<p><u>Collection</u> of data and information might be from:</p> <ul style="list-style-type: none"> <li>- primary data (eg through face-to-face interviews)</li> <li>- secondary data.</li> </ul> <p><u>Data and information might be:</u> See <i>overview</i></p> <p><u>Data and information may be held in systems</u> which are: See <i>overview</i></p> <p><u>Data and information</u> might relate to: See <i>overview</i></p> <p><u>Data and information may be</u></p> <ul style="list-style-type: none"> <li>- raw</li> <li>- intermediate</li> <li>- processed</li> </ul> <p><u>Legislation, policies and procedures</u> See <i>overview</i></p>

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

Indicators	Examples of application
<i>The worker:</i>	<u>Data and information</u> might be:
a) identifies and agrees: <ul style="list-style-type: none"> <li>– the question/issue to be addressed by the <u>data/information</u></li> <li>– the nature and quantity of data/information to be collected</li> <li>– the quality criteria which the data/information should meet</li> </ul>	See <i>overview</i> <u>Data and information may be held in systems</u> which are: See <i>overview</i>
b) effectively uses appropriate methods and sources for obtaining and recording the data/information	<u>Data and information might relate to:</u> See <i>overview</i>
c) confirms that the data/information meets the agreed quality criteria and takes appropriate action if it does not	<u>Data and information</u> may be <ul style="list-style-type: none"> <li>– raw</li> <li>– intermediate</li> <li>– processed</li> </ul>
d) collates and analyses the data/information using methods appropriate to: <ul style="list-style-type: none"> <li>– the initial questions which the data/information is intended to answer</li> <li>– the nature of the data/information</li> </ul>	<u>Legislation, policies and procedures</u> See <i>overview</i>
e) reports the data and information at the agreed time using presentation, layout, tone, language, content and <u>images</u> appropriate to: <ul style="list-style-type: none"> <li>– its purpose</li> <li>– the people for whom it is intended</li> <li>– agreed formats and protocols</li> </ul>	<u>Images</u> include: <ul style="list-style-type: none"> <li>– charts</li> <li>– diagrams</li> <li>– maps</li> <li>– pictures</li> <li>– spreadsheets</li> </ul>
f) complies with relevant <u>legislation, policies and procedures</u> throughout	

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

Indicators	Examples of application
<p><i>The worker:</i></p> <p>a) formulates and agrees with others:</p> <ul style="list-style-type: none"> <li>- the questions to be answered and issues to be addressed by the <u>data/information</u></li> <li>- the concepts to be used for data and information collection, management, analysis, interpretation and reporting</li> </ul> <p>b) identifies appropriate and valid sources which can provide data and information of sufficient quality and quantity</p> <p>c) identifies, develops and implements a range of valid, reliable, cost-effective and ethical methods for addressing the agreed questions and issues, minimising disruption to the people providing the data/information and complying with relevant <u>legislation, policies and procedures</u></p> <p>d) defines and implements search strategies for reviewing data and information and summarising the results</p> <p>e) monitors the quality and quantity of the data and information and takes the necessary action to deal with any <u>problems</u> and maintain data quality</p> <p>f) collates and analyses data and information using methods appropriate to:</p> <ul style="list-style-type: none"> <li>- the initial questions/issues to be addressed</li> <li>- the nature of the data and information</li> </ul> <p>g) interprets, appraises and synthesises data and information appropriately and identifies:</p> <ul style="list-style-type: none"> <li>- consistency and inconsistency in outcomes</li> <li>- any limitations in the analyses used</li> </ul> <p>and continually holds issues raised open to question</p> <p>h) develops justifiable and realistic conclusions and recommendations to time and presents them using <u>format</u>, layout, <u>images</u> and structure appropriate to:</p> <ul style="list-style-type: none"> <li>- the needs and interests of the intended audience(s)</li> <li>- accepted conventions and protocols</li> <li>- the intended purpose of the presentation</li> </ul>	<p><u>Data and information</u> might be:</p> <p>See <i>overview</i></p> <p><u>Data and information may be held in systems</u> which are:</p> <p>See <i>overview</i></p> <p><u>Data and information might relate to:</u></p> <p>See <i>overview</i></p> <p><u>Legislation, policies and procedures</u></p> <p>See <i>overview</i></p> <p><u>Problems</u> with data and information may be related to:</p> <ul style="list-style-type: none"> <li>- gaps in coverage</li> <li>- inconsistencies/conflicts between different aspects of the data/information</li> <li>- insufficient quality/quantity for valid analysis</li> <li>- limitations of the data/information in addressing the original question/issue</li> </ul> <p><u>Formats</u> may include:</p> <ul style="list-style-type: none"> <li>- articles/content for electronic information systems</li> <li>- reports generated from computer based information management systems</li> <li>- verbal and/or audio-visual presentations</li> <li>- written reports, papers, articles etc</li> <li>- financial accounts</li> <li>- statistical analyses</li> </ul> <p><u>Images</u> include:</p> <ul style="list-style-type: none"> <li>- charts</li> <li>- diagrams</li> <li>- maps</li> <li>- pictures</li> </ul>

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

Indicators	Examples of application
<i>The worker:</i>	<u>Data and information</u> might be:
a) gathers and analyses sufficient information to: <ul style="list-style-type: none"> <li>– evaluate current performance and capacity in <u>data and information</u> analysis and presentation</li> <li>– identify compliance with <u>legislation, policies and procedures</u></li> <li>– identify current problems/issues</li> <li>– predict future needs</li> <li>– assess capacity to meet future needs</li> <li>– identify possible solutions</li> </ul>	See <i>overview</i> <u>Data and information may be held in systems</u> which are: See <i>overview</i>
b) determines and implements appropriate <u>ways of improving</u> data and information analysis and presentation, taking account of relevant <u>factors</u>	<u>Data and information might relate to:</u> See <i>overview</i>
c) produces realistic and justifiable proposals for improving data and information analysis and presentation	<u>Legislation, policies and procedures</u> See <i>overview</i>
d) develops, tests and finalises proposed improvements	<u>Ways of improving</u> may be:
e) ensures that users of data and information analysis and presentation are given the appropriate support in their effective use	<ul style="list-style-type: none"> <li>– develop the skills and knowledge of specialists in data and information analysis and presentation</li> <li>– develop the skills and knowledge of the general workforce in data and information analysis and presentation</li> <li>– improve organisational capacity</li> <li>– improve guidance/information/support to users</li> <li>– influence levels of demand or patterns of use</li> <li>– procure new automated systems/equipment</li> </ul>
f) monitors and evaluates the effectiveness of improvements to data and information analysis and presentation	<u>Factors</u> may include:
g) uses own knowledge, skills and experience to influence others' information collection and management .	<ul style="list-style-type: none"> <li>– accessibility of the data and information to different groups</li> <li>– cost effectiveness and efficiency of different methods of collection and analysis</li> <li>– legislative requirements</li> <li>– needs and wishes of individuals, groups and the public</li> <li>– ongoing schedule for data and information provision</li> <li>– resource and skill availability</li> <li>– service agreements/contracts</li> <li>– service impact</li> <li>– timescales</li> </ul>

## DIMENSION IK3: KNOWLEDGE AND INFORMATION RESOURCES

Overview	
<b>Status</b>	Specific – it will relate to some jobs but not all.
<b>Levels</b>	<ol style="list-style-type: none"> <li>1 Access, appraise and apply knowledge and information</li> <li>2 Maintain knowledge and information resources and help others to access and use them</li> <li>3 Organise knowledge and information resources and provide information to meet needs</li> <li>4 Develop the acquisition, organisation, provision and use of knowledge and information</li> </ol>
<b>Description</b>	<p>This dimension relates to accessing and managing all types of knowledge and information resources. It includes activities such as:</p> <ul style="list-style-type: none"> <li>– finding the information you need for the purposes of your own work</li> <li>– helping users to find information to meet their needs (eg the requirements of legislation and policies)</li> <li>– organising knowledge and information through activities such as indexing, classifying and cataloguing</li> <li>– identifying and acquiring new knowledge and information resources and materials.</li> </ul> <p>Progression through the levels in this dimension is characterised by:</p> <ul style="list-style-type: none"> <li>– dealing with an increasing range and complexity of information needs, from the worker's own needs to routine and complex needs of others, to the overall needs of an organisation or service</li> <li>– applying increasing knowledge and skills relating to organising information – from maintaining and organising items within an established system and framework, to developing and improving those systems and frameworks</li> </ul>
<b>Examples of application</b>	<p><u>Knowledge and information resources</u> might be accessed, developed and organised for the purposes of:</p> <ul style="list-style-type: none"> <li>– identifying best practice</li> <li>– identifying legislative requirements and recent developments emerging in court judgments</li> <li>– identifying trends and developments in areas of work</li> <li>– maintaining an archive for possible future use and to meet legislative requirements</li> <li>– organisational decision making</li> <li>– personal development</li> <li>– providing advice to others/answering questions from others</li> <li>– real time activities</li> <li>– supporting evidence based decision making.</li> </ul> <p><u>Knowledge and information resources</u> may be:</p> <ul style="list-style-type: none"> <li>– electronic (eg databases, websites, e-books, e-journals)</li> <li>– filmed (eg microfiches)</li> <li>– printed/written (eg books, journals)</li> <li>– recorded (eg audio tapes, videos, CDs)</li> </ul> <p>and they may be</p> <ul style="list-style-type: none"> <li>– produced outside the organisation</li> <li>– produced within the organisation</li> </ul> <p><u>Knowledge and information</u> might be:</p> <ul style="list-style-type: none"> <li>– quantitative</li> <li>– qualitative.</li> </ul> <p><u>Legislation, policies and procedures</u> may be international, national or local and may relate to:</p> <ul style="list-style-type: none"> <li>– copyright</li> <li>– data protection</li> <li>– equality and diversity</li> <li>– freedom of information.</li> </ul>

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**Links to other KSF dimensions**

This dimension is supported by:

- *Core 1 Communication*: covers communicating knowledge and information to others including users of services
  - *Core 2 Personal and people development*: covers helping others to learn how to use knowledge and information resources
  - *Core 3 Health, safety and security*: covers security of information
  - *Core 5 Quality*: covers governance (including information)
  - *Core 6 Equality and diversity*: covers the promotion of equality and valuing diversity
  - *G3 Procurement and commissioning*: covers purchasing and procurement of new knowledge/information resources
  - *IK1 Information processing*: covers the processing of data and information
  - *EF1 Systems and equipment*: covers the maintenance and development of information communication and technology (ICT) systems
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**IK3/Level 1: Access, appraise and apply knowledge and information**

<b>Indicators</b>	<b>Examples of application</b>
<p><i>The worker:</i></p>	<p><u>Knowledge and information resources</u> might be accessed, developed and organised for the purposes of:</p>
<p>a) correctly identifies the need for additional <u>knowledge and information resources</u> to support her/his work</p>	<p>See <i>overview</i></p>
<p>b) identifies possible <u>sources of the knowledge and information</u></p>	<p><u>Knowledge and information resources</u> may be: See <i>overview</i></p>
<p>c) determines appropriate knowledge/information resource(s) to meet identified need, seeking appropriate guidance and support if necessary</p>	<p><u>Knowledge and information</u> might be: See <i>overview</i></p>
<p>d) accesses the resource(s) using appropriate methods and identifies the relevant information</p>	<p><u>Sources of knowledge and information</u> might include:</p>
<p>e) appraises the knowledge and information and identifies whether it is appropriate to be applied in own context</p>	<ul style="list-style-type: none"> <li>- colleagues</li> <li>- expert users of services</li> </ul>
<p>f) appropriately applies the knowledge/information to their work consistent with <u>legislation, policies and procedures</u>.</p>	<ul style="list-style-type: none"> <li>- internet</li> <li>- intranet/extranet</li> <li>- libraries</li> <li>- literature</li> <li>- multidisciplinary meetings</li> <li>- National Electronic Library for Health (NeLH)</li> <li>- reference books</li> <li>- resource centres</li> </ul>
	<p><u>Legislation, policies and procedures</u> See <i>overview</i></p>

**IK3/Level 2: Maintain knowledge and information resources and help others to access and use them**

Indicators	Examples of application
<p><i>The worker:</i></p> <p>a) <u>organises knowledge and information resources</u> using agreed methods and frameworks</p> <p>b) keeps knowledge and information systems <u>up to date</u> using set procedures</p> <p>c) establishes users' requirements and <u>enables users to access</u> the knowledge and information consistent with <u>legislation, policies and procedures</u></p> <p>d) provides requested knowledge and information to users explaining any difficulties in meeting their needs</p> <p>e) refers users to other people or sources when they are better able to meet their needs</p>	<p><u>Organising knowledge/information resources</u> may include:</p> <ul style="list-style-type: none"> <li>- cataloguing</li> <li>- classifying</li> <li>- sorting and replacing materials in a formally recognised sequence</li> </ul> <p><u>Knowledge and information resources</u> might be accessed, developed and organised for the purposes of:</p> <p>See overview</p> <p><u>Knowledge and information resources</u> may be:</p> <p>See overview</p> <p><u>Knowledge and information</u> might be:</p> <p>See overview</p> <p>Actions to keep the knowledge/information system <u>up to date</u> may include:</p> <ul style="list-style-type: none"> <li>- archiving/disposing of withdrawn knowledge/information resources</li> <li>- making a record of knowledge/information resources entered into or withdrawn from the system</li> <li>- recalling knowledge/information resources which are due for entry/return to the system</li> <li>- withdrawing knowledge/information resources from current use when no longer required.</li> </ul> <p><u>Enables users to access</u> might include:</p> <ul style="list-style-type: none"> <li>- finding the requested knowledge/information for users</li> <li>- assisting users to find knowledge/information themselves</li> <li>- providing advice on how to access the knowledge/information.</li> </ul> <p><u>Legislation, policies and procedures</u></p> <p>See overview</p>

**IK3/Level 3: Organise knowledge and information resources and provide information to meet needs**

<b>Indicators</b>	<b>Examples of application</b>
<p><i>The worker:</i></p> <ul style="list-style-type: none"> <li>a) establishes and agrees users' <u>requirements</u> for knowledge/information</li> <li>b) identifies and evaluates potentially relevant <u>knowledge and information resources</u> and selects those most likely to meet agreed needs</li> <li>c) determines and implements the most appropriate method of locating, extracting and presenting the required knowledge/information</li> <li>d) provides requested information to users, proposing suitable alternatives if their needs cannot be met</li> <li>e) facilitates access to knowledge/information by developing and implementing appropriate and effective ways of <u>organising</u> resources</li> <li>f) acts consistently with <u>legislation, policies and procedures</u>.</li> </ul>	<p><u>Requirements</u> may relate to:</p> <ul style="list-style-type: none"> <li>– content</li> <li>– equality and diversity issues</li> <li>– format</li> <li>– frequency/timing of provision</li> <li>– quality</li> <li>– quantity</li> <li>– resource(s) to be used</li> <li>– timescales/deadlines</li> </ul> <p><u>Knowledge and information resources</u> might be accessed, developed and organised for the purposes of: See <i>overview</i></p> <p><u>Knowledge and information resources</u> may be: See <i>overview</i></p> <p><u>Knowledge and information</u> might be: See <i>overview</i></p> <p>Ways of <u>organising</u> knowledge/information resources might include:</p> <ul style="list-style-type: none"> <li>– abstracting</li> <li>– cataloguing</li> <li>– classifying</li> <li>– indexing</li> </ul> <p><u>Legislation, policies and procedures</u> See <i>overview</i></p>

**IK3/Level 4: Develop the acquisition, organisation, provision and use of knowledge and information**

Indicators	Examples of application
<p><i>The worker:</i></p> <p>a) <u>gathers</u> and evaluates information on the organisation's use of, and need for, <u>knowledge and information resources</u> and identifies any current or potential future <u>issues</u> and opportunities including the extent to which they support <u>legislation, policies and procedures</u></p> <p>b) determines and implements appropriate ways of addressing issues and capitalising on opportunities</p> <p>c) scans the environment to identify new and emerging knowledge/information resources and technologies and evaluates their relevance and potential benefits to the organisation</p> <p>d) acquires additional knowledge/information resources and technologies and integrates them appropriately into the overall system/service</p> <p>e) promotes and facilitates the use of knowledge and information throughout the organisation</p>	<p>Information may be <u>gathered</u> via</p> <ul style="list-style-type: none"> <li>- consulting with users</li> <li>- monitoring ongoing use and application of knowledge/information resources</li> </ul> <p><u>Knowledge and information resources</u> might be accessed, developed and organised for the purposes of: See <i>overview</i></p> <p><u>Knowledge and information resources</u> may be: See <i>overview</i></p> <p><u>Knowledge and information</u> might be: See <i>overview</i></p> <p><u>Issues</u> may be related to:</p> <ul style="list-style-type: none"> <li>- means of accessing resources/user interfaces</li> <li>- ease of access to information and knowledge and related resources for different people</li> <li>- the manner in which knowledge and information are being used and applied</li> <li>- the organisation of knowledge/information resources</li> <li>- the range, content, quality or quantity of knowledge/information resources available to users</li> <li>- the resources available to support development (eg money, technology, number and expertise of staff, storage and display space)</li> </ul> <p><u>Legislation, policies and procedures</u> See <i>overview</i></p>

## DIMENSION G1: LEARNING AND DEVELOPMENT

Overview	
<b>Status</b>	Specific – it will relate to some jobs but not all.
<b>Levels</b>	<ol style="list-style-type: none"> <li>1 Assist with learning and development activities</li> <li>2 Enable people to learn and develop</li> <li>3 Plan, deliver and review interventions to enable people to learn and develop</li> <li>4 Design, plan, implement and evaluate learning and development programmes</li> </ol>
<b>Description</b>	<p>This dimension is about structured approaches to learning and development. It includes a wide range of activity across a continuum of learning and development including formal in-service development, vocational qualifications, and pre-registration and post-registration programmes – including training needs analysis; the development, delivery and evaluation of training programmes; mentoring, supervision and support for staff and students; assessment of competence and/or qualifications.</p> <p>It involves collaborative partnership working between employers, vocational and academic institutions, regulatory bodies and users of services.</p> <p>Progression through the levels in this dimension is characterised by:</p> <ul style="list-style-type: none"> <li>– greater knowledge of learning needs and styles and how to develop education and training to meet these needs and interests</li> <li>– an increasing level of knowledge and skill from participating in activities set by others to the overall design and evaluation of programmes of learning and development</li> <li>– an increased involvement in the whole of a learning and development programme as compared with individual parts of it.</li> </ul>
<b>Examples of application</b>	<p><u>Learning and development</u> might include:</p> <ul style="list-style-type: none"> <li>– advice, guidance and counselling on learning and development and related opportunities</li> <li>– assessment of competence and/or for qualifications</li> <li>– education and training courses</li> <li>– e-learning</li> <li>– structured approaches to learning in the workplace (eg mentoring, supervision)</li> <li>– structured self-study approaches</li> <li>– support networks</li> <li>– verification of assessment decisions made by others.</li> </ul> <p><u>Legislation, policies and procedures</u> may be international, national or local and may relate to:</p> <ul style="list-style-type: none"> <li>– data protection</li> <li>– education and training</li> <li>– employment</li> <li>– information</li> <li>– the practices and requirements for specific professions.</li> </ul>
<b>Links to other KSF dimensions</b>	<p>This dimension is supported by:</p> <ul style="list-style-type: none"> <li>– <i>Core 1 Communication</i> focuses on communicating with people in a variety of ways</li> <li>– <i>Core 6 Equality and diversity</i> focuses on promoting equality and valuing diversity such as identifying the needs of particular learners for translation and interpretation, and other forms of support</li> <li>– <i>G2 Development and innovation</i> focuses on developing new concepts, models, methods, practices, products and equipment which might then be used in learning and development</li> <li>– <i>G3 Procurement and commissioning</i></li> <li>– <i>G4 Financial management</i></li> </ul> <p>This dimension is different from dimensions:</p> <ul style="list-style-type: none"> <li>– <i>Core 2 Personal and people development</i> – focuses on development of self and others as part of ongoing work</li> <li>– <i>G7 Capacity and capability</i> – which focuses on developing the overall capacity of a number of people/structures such as communities, the workforce and organisations.</li> </ul>

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

Indicators	Examples of application
<p><i>The worker:</i></p> <p>a) identifies with the relevant people the <u>activities</u> to be undertaken to support <u>learning and development</u></p> <p>b) undertakes the task effectively and to time consistent with <u>legislation, policies and procedures</u></p> <p>c) reports any difficulties or problems at an appropriate time to a team member.</p>	<p><u>Activities</u> might include:</p> <ul style="list-style-type: none"> <li>– preparing equipment for specific forms of learning and development</li> <li>– preparing learning environments</li> <li>– preparing learning materials and resources</li> <li>– providing feedback to learners</li> <li>– supporting learners and team members during learning and development</li> <li>– preparing and collating evaluation forms</li> </ul> <p><u>Learning and development</u> See <i>overview</i></p> <p><u>Legislation, policies and procedures</u> See <i>overview</i></p>

G1/Level 2: Enable people to learn and develop	
Indicators	Examples of application
<i>The worker:</i>	<u>Learning and development</u>
a) agrees with the team the purpose, aims and content of the <u>learning and development</u> and own role in the process	See overview
b) prepares thoroughly for own role addressing any issues in advance	<u>Legislation, policies and procedures</u> See overview
c) supports learning <ul style="list-style-type: none"> <li>– recognising individuals' particular needs, interests and styles</li> <li>– using the agreed methods and approaches</li> <li>– in a manner that stimulates individuals' interest, promotes development and encourages their involvement</li> <li>– by developing an environment that supports learning</li> <li>– consistent with <u>legislation, policies and procedures</u></li> </ul>	
d) gains feedback from learners and relevant others on the effectiveness of learning and development and their ideas for how it can be improved	
e) reflects on and evaluates the effectiveness of learning and development using feedback from learners and others	
f) discusses own evaluation with the team and agrees how learning and development might be improved in the future.	

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

Indicators	Examples of application
<i>The worker:</i>	<u>Learning and development</u>
<p>a) identifies:</p> <ul style="list-style-type: none"> <li>– the purpose and aims of <u>learning and development</u> interventions</li> <li>– the learning and development needs of the individuals who are to be involved</li> <li>– the time and resources available</li> </ul> <p>b) develops and agrees a <u>plan of how learning and development will be facilitated</u></p> <p>c) undertakes own role in supporting learning and development</p> <ul style="list-style-type: none"> <li>– developing an environment conducive to learning</li> <li>– recognising individuals' particular needs, interests and styles</li> <li>– using the agreed learning and development methods and approaches</li> <li>– in a manner that stimulates individuals' interest, promotes development and encourages their involvement</li> <li>– consistent with <u>legislation, policies and procedures</u></li> <li>– supporting and promoting others' contribution</li> <li>– in a manner that reflects the criticality of the work and the related decisions</li> </ul> <p>d) makes any necessary adjustments to the plan as the work proceeds to promote learning and development and better meet learners' needs</p> <p>e) gains feedback from learners and relevant others on the effectiveness of learning and development and their ideas for how it can be improved</p> <p>f) evaluates the effectiveness of learning and development informed by learners, others in the team and own reflections and uses the evaluation to inform future practice.</p>	<p>See <i>overview</i></p> <p><u>Plan of how learning and development will be facilitated</u> might include:</p> <ul style="list-style-type: none"> <li>– aims and objectives</li> <li>– content and timing</li> <li>– design of learning materials</li> <li>– methods and approaches to be used</li> <li>– who will be involved and their respective roles</li> <li>– resources</li> <li>– how the environment will support learning</li> <li>– assessment purposes and methods</li> <li>– methods of evaluation</li> </ul> <p><u>Legislation, policies and procedures</u></p> <p>See <i>overview</i></p>

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

<b>Indicators</b>	<b>Examples of application</b>
<i>The worker:</i>	<u>Learning and development</u>
<ul style="list-style-type: none"> <li>a) identifies with those commissioning <u>learning and development</u> programmes:                             <ul style="list-style-type: none"> <li>– the purpose and aims of programmes</li> <li>– the relationship of one programme to another, and to related learning needs</li> <li>– the starting points and learning needs of learners</li> <li>– the time and resources available</li> <li>– any contextual factors that need to be taken into account in learning designs</li> </ul> </li> <li>b) designs overall learning and development programmes that:                             <ul style="list-style-type: none"> <li>– are appropriate to the interests of the commissioners and the needs of learners</li> <li>– contain phased and inter-related objectives, methods and approaches</li> <li>– make best use of the resources available</li> <li>– are consistent with good learning practice</li> <li>– identify how programmes and their component parts will be evaluated</li> <li>– specify relevant <u>legislation, policies and procedures</u></li> </ul> </li> <li>c) details the inter-relationships between the different learning and development components</li> <li>d) agrees the designs of overall programmes and individual components with the relevant people making any necessary modifications as a result</li> <li>e) agrees with the programme team how programmes will be implemented and supports them throughout the process responding to arising issues</li> <li>f) monitors the delivery of programmes for their effectiveness in meeting their aims and objectives</li> <li>g) evaluates the effectiveness of programmes and uses the outcomes to improve future programmes.</li> </ul>	<p>See <i>overview</i></p> <p><u>Legislation, policies and procedures</u></p> <p>See <i>overview</i></p>

## DIMENSION G2: DEVELOPMENT AND INNOVATION

Overview	
<b>Status</b>	Specific – it will relate to some jobs but not all.
<b>Levels</b>	<ol style="list-style-type: none"> <li>1 Appraise concepts, models, methods, practices, products and equipment developed by others</li> <li>2 Contribute to developing, testing and reviewing new concepts, models, methods, practices, products and equipment</li> <li>3 Test and review new concepts, models, methods, practices, products and equipment</li> <li>4 Develop new and innovative concepts, models, methods, practices, products and equipment</li> </ol>
<b>Description</b>	<p>This dimension is about the development, testing, review and appraisal of new concepts, models, methods, practices, products and equipment, including, where appropriate innovation.</p> <p>These new and innovative approaches are likely to be widely applicable, rather than designed solely for one situation, although they may well arise from something developed to meet one specific set of circumstances. However, this dimension involves testing (through prototypes, pilot studies, clinical trials etc) to check that the innovations can be used in a range of contexts.</p> <p>Innovations may be in relation to services to address health and wellbeing needs and/or improve health and wellbeing, or be related to services that support the smooth running of the organisation (such as finance, estates).</p> <p>Progression through the levels in this dimension is characterised by:</p> <ul style="list-style-type: none"> <li>– the move from identifying and reviewing innovative approaches developed by others, through testing out innovations to the actual development of innovative approaches</li> <li>– increasing knowledge of relevant trends and developments and their potential implications</li> <li>– increasing technical knowledge and skills in design and development, including knowledge of the factors which may influence or constrain potential innovations.</li> </ul>
<b>Examples of application</b>	<p><u>Development</u> may be in the areas of:</p> <ul style="list-style-type: none"> <li>– assessment, diagnosis, care and treatment</li> <li>– buildings and environments</li> <li>– capacity and capability building</li> <li>– education, training and development</li> <li>– equality and diversity</li> <li>– financial services</li> <li>– health and wellbeing</li> <li>– health, safety and security</li> <li>– human resource management and development</li> <li>– intellectual property</li> <li>– management of finances, projects or services</li> <li>– marketing and promotion</li> <li>– prescribing patterns</li> <li>– processing, managing and analysing information and knowledge</li> <li>– resource use</li> <li>– service effectiveness</li> <li>– systems and equipment</li> <li>– the improvement of health and wellbeing</li> <li>– transport and logistics.</li> </ul> <p><u>Legislation, policies and procedures</u> may be international, national or local and may relate to:</p> <ul style="list-style-type: none"> <li>– copyright and patent</li> <li>– data and information</li> <li>– ethics/ethical practice regarding development and innovation</li> <li>– health and safety</li> <li>– own area of practice (eg catering, care, engineering etc).</li> </ul>

**Links to other KSF dimensions**

This dimension is supported by:

- *IK1 Information processing*
- *IK2 Information collection and analysis*
- *G3 Procurement and commissioning* which focuses on purchasing systems, equipment, services etc
- *G5 Services and project management* which focuses on the planning, implementation and evaluation of services and projects (including those to test new solutions and approaches)
- *G7 Capacity and capability* which focuses on the development of collective capability including the workforce, organisations and communities.

This dimension contrasts with:

- *Core 4 Service improvement* which focuses on implementation of improvements within services once they have been agreed.
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**G2/Level 1: Appraise concepts, models, methods, practices, products and equipment developed by others**

<b>Indicators</b>	<b>Examples of application</b>
<p><i>The worker:</i></p> <p>a) identifies new <u>developments</u> made by others that might be relevant to own area of work</p> <p>b) critically <u>evaluates and reviews developments</u> to determine if and how they could be applied within own area of work</p> <p>c) proposes the adoption of relevant developments within own work area to relevant decision makers</p>	<p><u>Developments</u> See <i>overview</i></p> <p><u>Legislation, policies and procedures</u> See <i>overview</i></p> <p><u>Evaluating and reviewing developments may include:</u></p> <ul style="list-style-type: none"> <li>- reading reviews/articles</li> <li>- testing samples</li> <li>- visiting other sites to see how they are used in practice</li> <li>- attending conferences/launches etc</li> </ul>

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

<b>Indicators</b>	<b>Examples of application</b>
<p><i>The worker:</i></p> <p>a) confirms with relevant <u>information sources</u>:</p> <ul style="list-style-type: none"> <li>- the nature of the activities required</li> <li>- any particular factors to take into account</li> </ul> <p>and selects appropriate ways of <u>developing, testing and reviewing</u> concepts, models, methods, practices, products and equipment</p> <p>b) conducts the activities for which s/he is responsible using the agreed methods and consistent with <u>legislation, policies and procedures</u></p> <p>c) reports the findings and outcomes of developments, tests and reviews to the people who need them supported by own recommendations on the value of the development</p>	<p><u>Information sources</u> may be:</p> <ul style="list-style-type: none"> <li>- plan/design/specification</li> <li>- person responsible for overall testing of the development</li> </ul> <p><u>Developing, testing and reviewing</u> might include:</p> <ul style="list-style-type: none"> <li>- building prototypes/trial models</li> <li>- creating new components from given designs and specifications</li> <li>- developing minor designs</li> <li>- investigations/experiments</li> <li>- trialling developments in the workplace</li> </ul> <p><u>Developments</u> See overview</p> <p><u>Legislation, policies and procedures</u> See overview</p>

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

<b>Indicators</b>	<b>Examples of application</b>
<i>The worker:</i>	<u>Developments</u>
a) scans the environment to identify new and emerging <u>developments</u> of potential relevance to their work	See overview
b) appraises developments and identifies the benefits they could bring and any potential risks	<u>Legislation, policies and procedures</u>
c) determines with others those developments that are worthy of testing and how this can best be achieved	See overview
d) <u>tests and reviews</u> developments in a way which:	<u>Testing and reviewing</u> might include:
– is ethically and methodologically sound	– building prototypes/trial models
– enables a rigorous evaluation of their feasibility, benefits and risks	– designing in response to specification
– involves all relevant parties in the process	– investigations/experiments
– complies with <u>legislation, policies and procedures</u>	– trialling innovations in the workplace
e) evaluates the outcomes of testing and reports them in the correct format to the people who need them	– writing guidelines/procedures
f) makes recommendations to appropriate people regarding the implementation of developments	

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

Indicators	Examples of application
<p><i>The worker:</i></p> <ul style="list-style-type: none"> <li>a) scans the environment to identify new and emerging <u>developments</u> of potential relevance to their work and <u>priorities</u> for further development</li> <li>b) designs, develops and tests new and innovative concepts/models/methods/practices/products/equipment in a way which:                             <ul style="list-style-type: none"> <li>– is ethically, technically and methodologically sound for the nature of the innovation</li> <li>– enables a rigorous evaluation of their feasibility, benefits and risks</li> <li>– involves all relevant parties in the process</li> <li>– complies with <u>legislation, policies and procedures</u></li> </ul> </li> <li>c) evaluates the outcomes of testing and modifies innovations to improve their quality</li> <li>d) publicises the innovations in the appropriate places to inform the development of others' knowledge and practice</li> <li>e) evaluates feedback on the innovations and uses it to improve future developments</li> </ul>	<p><u>Developments</u></p> <p>See <i>overview</i></p> <p><u>Priorities</u> may be influenced by:</p> <ul style="list-style-type: none"> <li>– developments in related fields</li> <li>– new or emerging technologies</li> <li>– the quality/efficacy of current concepts, models, methods, techniques, practices, products, and equipment</li> </ul> <p><u>Legislation, policies and procedures</u></p> <p>See <i>overview</i></p>

## DIMENSION G3: PROCUREMENT AND COMMISSIONING

Overview	
<b>Status</b>	Specific – it will relate to some jobs but not all.
<b>Levels</b>	<ol style="list-style-type: none"> <li>1 Monitor, order and check supplies of goods and/or services</li> <li>2 Assist in commissioning, procuring and monitoring goods and/or services</li> <li>3 Commission and procure products, equipment, services, systems and facilities</li> <li>4 Develop, review and improve commissioning and procurement systems</li> </ol>
<b>Description</b>	<p>This dimension is about procuring and commissioning products, equipment, services, systems and facilities including direct purchasing. It includes:</p> <ul style="list-style-type: none"> <li>– both one off purchases and ongoing supplies, including the management of contracts</li> <li>– tangible products and materials, and services which are less tangible</li> <li>– low and high value products, equipment, services, systems and facilities</li> <li>– low and high volume products, equipment, services, systems and facilities.</li> </ul> <p>Working in partnership with suppliers and end users is a fundamental aspect of this dimension. Supplier development is also important in ensuring that providers and suppliers understand the organisation's values and direction and work in accordance with them, such as in relation to promoting equality and valuing diversity.</p> <p>Those involved in the commissioning and procurement process have a key role to play in assuring that the organisation/service gets value for money, whether this is through checking what is happening on a day-to-day basis or through negotiating the terms of supply contracts.</p> <p>This dimension covers a wide range of activities including the commissioning of services to improve health and wellbeing and address health and wellbeing needs. It covers areas such as: agreeing specifications; setting and meeting targets; coordinating the procurement and commissioning process; awarding and managing contracts; and ensuring that the organisation on behalf of the public gets value for money.</p> <p>Progression through the levels in this dimension is characterised by:</p> <ul style="list-style-type: none"> <li>– moving from working within set parameters to determining and setting commissioning and procurement parameters</li> <li>– increasing scope of activity, from a limited role of monitoring, checking and ordering supplies, through involvement in a wide range of procurement and commissioning activities, to overseeing the whole process</li> <li>– increasing knowledge and skills relating to purchasing and commissioning processes and systems and the links between different aspects of them.</li> </ul>

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<b>Examples of application</b> <i>These may be relevant to all levels in this dimension</i>	<p><u>Commissioning and procurement</u> might be in the areas of:</p> <ul style="list-style-type: none"><li>– assessment, diagnosis, care and treatment</li><li>– buildings and environments</li><li>– capacity and capability building</li><li>– development and innovation</li><li>– education, training and development</li><li>– equality and diversity</li><li>– financial services</li><li>– health and wellbeing</li><li>– health, safety and security</li><li>– human resource management and development</li><li>– management of finances, projects or services</li><li>– marketing and promotion</li><li>– prescribing patterns</li><li>– processing and managing information and knowledge</li><li>– resource use</li><li>– service effectiveness</li><li>– systems and equipment</li><li>– the improvement of health and wellbeing</li><li>– transport and logistics.</li></ul> <p><u>Legislation, policies and procedures</u> may be international, national or local and may relate to:</p> <ul style="list-style-type: none"><li>– contract</li><li>– data protection</li><li>– employment</li><li>– equality and diversity</li><li>– finance</li><li>– health and social care services.</li></ul>
<b>Links to other KSF dimensions</b>	<p>This dimension is supported by:</p> <ul style="list-style-type: none"><li>– <i>Core 1 Communication</i> – as effective communication between different people in the process is a key aspect of commissioning and procurement</li><li>– <i>Core 4 Service improvement</i> – which focuses on setting direction in the service which will have an effect on procurement and commissioning</li><li>– <i>G5 Service and project management</i>: covers areas such as the development of schedules and procedures, coordination of services and management of specific projects</li><li>– <i>EF3 Transport and logistics</i> – which focuses on the flow of people and/or items including those that have been commissioned and purchased</li><li>– <i>IK1 Information processing</i> – as information flow is a key part of effective commissioning and purchasing</li><li>– <i>IK2 Information collection and analysis</i> – as information flow is a key part of effective commissioning and purchasing.</li></ul>
<b>Terminology</b>	<p><i>Commissioning</i> – to make formal arrangements for someone to do something for which payment will be made.</p> <p><i>Goods and/or services</i> are the people, items or facilities that are being procured or commissioned for use by the service/organisation.</p> <p><i>Procurement</i> – the act of obtaining something for an organisation.</p> <p><i>Resources</i> are those goods and/or services that are available to the organisation once they have been procured.</p>

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**G3/Level 1: Monitor, order and check supplies of goods and/or services**

<b>Indicators</b>	<b>Examples of application</b>
<i>The worker:</i>	<u>Legislation, policies and procedures</u>
a) monitors resource use and arranges for more: <ul style="list-style-type: none"> <li>– when this is necessary</li> <li>– within limits of own responsibility and authority</li> <li>– consistent with <u>legislation, policies and procedures for commissioning and procurement</u></li> </ul>	See <i>overview</i>  <u>Commissioning and procurement</u> See <i>overview</i>
b) checks the delivery of goods and/or services and identifies any issues	<u>Appropriate action</u> in relation to issues might include: <ul style="list-style-type: none"> <li>– chasing supplies of goods and services</li> <li>– contacting the supplier</li> <li>– dealing with defective goods/services which are below quality</li> <li>– reminding the supplier of the contract and of requirements</li> <li>– reporting problems or shortfalls</li> <li>– seeking to resolve the issue with the supplier.</li> </ul>
c) takes the <u>appropriate action</u> in relation to issues with goods and/or services communicating effectively with those involved to address the issues	<u>Supporting the effective use</u> of goods and/or services might include: <ul style="list-style-type: none"> <li>– controlling and storing goods and materials appropriately</li> <li>– enabling those delivering services to be effective</li> </ul>
d) <u>supports effective use</u> of goods and/or services consistent with requirements and specifications	<u>Reports</u> on the delivery of goods and/or services might include: <ul style="list-style-type: none"> <li>– checking the quantity against the order</li> <li>– completing forms and records</li> <li>– making verbal reports on service delivery</li> <li>– signing and confirming the receipt of goods and/or services</li> </ul>
e) <u>reports</u> on the delivery of goods and/or services and any issues in line with requirements.	

G3/Level 2: Assist in commissioning, procuring and monitoring goods and/or services	
Indicators	Examples of application
<p><i>The worker:</i></p> <p>a) maintains effective communication with those responsible for the overall <u>commissioning and procurement</u> process</p> <p>b) undertakes <u>delegated activities</u> effectively and consistent with <u>legislation, policies and procedures</u></p> <p>c) <u>monitors the delivery of goods/services</u> procured which are under his/her control at regular intervals using appropriate methods</p> <p>d) identifies <u>problems</u> with the delivery of procured goods/services and takes the <u>appropriate action</u></p> <p>e) maintains accurate, legible and complete records of the commissioning, procurement and delivery of goods/services and makes them available to the relevant people.</p>	<p><u>Commissioning and procurement</u></p> <p>See <i>overview</i></p> <p><u>Legislation, policies and procedures</u></p> <p>See <i>overview</i></p> <p><u>Delegated activities</u> related to procurement and commissioning might include aspects of:</p> <ul style="list-style-type: none"> <li>- contract processes</li> <li>- procurement processes</li> <li>- tendering processes</li> </ul> <p><u>Monitoring the delivery of goods/services</u> might include:</p> <ul style="list-style-type: none"> <li>- analysis of written information</li> <li>- observation</li> <li>- oral information</li> <li>- reconciliations of goods/services against delivery</li> </ul> <p><u>Problems</u> might include:</p> <ul style="list-style-type: none"> <li>- insufficient quantity</li> <li>- non-delivery</li> <li>- poor procurement</li> <li>- poor quality</li> <li>- poor timing</li> <li>- wrong delivery</li> </ul> <p><u>Appropriate action</u> might include:</p> <ul style="list-style-type: none"> <li>- ensuring the ongoing supply of goods and services when there are problems</li> <li>- reporting problems to those with more authority to act.</li> <li>- resolving issues experienced by users</li> <li>- resolving issues in delivery with suppliers</li> <li>- supplier development</li> </ul>

**G3/Level 3: Commission and procure products, equipment, services, systems and facilities**

Indicators	Examples of application
<i>The worker:</i>	Requirements for specific products, equipment, services, systems or facilities might relate to:
<ul style="list-style-type: none"> <li>a) negotiates and agrees with relevant people the commissioning and procurement <u>requirements</u> for specific products, equipment, services, systems or facilities, that are consistent with commissioning and procurement systems and with <u>legislation, policies and procedures</u></li> <li>b) plans and documents a procurement programme that:                             <ul style="list-style-type: none"> <li>– is consistent with overall procurement systems and the needs of interested people</li> <li>– can be monitored and modified as circumstances change</li> </ul> </li> <li>c) recommends and agrees a form of <u>contract</u> that is appropriate to procurement requirements and clearly specifies the parties to the contracts and their rights and responsibilities</li> <li>d) coordinates and manages the process of negotiating, awarding and monitoring contracts taking the appropriate action when there are any arising issues</li> <li>e) supports suppliers to deliver effectively and develop their capabilities</li> <li>f) ensures that the provision of products, equipment, services, systems or facilities are effectively monitored against specifications</li> <li>g) provides clear and timely information on overall procurement and commissioning systems to the people responsible.</li> </ul>	<p>the supply itself:</p> <ul style="list-style-type: none"> <li>– compatibility</li> <li>– cost</li> <li>– functional issues</li> <li>– objectives/outputs</li> <li>– quality</li> <li>– quantity</li> <li>– technical issues</li> </ul> <p>– timing and frequency of supply</p> <p>how the supply will be managed</p> <ul style="list-style-type: none"> <li>– cost savings and efficiencies</li> <li>– estimates for contingencies</li> <li>– methods of procurement</li> <li>– risk management</li> <li>– scope and content of contract</li> <li>– short and long term financial and cost parameters</li> </ul> <p><u>Commissioning and procurement</u> See <i>overview</i></p> <p><u>Legislation, policies and procedures</u> See <i>overview</i></p> <p><u>Contracts</u> might include:</p> <ul style="list-style-type: none"> <li>– bespoke contracts</li> <li>– cost and volume contracts</li> <li>– letters of agreement</li> <li>– purchase orders</li> <li>– standard contracts</li> </ul>

**G3/Level 4: Develop, review and improve commissioning and procurement systems**

Indicators	Examples of application
<p><i>The worker:</i></p> <p>a) works with others to identify and agree appropriate <u>aspects of commissioning and procurement systems</u> that:</p> <ul style="list-style-type: none"> <li>- are supportive of the direction, strategies and policies of the organisation</li> <li>- are consistent with <u>legislation, policies and procedures</u></li> <li>- take account of the <u>context</u> in which the commissioning and procurement is taking place</li> </ul> <p>b) negotiates and agrees with the relevant people clear and effective plans for effectively taking forward <u>commissioning and procurement</u></p> <p>c) negotiates with others to put in place sufficient <u>supporting mechanisms</u> to ensure that commissioning and procurement takes place effectively</p> <p>d) works with others to take forward the implementation of commissioning and procurement and ensures it is effective in practice</p> <p>e) gains sufficient information on the effectiveness and efficiency of commissioning and procurement to make adjustments as and when they are necessary</p> <p>f) <u>evaluates</u> the effectiveness and efficiency of commissioning and procurement at key intervals to identify the need for more fundamental improvements.</p>	<p><u>Aspects of commissioning and procurement systems</u> might include:</p> <ul style="list-style-type: none"> <li>- changes planned for the future (eg increased volumes, service redesign)</li> <li>- classification systems (eg Health Resource Groups)</li> <li>- comparison with local and national trends</li> <li>- contracting processes, methods, systems and capacity</li> <li>- control of resources</li> <li>- critical paths</li> <li>- impact on/relationship to budgets</li> <li>- incentives</li> <li>- logistics and supply processes</li> <li>- monitoring activity</li> <li>- national tariffs</li> <li>- reference costs</li> <li>- requirement specifications</li> <li>- risk assessment and management</li> <li>- standards and benchmarks</li> <li>- supplier control, databases, evaluation and rating criteria, quality approval</li> <li>- targets</li> <li>- technology and information to support the system</li> </ul> <p><u>Legislation, policies and procedures</u> See <i>overview</i></p> <p>The <u>context</u> in which commissioning and procurement is taking place might include:</p> <ul style="list-style-type: none"> <li>- baselines</li> <li>- overall position in the health economy</li> <li>- reference cost position of main providers/suppliers</li> <li>- strategy for activity and expenditure</li> </ul> <p><u>Commissioning and procurement</u> See <i>overview</i></p> <p><u>Supporting mechanisms</u> might include:</p> <ul style="list-style-type: none"> <li>- communication processes</li> <li>- control mechanisms</li> <li>- information flows</li> <li>- knowledge and capability within the organisation/service</li> <li>- technology</li> </ul> <p><u>Evaluation</u> might include:</p> <ul style="list-style-type: none"> <li>- analysis of policies and changing direction in the service</li> <li>- analysis of reports and information in the system</li> <li>- feedback from suppliers</li> <li>- feedback from users</li> <li>- knowledge in the service as a whole</li> </ul>

## DIMENSION G4: FINANCIAL MANAGEMENT

Overview	
<b>Status</b>	Specific – it will relate to some jobs but not all.
<b>Levels</b>	<ol style="list-style-type: none"> <li>1 Monitor expenditure</li> <li>2 Coordinate and monitor the use of financial resources</li> <li>3 Coordinate, monitor and review the use of financial resources</li> <li>4 Plan, implement, monitor and review the acquisition, allocation and management of financial resources</li> </ol>
<b>Description</b>	<p>This dimension is about the management of financial resources. It includes activities such as making proposals for expenditure, authorising and controlling the use of financial resources, and agreeing, monitoring and reviewing budgets. It is relevant to all areas of work in the NHS as financial management takes place throughout the service.</p> <p>Financial resources include money and finance as well as the financial value of other resources such as people, equipment, materials etc.</p> <p>Progression through the levels in this dimension is characterised by:</p> <ul style="list-style-type: none"> <li>– the move from authorising and monitoring day to day expenditure, through planning and controlling budgets to taking a broad overview of the acquisition, allocation and management of financial resources</li> <li>– increasing knowledge and skills in financial management.</li> </ul>
<b>Examples of application</b>	<p><u>Financial management</u> might be in the areas of:</p> <ul style="list-style-type: none"> <li>– assessment, diagnosis, care and treatment</li> <li>– buildings and environments</li> <li>– capacity and capability building</li> <li>– development and innovation</li> <li>– education, training and development</li> <li>– equality and diversity</li> <li>– financial services</li> <li>– health and wellbeing</li> <li>– health, safety and security</li> <li>– human resource management and development</li> <li>– management of projects or services</li> <li>– marketing and promotion</li> <li>– prescribing patterns</li> <li>– processing and managing information and knowledge</li> <li>– procurement and commissioning</li> <li>– resource use</li> <li>– service effectiveness</li> <li>– systems and equipment</li> <li>– the improvement of health and wellbeing</li> <li>– transport and logistics.</li> </ul> <p><u>Legislation, policies and procedures</u> may be international, national or local and may relate to:</p> <ul style="list-style-type: none"> <li>– data protection</li> <li>– financial accounting</li> <li>– management accounting</li> <li>– organisational law</li> <li>– tax and revenue.</li> </ul>

*These may be relevant to all levels in this dimension*

**Links to other KSF dimensions**

This dimension is supported by:

- *Core 5 Quality* – which focuses on governance (including financial and corporate)
- *IK1 Information processing*
- *IK2 Information collection and analysis*

This dimension is different from dimensions:

- *G3 Procurement and commissioning* – which focuses on purchasing and managing the supply of goods, equipment and services to the organisation
  - *G5 Services and project management* – which focuses on planning, implementing, monitoring and evaluating projects and services.
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**G4/Level 1: Monitor expenditure**

<b>Indicators</b>	<b>Examples of application</b>
<p><i>The worker:</i></p> <ul style="list-style-type: none"> <li>a) monitors expenditure against agreed budgets to support effective <u>financial management</u> and consistent with <u>legislation, policies and procedures</u></li> <li>b) identifies any actual or potential deviations from budgets and reports these to the appropriate person</li> <li>c) provides information to the relevant person on the current spend against budget</li> </ul>	<p><u>Financial management</u></p> <p>See <i>overview</i></p> <p><u>Legislation, policies and procedures</u></p> <p>See <i>overview</i></p>

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

<b>Indicators</b>	<b>Examples of application</b>
<i>The worker:</i>	<u>Financial management</u>
a) gives relevant people opportunities to provide information on the use of financial resources	See <i>overview</i>
b) makes and presents to the relevant people recommendations regarding financial resource use which: <ul style="list-style-type: none"><li>– take account of relevant past experience</li><li>– take account of trends and developments</li><li>– are consistent with sound <u>financial management</u></li><li>– are consistent with <u>legislation, policies and procedures</u></li></ul>	<u>Legislation, policies and procedures</u> See <i>overview</i>
c) plans and schedules how agreed budgets will be used	
d) identifies any actual or potential deviations from budgets and recommends corrective action to the appropriate person.	

**G4/Level 3: Coordinate, monitor and review the use of financial resources**

Indicators	Examples of application
<i>The worker:</i>	<u>Financial management</u>
a) gives relevant people opportunities to provide information on the use of financial resources	See overview
b) presents recommendations and requests to the relevant people regarding financial resource use which:	<u>Legislation, policies and procedures</u>
– take account of relevant past experience	See overview
– take account of trends and developments	<u>Allocation of resources might include:</u>
– are consistent with organisational objectives and policies	– to the worker
– are realistic, justifiable and of clear benefit	– by the worker.
– are sufficient to support the activities within his/her control	
c) negotiates and agrees the <u>allocation</u> of financial resources	
d) supports and encourages budget holders to make efficient and effective use of financial resources	
e) plans, schedules, controls and monitors the use of financial resources against agreed budgets	
f) identifies any actual or potential deviations from budgets and works with the budget holder to find effective ways of handling it	
g) reviews the allocation and use of financial resources and agrees appropriate improvements	
h) provides appropriate support to others to improve their knowledge and understanding of financial resource management.	

**G4/Level 4: Plan, implement, monitor and review the acquisition, allocation and management of financial resources**

Indicators	Examples of application
<p><i>The worker:</i></p> <p>a) in consultation with relevant others, develops clear plans for acquiring, allocating and managing financial resources which</p> <ul style="list-style-type: none"> <li>– support the organisation's vision, values, strategies and objectives</li> <li>– take account of current and potential future <u>constraints and opportunities</u></li> <li>– have clear inter-relationships to <u>procurement and commissioning processes, systems and requirements</u></li> <li>– comply with <u>legislation, policies and procedures</u></li> </ul> <p>b) implements methods, processes and systems for acquiring, allocating, and managing financial resources which:</p> <ul style="list-style-type: none"> <li>– support the organisation's vision, values, strategies and objectives</li> <li>– comply with legislation, policies and procedures</li> </ul> <p>c) monitors the acquisition, allocation and management of financial resources in order to:</p> <ul style="list-style-type: none"> <li>– evaluate the performance of service, projects and programmes</li> <li>– identify problems/issues</li> <li>– predict future needs and shortfalls</li> <li>– identify trends</li> <li>– assess capacity to meet future needs</li> </ul> <p>d) reviews plans, methods, processes and systems related to the acquisition, allocation and management of financial resources and modifies them to improve their effectiveness</p> <p>e) provides appropriate support to others to improve their knowledge and understanding of financial resource management.</p>	<p><u>Managing financial resources</u></p> <p>See <i>overview</i></p> <p><u>Constraints and opportunities</u> may include</p> <ul style="list-style-type: none"> <li>– new funding initiatives</li> <li>– reductions in funding</li> </ul> <p><u>Procurement and commissioning processes, systems and requirements</u> might include:</p> <ul style="list-style-type: none"> <li>– coding/classifying activity to cost</li> <li>– cost reductions</li> <li>– efficiency gains</li> <li>– financial management systems and processes</li> <li>– information systems and flows</li> <li>– reference costs</li> </ul> <p><u>Legislation, policies and procedures</u></p> <p>See <i>overview</i></p>

## DIMENSION G5: SERVICES AND PROJECT MANAGEMENT

Overview	
<b>Status</b>	Specific – it will relate to some jobs but not all.
<b>Levels</b>	<ol style="list-style-type: none"> <li>1 Assist with the organisation of services and/or projects</li> <li>2 Organise specific aspects of services and/or projects</li> <li>3 Prioritise and manage the ongoing work of services and/or projects</li> <li>4 Plan, coordinate and monitor the delivery of services and/or projects</li> </ol>
<b>Description</b>	<p>This dimension is about the management of services and/or projects, and activities within those services and/or projects. The services and projects might relate to any area of an organisation's or partnership's activities. Partnership is a key aspect of this dimension.</p> <p>This dimension covers a wide range of activities such as: the administration and organisation of individual parts of services and projects; agreeing overall and specific aims and objectives for services and projects; the coordination of multiple activities within services and projects; and the management of contingencies. It may involve the use of technology to assist in the management and coordination of services and projects.</p> <p>Progression through the levels in this dimension is characterised by:</p> <ul style="list-style-type: none"> <li>– moving from organising single and/or one-off aspects of projects and services to the coordination and sequencing of inter-related activities within a service or project and/or across a number of services and projects</li> <li>– increasing knowledge and skills in planning, scheduling, monitoring, coordinating and their inter-relationships</li> <li>– increasing ability to manage contingencies and the knock-on effect of these on other aspects of projects or services.</li> </ul>
<b>Examples of application</b>	<p><u>Services and projects</u> may be in the areas of:</p> <ul style="list-style-type: none"> <li>– assessment, diagnosis, care and treatment</li> <li>– buildings and environments</li> <li>– capacity and capability building</li> <li>– development and innovation</li> <li>– education, training and development</li> <li>– equality and diversity</li> <li>– financial services and management</li> <li>– health and wellbeing</li> <li>– health, safety and security</li> <li>– human resource management and development</li> <li>– marketing and promotion</li> <li>– procurement and commissioning</li> <li>– processing and management of information and knowledge</li> <li>– resource use</li> <li>– service effectiveness</li> <li>– systems and equipment</li> <li>– the improvement of health and wellbeing</li> <li>– transport and logistics.</li> </ul> <p><u>Legislation, policies and procedures</u> may be international, national or local and may relate to:</p> <ul style="list-style-type: none"> <li>– contract law</li> <li>– data protection</li> <li>– employment</li> <li>– finance</li> <li>– health and social care services.</li> </ul>

**Links to other KSF dimensions**

This dimension is supported by:

- *Core 1 Communication*
- *Core 5 Equality and diversity*
- *IK1 Information processing* – as information flow is a key part of effective services and project management
- *IK2 Information collection and analysis* – as information flow is a key part of effective services and project management
- *G4 Financial management* – related to services and projects
- *G6 People management* – related to the management of people working on services and projects.

This dimension is different from dimensions:

- *Core 4 Service improvement* – which focuses on improving services and taking them forward whereas this dimension focuses on running services on a day-to-day basis
  - *G3 Procurement and commissioning* – which is about commissioning services and projects whereas this dimension is about supplying services and projects.
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**G5/Level 1: Assist with the organisation of services and/or projects**

<b>Indicators</b>	<b>Examples of application</b>
<p><i>The worker:</i></p> <p>a) identifies with the team the <u>activities</u> to be undertaken to support <u>services and projects</u></p> <p>b) undertakes activities effectively and to time consistent with <u>legislation, policies and procedures</u></p> <p>c) reports any difficulties or problems at an appropriate time to a team member</p> <p>d) keeps accurate records of activities and makes them available to people at the time that they need them.</p>	<p><u>Activities</u> might include:</p> <ul style="list-style-type: none"> <li>- arranging catering and other forms of support</li> <li>- arranging events</li> <li>- arranging travel</li> <li>- booking straightforward appointments</li> <li>- chasing replies</li> <li>- drafting and finalising documents (including letters)</li> <li>- filing/storing</li> <li>- monitoring supplies</li> <li>- ordering supplies</li> <li>- organising venues</li> <li>- preparing papers for distribution</li> <li>- taking payments in simple circumstances</li> <li>- taking notes</li> <li>- welcoming and facilitating events and meetings</li> </ul> <p><u>Services and projects</u> See <i>overview</i></p> <p><u>Legislation, policies and procedures</u> See <i>overview</i></p>

**G5/Level 2: Organise specific aspects of services and/or projects**

Indicators	Examples of application
<i>The worker:</i>	<u>Services and projects</u>
a) obtains full, relevant information on specific aspects of <u>services and projects</u> for which s/he is responsible and how they relate to other parts of the service or project	See overview
b) ensures that everyone involved in the specific aspects of services/projects for which s/he is responsible has relevant and appropriate information about the work and their role within it, and confirms their understanding of their role	<u>Legislation, policies and procedures</u>
c) ensures that planned resources are available for people to use at the time they need them	See overview
d) coordinates activities making sure that they run smoothly and work well together and are consistent with <u>legislation, policies and procedures</u>	<u>Activities to support the efficient working of services/projects</u> might include:
e) effectively undertakes <u>activities to support the efficient working of services/projects</u>	<ul style="list-style-type: none"> <li>- arranging diaries for others</li> <li>- chasing action, outputs and outcomes</li> <li>- handling queries from users and others connected with the services and/or projects</li> <li>- making payments from a petty cash account</li> <li>- organising complex appointments and schedules</li> <li>- organising meetings and events</li> <li>- organising supplies</li> <li>- producing documents</li> <li>- providing information on need for additional and/or future expenditure</li> <li>- supporting individuals and teams to understand and undertake their role</li> <li>- taking minutes</li> </ul>
f) monitors the implementation of those aspects of services/projects for which s/he is responsible against agreed plans and takes prompt corrective action when activities are not consistent with plans	
g) monitors the outcomes of those aspects of services/projects for which s/he is responsible to confirm that their objectives are met and alerts service/project managers to any issues.	

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

Indicators	Examples of application
<i>The worker:</i>	<u>Services and projects</u>
<p>a) identifies and assesses for operational planning</p> <ul style="list-style-type: none"> <li>– the ways in which <u>services/projects</u> contribute to the achievement of organisational/partnership direction, aims and objectives</li> <li>– what needs to be achieved in services/projects</li> <li>– the inter-relationships between different parts including critical paths</li> <li>– <u>who needs to be involved in the planning and implementation of services/projects</u></li> <li>– potential risks</li> <li>– priorities and targets</li> <li>– the impact of <u>legislation, policies, procedures</u></li> <li>– methods and processes for reporting, controlling and communicating</li> </ul> <p>b) enables people delivering services/projects to understand their role and its relationship to others</p> <p>c) provides advice and support to people on day-to-day priorities, risks and issues</p> <p>d) gathers enough information to <u>monitor the delivery of the service/project</u> against overall plans and promptly identifies and investigates any issues</p> <p>e) determines and implements the most appropriate <u>ways of addressing issues</u> taking account of any relevant <u>factors</u></p> <p>f) gains feedback on how to improve service/project delivery and uses it to improve future practice</p> <p>g) provides information to the people who hold overall responsibility for services/projects when they appear to be ineffective or inefficient in meeting requirements</p>	<p>See <i>overview</i></p> <p><u>Who needs to be involved in the planning and implementation of the service/project</u> might include:</p> <ul style="list-style-type: none"> <li>– representatives of the public and/or the people for whom the service/project is being undertaken</li> <li>– partner organisations</li> <li>– individuals and teams involved in the delivery of the service/project</li> <li>– individuals/teams in interconnected services/projects.</li> </ul> <p><u>Legislation, policies and procedures</u></p> <p>See <i>overview</i></p> <p><u>Monitoring the delivery of the service/project</u> might include:</p> <ul style="list-style-type: none"> <li>– effectiveness of service/project in meeting specific and overall aims and objectives</li> <li>– efficiency</li> <li>– the use of financial resources against agreed budgets</li> </ul> <p><u>Ways of addressing issues</u> may be:</p> <ul style="list-style-type: none"> <li>– adjusting operational plans</li> <li>– advising on the need for changes in strategy</li> <li>– developing services/projects to meet the needs of new/current users</li> <li>– improving guidance/information/support to the people involved</li> <li>– influencing levels of demand or patterns of use</li> <li>– requesting and/or accessing specialist assistance</li> </ul> <p><u>Factors</u> may include:</p> <ul style="list-style-type: none"> <li>– availability of knowledge and skills</li> <li>– compatibility with other services</li> <li>– cost</li> <li>– environmental impact</li> <li>– impact on others' services</li> <li>– resources</li> <li>– time</li> </ul>

G5/Level 4: Plan, coordinate and monitor the delivery of services and/or projects	
Indicators	Examples of application
<p><i>The worker:</i></p> <p>a) works with others to identify and produce <u>plans</u> that contain all the necessary detail for managing and delivering <u>services and/or projects</u> and that are:</p> <ul style="list-style-type: none"> <li>– consistent with <u>legislation, policies and procedures</u></li> <li>– supportive of the organisation's/partnership's direction, strategy and objectives</li> </ul> <p>b) negotiates and agrees with others how to put in place sufficient <u>supporting mechanisms</u> to ensure that services and/or projects are managed and delivered effectively</p> <p>c) works with others to put in place methods, processes and systems for implementing service/project plans</p> <p>d) monitors the delivery and management of services and/or projects in order to:</p> <ul style="list-style-type: none"> <li>– evaluate performance against plans</li> <li>– identify issues</li> <li>– predict future needs and shortfalls</li> <li>– identify trends and developments</li> <li>– assess capacity to meet future needs</li> </ul> <p>e) reviews plans, methods, processes and systems for managing services and/or projects and modifies them to improve effectiveness</p> <p>f) provides appropriate support to others to improve their knowledge and understanding of service and/or project management.</p>	<p><u>Plans</u> might include:</p> <ul style="list-style-type: none"> <li>– benchmarks and standards</li> <li>– budgets and delegation of budgets</li> <li>– costs (eg reference cost position, activity/cost relationship)</li> <li>– factors, circumstances and contingencies that can be predicted and how these contingencies and fluctuations can be managed</li> <li>– human resource use</li> <li>– improving the accuracy of costings</li> <li>– financial management systems</li> <li>– information systems</li> <li>– risk assessment and management</li> <li>– the specific requirements of the services/projects including contract specifications</li> <li>– the technology and information that is available to manage and help the delivery of services/projects</li> <li>– the ways in which the services/projects support the organisation's/partnership's direction, values, strategies and objectives</li> </ul> <p><u>Services and projects</u> See <i>overview</i></p> <p><u>Legislation, policies and procedures</u> See <i>overview</i></p> <p><u>Supporting mechanisms might include:</u></p> <ul style="list-style-type: none"> <li>– communication processes</li> <li>– controls</li> <li>– information flows</li> <li>– knowledge and capability within the organisation/service</li> <li>– reporting structures and systems</li> <li>– technology.</li> </ul>

## DIMENSION G6: PEOPLE MANAGEMENT

Overview	
<b>Status</b>	Specific – it will relate to some jobs but not all.
<b>Levels</b>	<ol style="list-style-type: none"> <li>1 Supervise people's work</li> <li>2 Plan, allocate and supervise the work of a team</li> <li>3 Coordinate and delegate work and review people's performance</li> <li>4 Plan, develop, monitor and review the recruitment, deployment and management of people</li> </ol>
<b>Description</b>	<p>This dimension is about the management of individuals and teams. It covers activities such as recruitment, selection, work planning, allocating and delegating activities, and reviewing performance, placing emphasis throughout on getting the best from people, treating them fairly and involving them in decisions about their work. This dimension includes aspects of leadership as it is through culture change and leadership from the top that others are inspired to deliver high quality services.</p> <p>Progression through the levels in this dimension is characterised by:</p> <ul style="list-style-type: none"> <li>– moving from supervising day to day tasks and activities, through coordinating and allocating work, to taking a broad overview of recruitment, deployment and the management of people in an area of work</li> <li>– increasing knowledge and skills in the management of people</li> <li>– increasing knowledge and skills in good practice in recruiting and retaining people from diverse groups.</li> </ul>
<b>Examples of application</b>	<p><u>People and team members</u> might be:</p> <ul style="list-style-type: none"> <li>– those for whom the worker has line responsibility</li> <li>– those for whom the worker has functional responsibility</li> <li>– those for whom the worker has delegated responsibility</li> </ul> <p>and they may work</p> <ul style="list-style-type: none"> <li>– alongside the worker</li> <li>– at a distance from the worker (eg night shift, outreach workers, those who are directly supervised by others but for whom the worker holds overall management responsibility)</li> </ul> <p><u>Legislation, policies and procedures</u> may be international, national or local and may relate to:</p> <ul style="list-style-type: none"> <li>– employment</li> <li>– equality and diversity</li> <li>– health and safety</li> <li>– security</li> <li>– working time.</li> </ul>
<b>Links to other KSF dimensions</b>	<p>This dimension is supported by:</p> <ul style="list-style-type: none"> <li>– <i>Core 1 Communication</i>: which covers all forms of communication with colleagues and others</li> <li>– <i>Core 5 Quality</i> which covers the management of self</li> <li>– <i>Core 2 Personal and people development</i> which focuses on developing oneself and others during ongoing work</li> <li>– <i>Core 6 Equality and diversity</i> which focuses on promoting equality and diversity including within the workforce.</li> </ul> <p>This dimension is different from dimension:</p> <ul style="list-style-type: none"> <li>– <i>G5 Services and project management</i> which focuses on the running of services and projects themselves and the activities within them rather than the management of people who directly run the services on the ground.</li> </ul>

G6/Level 1: Supervise people's work	
Indicators	Examples of application
<p><i>The worker:</i></p> <ul style="list-style-type: none"> <li>a) gives <u>people opportunities</u> to contribute to the planning and organisation of their work</li> <li>b) develops and explains plans and work activities to people and enables them to carry out their work effectively consistent with <u>legislation, policies and procedures</u></li> <li>c) gives people support and opportunities to <u>assess their own work</u> and gives them clear, sensitive and appropriate <u>feedback</u> in a way that helps them improve and develop</li> <li>d) supports people effectively during the NHS KSF development review process</li> <li>e) reports poor performance to a relevant person for them to take action.</li> </ul>	<p><u>People</u> might be: See <i>overview</i></p> <p><u>Opportunities</u> might include:</p> <ul style="list-style-type: none"> <li>- email communication/discussion</li> <li>- making oneself available to people</li> <li>- one-to-one meetings</li> <li>- regular meetings to discuss work plans</li> <li>- team briefings</li> <li>- telephone discussions</li> </ul> <p><u>Legislation, policies and procedures</u> See <i>overview</i></p> <p><u>Assessment of own work</u> might be in relation to:</p> <ul style="list-style-type: none"> <li>- day-to-day work</li> <li>- quality and user requirements</li> <li>- specific achievements</li> <li>- specific objectives and targets</li> </ul> <p><u>Feedback</u> may be given:</p> <ul style="list-style-type: none"> <li>- during normal day-to-day activities</li> <li>- during specific meetings</li> <li>- when required to maintain motivation, morale and effectiveness</li> </ul>

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

Indicators	Examples of application
<p><i>The worker:</i></p> <ul style="list-style-type: none"> <li>a) contributes to the recruitment and selection of <u>team members</u> to meet organisational needs consistent with <u>legislation, policies and procedures</u></li> <li>b) communicates clearly with team members and gives them opportunities to:               <ul style="list-style-type: none"> <li>– contribute to the planning and organisation of work</li> <li>– assess their own and team work</li> <li>– respond to feedback</li> </ul> </li> <li>c) develops work plans and allocates work in a way which:               <ul style="list-style-type: none"> <li>– is consistent with the team's objectives</li> <li>– is realistic and achievable</li> <li>– takes full account of team members' abilities and development needs</li> </ul> </li> <li>d) objectively <u>assesses</u> the work of the team and provides clear constructive <u>feedback</u> to the team in a manner most likely to maintain and improve performance</li> <li>e) supports team members effectively during the NHS KSF development review process and enables them to meet their development objectives</li> <li>f) agrees with team members courses of action to address issues with their work</li> </ul>	<p><u>Team members</u> might be: See <i>overview</i></p> <p><u>Legislation, policies and procedures</u> See <i>overview</i></p> <p><u>Assessing</u> the work of teams and individuals might be for:</p> <ul style="list-style-type: none"> <li>– appraisal of team or individual day-to-day work</li> <li>– assuring that objectives and targets have been achieved</li> <li>– assuring that quality and user requirements have been met</li> <li>– recognising achievement</li> </ul> <p>and may be related to:</p> <ul style="list-style-type: none"> <li>– one specific activity or objective</li> <li>– the overall work of the team or individual.</li> </ul> <p><u>Feedback</u> may be given:</p> <ul style="list-style-type: none"> <li>– at team meetings and briefings</li> <li>– during confidential discussions of work</li> <li>– during formal appraisals</li> <li>– during normal day-to-day activities</li> <li>– when required to maintain motivation, morale and effectiveness</li> </ul>

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

<b>Indicators</b>	<b>Examples of application</b>
<p><i>The worker:</i></p> <ul style="list-style-type: none"> <li>a) suggests <u>workforce requirements</u> to meet team and organisational objectives</li> <li>b) selects individuals for posts using agreed methods and based on objective assessments against agreed criteria</li> <li>c) gives team members clear information on, and opportunities to influence, work objectives, planning and organisation, in a way which inspires commitment and enthusiasm</li> <li>d) plans and coordinates work:               <ul style="list-style-type: none"> <li>– prioritising and reprioritising activities to respond to changing circumstances</li> <li>– managing multiple processes simultaneously whilst enabling teams and individuals to focus on their own specific objectives</li> </ul> </li> <li>e) delegates authority to <u>people</u> and monitors them against the required outcomes, agreeing with them:               <ul style="list-style-type: none"> <li>– clear, explicit and achievable targets and timescales</li> <li>– ways in which their development will be supported</li> <li>– how progress and performance will be monitored and reviewed</li> </ul> </li> <li>f) allocates and provides sufficient resources and support for delegated work and reviews progress and outcomes with people as agreed</li> <li>g) gives people support and opportunities to meet their personal development objectives</li> <li>h) agrees with people appropriate courses of action to address any issues with their work</li> </ul>	<p><u>Workforce requirements</u> may include:</p> <ul style="list-style-type: none"> <li>– numbers of staff</li> <li>– rota/shift patterns</li> <li>– skills/skill mix of staff</li> </ul> <p><u>People</u> might be: See <i>overview</i></p> <p><u>Legislation, policies and procedures</u> See <i>overview</i></p>

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

Indicators	Examples of application
<i>The worker:</i>	<u>People</u> might be:
<p>a) in consultation with relevant others, develops clear plans for the recruitment, deployment and management of <u>people</u> which</p> <ul style="list-style-type: none"> <li>- support the organisation's vision, values, strategies and objectives</li> <li>- take account of current and potential future <u>constraints and opportunities</u></li> <li>- comply with <u>legislation, policies and procedures</u></li> </ul> <p>b) implements methods, processes and systems for recruiting, deploying and managing people which:</p> <ul style="list-style-type: none"> <li>- support the organisation's vision, values, strategies and objectives</li> <li>- comply with legislation, policies and procedures</li> </ul> <p>c) monitors the recruitment, deployment and management of people in order to:</p> <ul style="list-style-type: none"> <li>- evaluate performance in these areas</li> <li>- identify current problems/issues</li> <li>- identify trends</li> <li>- predict future needs</li> <li>- assess capacity to meet future needs</li> </ul> <p>d) reviews plans, methods, processes and systems related to the recruitment, deployment and management of people and modifies them to improve their effectiveness</p> <p>e) provides appropriate support to others to improve their knowledge and understanding of people management..</p>	<p>See <i>overview</i></p> <p><u>Legislation, policies and procedures</u></p> <p>See <i>overview</i></p> <p><u>Constraints and opportunities</u> may include:</p> <ul style="list-style-type: none"> <li>- capacity – matching resources to activities</li> <li>- current staff capabilities and career plans</li> <li>- facilities/buildings</li> <li>- financial resources</li> <li>- organisational policies and objectives</li> <li>- partnership working</li> <li>- skill mix</li> <li>- the relationship between activity and cost</li> </ul>

## DIMENSION G7: CAPACITY AND CAPABILITY

Overview	
<b>Status</b>	Specific – it will relate to some jobs but not all.
<b>Levels</b>	<ol style="list-style-type: none"> <li>1 Sustain capacity and capability</li> <li>2 Facilitate the development of capacity and capability</li> <li>3 Contribute to developing and sustaining capacity and capability</li> <li>4 Work in partnership with others to develop and sustain capacity and capability</li> </ol>
<b>Description</b>	<p>This dimension is about developing the capacity and capability of communities, organisations and the workforce. It recognises that the whole is bigger than the parts and so focuses on 'collective' capacity and capability, and acknowledges that for ongoing development, there is a need to look to the longer term. It includes the key process of partnership working as it is through partnership that capacity and capability can most effectively be developed to improve services for the public.</p> <p>Capacity and capability development might take place in response to national directives or requirements (eg for service improvement) or be driven from the bottom up. It includes a wide range of different activities such as: increasing the competence and confidence of people; developing and improving systems, structures and processes (eg for financial control and planning); investing in resources and skills; developing relationships, partnerships, networks and support structures; facilitating and empowering people to undertake new roles and work in new ways.</p> <p>Progression through the levels in this dimension is characterised by:</p> <ul style="list-style-type: none"> <li>– increasing knowledge and skills in taking forward the development and maintenance of capacity and capability</li> <li>– increasing scope of activity</li> <li>– developing skills in working in partnership with others</li> <li>– promoting equality and valuing diversity.</li> </ul>
<b>Examples of application</b>	<p><u>Developing and sustaining capacity and capability</u> might relate to:</p> <ul style="list-style-type: none"> <li>– community development</li> <li>– organisational development</li> <li>– workforce development.</li> </ul> <p><u>Legislation, policies and procedures</u> may be international, national or local and may relate to:</p> <ul style="list-style-type: none"> <li>– improvement of health and wellbeing</li> <li>– health and social care services</li> <li>– employment</li> <li>– equality and diversity</li> <li>– regeneration</li> </ul>
<b>Links to other KSF dimensions</b>	<p>This dimension is supported by:</p> <ul style="list-style-type: none"> <li>– <i>Core 1 Communication</i></li> <li>– <i>Core 4 Service improvement</i></li> <li>– <i>Core 6 Equality and diversity</i></li> <li>– <i>IK1 Information processing</i></li> <li>– <i>IK2 Information collection and analysis.</i></li> </ul> <p>This dimension is different from dimensions:</p> <ul style="list-style-type: none"> <li>– <i>G1 Learning and development</i> – which focuses on the development of individuals and groups as compared with the development of the capacity and capability of collectives.</li> </ul>

**G7/Level 1: Sustain capacity and capability**

<b>Indicators</b>	<b>Examples of application</b>
<p><i>The worker:</i></p> <p>a) understands and values others' roles and contributions enabling them to make effective contributions working consistently with <u>legislation, policies and procedures</u></p> <p>b) acknowledges the nature and context in which others work and live and the value of their differing perspectives and experiences</p> <p>c) shares and takes account of own and others' culture, knowledge, skills, experiences and values</p> <p>d) takes the <u>appropriate action to build on others' knowledge, skills, experiences and values</u> and build them into the development of joint ideas, practice and work so that <u>capacity and capability can be sustained</u></p>	<p><u>Legislation, policies and procedures</u></p> <p>See <i>overview</i></p> <p><u>Appropriate action to build on others' knowledge, skills, experiences and values</u> might include:</p> <ul style="list-style-type: none"> <li>- acknowledging the contributions of others</li> <li>- enabling others to take an active part in different activities and roles</li> <li>- involving others in own work</li> <li>- sharing developments with others</li> </ul> <p><u>Sustaining capacity and capability</u></p> <p>See <i>overview</i></p>

G7/Level 2: Facilitate the development of capacity and capability	
Indicators	Examples of application
<p><i>The worker:</i></p> <p>a) identifies and promotes the purpose, advantages and disadvantages of developing <u>capacity and capability</u></p> <p>b) appraises different <u>options for facilitating capacity and capability development</u> consistent with <u>legislation, policies and procedures</u></p> <p>c) discusses and agrees the most appropriate options with the people concerned taking account of the particular context and the specific purpose of the development</p> <p>d) identifies and seizes opportunities to develop and improve relationships with others</p> <p>e) takes forward capacity and capability development approaches effectively and as agreed</p> <p>f) accepts joint responsibility for any <u>problems and tensions</u> that arise modifying approaches as a result</p> <p>g) <u>evaluates</u> with those involved the effectiveness of the approaches and the extent to which they have contributed to the development of capacity and capability</p> <p>h) agrees the next steps with people and who will take them forward.</p>	<p><u>Developing and sustaining capacity and capability</u> See <i>overview</i></p> <p><u>Options for facilitating capacity and capability development</u> might include:</p> <ul style="list-style-type: none"> <li>- advice</li> <li>- facilitation</li> <li>- investment in resources</li> <li>- opportunities for participating with others</li> <li>- process consultancy</li> <li>- product consultancy</li> <li>- team building</li> <li>- timeouts</li> </ul> <p><u>Legislation, policies and procedures</u> See <i>overview</i></p> <p><u>Problems and tensions</u> might include:</p> <ul style="list-style-type: none"> <li>- communication difficulties</li> <li>- different value systems which need to be navigated</li> <li>- different priorities of the people/organisations involved</li> <li>- differing views and confusion about the purpose</li> <li>- inter-relationships between the different people involved</li> <li>- misunderstanding of positive action and other relevant legislation, policies and procedures</li> <li>- motivation and commitment</li> <li>- personal resources and capabilities of the main workers</li> <li>- resources (including time that people are able to commit to the process)</li> <li>- the effect of change and uncertainty.</li> </ul> <p><u>Evaluation</u> might include:</p> <ul style="list-style-type: none"> <li>- development from initial benchmarked starting point</li> <li>- feedback from those involved.</li> </ul>

**G7/Level 3: Contribute to developing and sustaining capacity and capability**

Indicators	Examples of application
<p><i>The worker:</i></p> <p>a) identifies and agrees with others</p> <ul style="list-style-type: none"> <li>– an analysis of the current position</li> <li>– the purpose of the <u>capacity and capability development</u></li> <li>– appropriate <u>processes</u></li> <li>– relevant <u>legislation, policies and procedures</u></li> </ul> <p>b) works with others to plan appropriate capacity and capability development programmes and how they will be taken forward</p> <p>c) agrees with those taking forward capacity and capability development how this will be done</p> <p>d) monitors and supports the people taking forward capacity and capability development, responding to arising <u>issues</u></p> <p>e) <u>evaluates</u> the effectiveness of capacity and capability development and feeds back to those responsible for the overall development of capacity and capability.</p> <p>f) agrees the next steps with people and who will take them forward.</p>	<p><u>Developing and sustaining capacity and capability</u></p> <p>See <i>overview</i></p> <p><u>Processes</u> might include:</p> <ul style="list-style-type: none"> <li>– advice</li> <li>– conflict management and resolution</li> <li>– facilitation</li> <li>– opportunities for participating with others</li> <li>– process consultancy</li> <li>– product consultancy</li> <li>– securing funding</li> <li>– seeking out new partnerships</li> <li>– team building</li> <li>– timeouts</li> </ul> <p><u>Legislation, policies and procedures</u></p> <p>See <i>overview</i></p> <p><u>Issues</u> might include:</p> <ul style="list-style-type: none"> <li>– communication difficulties</li> <li>– different value systems which need to be navigated</li> <li>– different priorities of the people/organisations involved</li> <li>– differing views and confusion about the purpose</li> <li>– external factors that affect the development and for which it was not possible to plan</li> <li>– inter-relationships between the different people involved</li> <li>– misunderstanding of positive action and other relevant legislation, policies and procedures</li> <li>– motivation and commitment</li> <li>– personal resources and capabilities of the main workers</li> <li>– resources (including time that people are able to commit to the process)</li> <li>– the effect of change and uncertainty.</li> </ul> <p><u>Evaluation</u> might include:</p> <ul style="list-style-type: none"> <li>– development from initial benchmarked starting point</li> <li>– feedback from those involved</li> </ul>

**G7/Level 4: Work in partnership with others to develop and sustain capacity and capability**

Indicators	Examples of application
<i>The worker:</i>	<u>Developing and sustaining capacity and capability</u>
a) works with others to identify and agree:	See overview
<ul style="list-style-type: none"> <li>- anticipated future demands which make it necessary to build capacity and capability</li> <li>- an analysis of the current position</li> <li>- the purpose of <u>capacity and capability development</u></li> <li>- appropriate <u>processes</u></li> <li>- relevant <u>legislation, policies and procedures</u></li> </ul>	<u>Processes</u> might include: <ul style="list-style-type: none"> <li>- advice</li> <li>- allocating resources to strengthen partnerships</li> <li>- conflict management and resolution</li> <li>- facilitation</li> <li>- investment</li> </ul>
b) works with others to produce plans that are likely to be effective in meeting the purpose of capacity and capability development given the current position and using innovative solutions where these are appropriate	<ul style="list-style-type: none"> <li>- opportunities for participating with others</li> <li>- process consultancy</li> <li>- product consultancy</li> </ul>
c) negotiates with others to put in place <u>resources and mechanisms</u> to implement and support effective capacity and capability development	<ul style="list-style-type: none"> <li>- securing funding</li> <li>- seeking out and developing new partnerships</li> <li>- team building</li> </ul>
d) gains sufficient information on the effectiveness of capacity and capability development to make adjustments as and when they are necessary	<ul style="list-style-type: none"> <li>- timeouts</li> <li>- writing and progressing bids to improve resources</li> </ul>
e) <u>evaluates</u> the effectiveness of capacity and capability development with others and agrees the way forward.	<u>Legislation, policies and procedures</u>
	See overview
	<u>Resources and mechanisms</u> might include:
	<ul style="list-style-type: none"> <li>- decision making processes</li> <li>- communication processes</li> <li>- financial resourcing</li> <li>- information flows</li> <li>- infrastructures</li> <li>- knowledge capability within the organisation/service</li> <li>- technology</li> </ul>
	<u>Evaluation</u> might include:
	<ul style="list-style-type: none"> <li>- development from initial benchmarked starting point</li> <li>- feedback from those involved</li> </ul>

## DIMENSION G8: PUBLIC RELATIONS AND MARKETING

Overview	
<b>Status</b>	Specific – it will relate to some jobs but not all.
<b>Levels</b>	<ol style="list-style-type: none"> <li>1 Assist with public relations and marketing activities</li> <li>2 Undertake public relations and marketing activities</li> <li>3 Market and promote a service/organisation</li> <li>4 Plan, develop, monitor and review public relations and marketing for a service/organisation</li> </ol>
<b>Description</b>	<p>This dimension is about marketing and managing public relations for organisations, services or parts of organisations/services.</p> <p>It covers a wide range of activities including: designing and managing campaigns; press and media contacts and management; ad hoc responses to queries; promoting the service/organisation through good news stories; the preparation of reports and marketing information; community engagement and consultation.</p> <p>Progression through the levels in this dimension is characterised by:</p> <ul style="list-style-type: none"> <li>– increasing knowledge and skills in public relations and marketing</li> <li>– increasing scope of public relations and marketing activities and influence.</li> </ul>
<b>Examples of application</b>	<p>Public relations and marketing might include:</p> <ul style="list-style-type: none"> <li>– attracting funding to a service/organisation</li> <li>– encouraging people (internal or external to the organisation) to make use of a specific service</li> <li>– encouraging people to offer their services for the good of the general public (eg to donate blood or organs)</li> <li>– managing the reputation of an organisation/service</li> <li>– selling a service more widely (eg training and development).</li> </ul> <p><u>Legislation, policies and procedures</u> may be international, national or local and may relate to:</p> <ul style="list-style-type: none"> <li>– advertising</li> <li>– contract law</li> <li>– corporate identity</li> <li>– data protection</li> <li>– disability</li> <li>– employment</li> <li>– equality and diversity.</li> </ul>
<b>Links to other KSF dimensions</b>	<p>This dimension is supported by:</p> <ul style="list-style-type: none"> <li>– <i>Core 1 Communication</i></li> <li>– <i>Core 4 Service improvement</i></li> <li>– <i>IK1 Information processing</i></li> <li>– <i>IK2 Information collection and analysis</i></li> </ul>

G8/Level 1: Assist with public relations and marketing activities	
Indicators	Examples of application
<p><i>The worker:</i></p> <p>a) identifies with the team the <u>tasks</u> related to <u>public relations and marketing</u> that need to be undertaken</p> <p>b) undertakes the task effectively to time and consistent with <u>legislation, policies and procedures</u></p> <p>c) reports any difficulties or problems at an appropriate time to a team member.</p>	<p><u>Tasks</u> might include:</p> <ul style="list-style-type: none"> <li>- drafting press releases</li> <li>- helping with press campaigns</li> <li>- making available public relations and marketing resources</li> <li>- preparing and collating complaint forms</li> <li>- preparing and collating feedback forms</li> <li>- preparing materials and resources for public relations and marketing</li> <li>- replying to queries using pre-agreed scripts</li> <li>- supporting community engagement and consultation activities</li> </ul> <p><u>Public relations and marketing</u> See <i>overview</i></p> <p><u>Legislation, policies and procedures</u> See <i>overview</i></p>

**G8/Level 2: Undertake public relations and marketing activities**

Indicators	Examples of application
<p><i>The worker:</i></p> <p>a) obtains information on</p> <ul style="list-style-type: none"> <li>– the specific aspects of <u>public relations and marketing</u> for which s/he is responsible and their relationship to other public relations and marketing activities and programmes</li> <li>– their purpose and focus</li> <li>– the audience</li> </ul> <p>b) undertakes effectively those <u>specific aspects</u> of public relations and marketing that are his/her responsibility consistent with <u>legislation, policies and procedures</u></p> <p>c) gains feedback on the effectiveness of the public relations and marketing for which s/he is responsible and uses it to improve future practice</p> <p>d) discusses with the team ideas for improving public relations and marketing overall.</p>	<p><u>Public relations and marketing</u></p> <p>See <i>overview</i></p> <p><u>Specific aspects</u> might include:</p> <ul style="list-style-type: none"> <li>– developing public relations and marketing resources</li> <li>– developing materials for websites</li> <li>– handling telephone queries</li> <li>– maintaining organisational websites for marketing and public relations purposes</li> <li>– replying to queries</li> <li>– selecting marketing media to engage with different audiences</li> <li>– undertaking specific community engagement and consultation activities</li> <li>– writing and agreeing press releases</li> </ul> <p><u>Legislation, policies and procedures</u></p> <p>See <i>overview</i></p>

G8/Level 3: Market and promote a service/organisation	
Indicators	Examples of application
<p><i>The worker:</i></p> <p>a) identifies:</p> <ul style="list-style-type: none"> <li>– the purpose and aims of <u>public relations and marketing</u></li> <li>– the people who are the focus of public relations and marketing</li> <li>– the time and resources available</li> <li>– relevant <u>legislation, policies and procedures</u></li> </ul> <p>b) develops and agrees public relations and marketing plans which clearly specify:</p> <ul style="list-style-type: none"> <li>– aims and objectives</li> <li>– content and timing</li> <li>– <u>approaches</u></li> <li>– how public relations and marketing will be reviewed</li> </ul> <p>c) disseminates plans promptly to other people who will be involved in carrying out the work</p> <p>d) delivers public relations and marketing activities for which s/he is responsible according to plans whilst making any necessary adjustments to meet people's needs and interests</p> <p>e) gains feedback from the people who are the focus of public relations and marketing on their perceptions of it and its effectiveness</p> <p>f) reports on the effectiveness of public relations and marketing in the light of own reflections and feedback.</p>	<p><u>Public relations and marketing</u></p> <p>See <i>overview</i></p> <p><u>Legislation, policies and procedures</u></p> <p>See <i>overview</i></p> <p><u>Approaches to promotion and marketing</u> might include:</p> <ul style="list-style-type: none"> <li>– challenging negative attitudes</li> <li>– encouraging community participation</li> <li>– encouraging and supporting donors</li> <li>– engagement and consultation with local communities</li> <li>– identifying and exploiting diverse media</li> <li>– influencing opinions and attitudes</li> <li>– promoting good news stories</li> <li>– relating to, and working with, the press and media</li> </ul>

**G8/Level 4: Plan, develop, monitor and review public relations and marketing for a service/organisation**

Indicators	Examples of application
<p><i>The worker:</i></p> <p>a) analyses information on <u>public relations and marketing</u> and identifies relevant <u>factors</u> for future work</p> <p>b) works with others to develop and record realistic promotion and marketing plans that are consistent with:</p> <ul style="list-style-type: none"> <li>– organisational strategy, policies and direction</li> <li>– <u>legislation, policies and procedures</u></li> </ul> <p>c) ensures that plans and agreements are disseminated promptly to the relevant people</p> <p>d) agrees with the public relations and marketing team how plans will be implemented and supports them throughout, responding to arising issues</p> <p>e) monitors the delivery of plans for their effectiveness in meeting their aims</p> <p>f) evaluates with the team and other relevant people the effectiveness of public relations and marketing and uses the outcomes to improve future plans.</p>	<p><u>Public relations and marketing</u></p> <p>See <i>overview</i></p> <p><u>Factors</u> might include:</p> <ul style="list-style-type: none"> <li>– effectiveness of existing public relations and marketing</li> <li>– public perceptions affecting the service/organisation</li> <li>– service issues</li> <li>– trends and developments</li> <li>– wider issues (such as national press coverage)</li> </ul> <p><u>Legislation, policies and procedures</u></p> <p>See <i>overview</i></p>