

Postoutline : Head 3 Occupational Therapist (OT)

Created On Friday, November 18, 2005

Created By Lorna Drummond

This Post Outline Is Not Approved

Assigned To :

Purpose : Manages the Occupational Therapy staff in their area and to be responsible for the planning and delivery of the Occupational Therapy Service therein. Deputises for the Head of Service, Occupational Therapy as required. Manages a caseload of patients with complex needs, using evidence based/ patient/ client principles to assess, plan, implement and evaluate interventions

Pay Band :

Reporting To : Head of Service

KSF Dimensions, Levels And Indicators

| Core / Specific | Number | Dimension | Second Gateway (Full Outline) | | Foundation Gateway (Subset Outline) | |
|-----------------|--------|---|----------------------------------|-----------------------|--|-------------------------|
| | | | Level | Indicator | Level | Indicator |
| Core | C1 | COMMUNICATION | 3 | A,B,C,D,E,F | 3 | A,B,C,D,E,F |
| Core | C2 | PERSONAL AND PEOPLE DEVELOPMENT | 4 | A,B,C,D,E,F,G,H | 4 | A,B,C,D,E,F,G,H |
| Core | C3 | HEALTH, SAFETY AND SECURITY | 3 | A,B,C,D,E | 3 | A,B,C,D,E |
| Core | C4 | SERVICE IMPROVEMENT | 3 | A,B,C,D,E,F,G | 3 | A,B,C,D,E,F,G |
| Core | C5 | QUALITY | 3 | A,B,C,D,E,F,G | 3 | A,B,C,D,E,F,G |
| Core | C6 | EQUALITY AND DIVERSITY | 3 | A,B,C,D,E | 3 | A,B,C,D,E |
| Specific | HWB2 | ASSESSMENT AND CARE PLANNING TO MEET HEALTH AND WELLBEING NEEDS | 4 | A,B,C,D,E,F,G,H | 4 | A,B,C,D,E,F,G,H |
| Specific | HWB4 | ENABLEMENT TO ADDRESS HEALTH AND WELLBEING NEEDS | 4 | A,B,C,D,E,F,G | 3 | A,B,C,D,E,F,G |
| Specific | HWB6 | ASSESSMENT AND TREATMENT PLANNING | 4 | A,B,C,D,E,F,G,H, I | 3 | A,B,C,D,E,F,G,H,I, J |
| Specific | HWB7 | INTERVENTIONS AND TREATMENTS | 4 | A,B,C,D,E,F,G,H | 4 | A,B,C,D,E,F,G,H |
| Specific | G1 | LEARNING AND DEVELOPMENT | 2 | A,B,C,D,E,F | 2 | A,B,C,D,E,F |
| Specific | G4 | FINANCIAL MANAGEMENT | 1 | A,B,C | 1 | A,B,C |
| Specific | G6 | PEOPLE MANAGEMENT | 2 | A,B,C,D,E,F | 2 | A,B,C,D,E,F |
| Specific | G7 | CAPACITY AND CAPABILITY | 2 | A,B,C,D,E,F,G,H | 2 | A,B,C,D,E,F,G,H |

C1 COMMUNICATION

Second Gateway (Full Outline)

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

Level Indicators:

- a) identifies the range of people likely to be involved in the communication, any potential communication differences and relevant contextual factors
- b) communicates with people in a form and manner that:
 - is consistent with their level of understanding, culture, background and preferred ways of communicating
 - is appropriate to the purpose of the communication and the context in which it is taking place
 - encourages the effective participation of all involved
- c) recognises and reflects on barriers to effective communication and modifies communication in response
- d) provides feedback to other workers on their communication at appropriate times
- e) keeps accurate and complete records of activities and communications consistent with legislation, policies and procedures.
- f) communicates in a manner that is consistent with relevant legislation, policies and procedures.

Foundation Gateway (Subset Outline)

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

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- a) identifies the range of people likely to be involved in the communication, any potential communication differences and relevant contextual factors
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- d) provides feedback to other workers on their communication at appropriate times
- e) keeps accurate and complete records of activities and communications consistent with legislation, policies and procedures.
- f) communicates in a manner that is consistent with relevant legislation, policies and procedures.

Examples Of Application: The people with whom the individual is communicating might be:

- users of services (such as patients and clients)
- carers
- groups (including families)
- the public and their representatives
- colleagues and co-workers
- managers
- workers from other agencies
- visitors
- the media.

Communication differences might be in relation to:

- contexts and cultures of the different parties
- degree of confusion or clarity
- first/preferred language
- levels of familiarity with the subject of the communication / context in which the communication is taking place
- level of knowledge and skills
- sense of reality.

Communication might take a number of forms including:

- oral communication
- signing
- written communication
- electronic communication (eg email, databases, electronic results and reports)
- the use of third parties (such as interpreters and translators)
- the use of communication aids (eg charts, pictures, symbols, electronic output devices, specially adapted computers)
- the use of total communication systems.

Purpose of communication might include:

- asserting a particular position or view
- breaking bad news
- encouraging and supporting people
- explaining issues in formal situations (such as courts)
- explaining outcomes of activities / interventions
- exploring difficult issues
- facilitating meetings
- helping people make difficult decisions
- making scripted presentations
- presenting and discussing ideas
- providing technical advice to non-technical specialists
- representing views
- seeking consent
- sharing decision making with others including users of services
- sharing information
- supporting people in difficult circumstances.

Barriers to communication may be:

- environmental (eg noise, lack of privacy)
- personal (eg the health and wellbeing of the people involved)
- social (eg conflict, violent and abusive situations, ability to read and write in a particular language or style).

Modifies communication through, for example:

- deciding what information / advice to give / not give as the communication proceeds
- modifying the content and structure of communication
- modifying the environment
- modifying the methods of communicating
- using another language

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Modifies communication through, for example:

- deciding what information / advice to give / not give as the communication proceeds
- modifying the content and structure of communication
- modifying the environment
- modifying the methods of communicating
- using another language

- using different communication aids

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

- complaints and issue resolution
- confidentiality
- data protection (including the specific provisions relating to access to health records)
- disability
- diversity
- employment
- equality and good relations
- human rights (including those of children)
- information and related technology
- language.

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- language.

Second Gateway (Full Outline)

Level : 4 Develop oneself and others in areas of practice

Level Indicators:

- a) evaluates the currency and sufficiency of own knowledge and practice against the KSF outline for the post and identifies own development needs and interests
- b) develops and agrees own personal development plan with feedback from others
- c) generates and uses appropriate learning opportunities and applies own learning to the future development of practice
- d) encourages others to make realistic self assessments of their application of knowledge and skills challenging complacency and actions which are not in the interest of the public and/or users of services
- e) enables others to develop and apply their knowledge and skills
- f) actively promotes the workplace as a learning environment encouraging everyone to learn from each other and from external good practice
- g) alerts managers to resource issues which affect learning, development and performance
- h) develops others in a manner that is consistent with legislation, policies and procedures.

Foundation Gateway (Subset Outline)

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- f) actively promotes the workplace as a learning environment encouraging everyone to learn from each other and from external good practice
- g) alerts managers to resource issues which affect learning, development and performance
- h) develops others in a manner that is consistent with legislation, policies and procedures.

Examples Of Application: Own development needs and interests might include:

- critically appraising new and changing theoretical models, policies and the law
- developing new knowledge and skills in a new area
- developing new knowledge and skills in own work area
- developing strategies to manage emotional and physical impact of work
- keeping up-to-date with evidence-based practice
- keeping up-to-date with information technology
- maintaining work-life balance and personal wellbeing
- managing stress
- updating existing knowledge and skills in own work area

Personal development includes taking part in:

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

Others, who might support an individual's development or who the individual might help to develop, will include:

- patients and clients
- carers
- the wider public
- colleagues in immediate work team
- other colleagues
- workers from other agencies.

Enabling others to develop might include:

- acting as a coach to others
- acting as a mentor to others
- acting as a role model
- acting in the role of reviewer in the development review process
- demonstrating to others how to do something effectively
- discussing issues with others and suggesting solutions
- facilitating networks of practitioners to learn from each other (eg electronic forums, bulletin boards)
- providing feedback and encouragement to others
- providing feedback during assessment in the workplace (eg for NVQs/SVQs, student placements).
- providing information and advice
- providing pre-registration or post-registration placements
- providing professional supervision
- providing protected learning time
- sharing own knowledge, skills and experience
- supporting individuals who are focusing on specific learning to improve their work and practice
- supporting others on work placements, secondments and projects

Examples of Application: Own development needs and interests might include:

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Resource issues might include:

- pressure of service delivery affecting the development of individuals and groups in the short and longer term
- lack of funding for development - raising governance issues
- 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).

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

- confidentiality
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- disability
- diversity
- employment
- equality and good relations
- human rights (including those of children)
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- learning and development.

Second Gateway (Full Outline)

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

Level Indicators:

- a) identifies:
 - the risks involved in work activities and processes
 - how to manage the risks
 - how to help others manage risk
- b) undertakes work activities consistent with:
 - legislation, policies and procedures
 - the assessment and management of risk
- c) monitors work areas and practices and ensures they:
 - are safe and free from hazards
 - conform to health, safety and security legislation, policies, procedures and guidelines
- d) takes the necessary action in relation to risks
- e) identifies how health, safety and security can be improved and takes action to put this into effect.

Foundation Gateway (Subset Outline)

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Examples Of Application: Risks to health, safety and security might be related to:

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

The others for whom a worker has responsibility for their health, safety and security might be:

- users of services (including patients and clients)
- carers
- communities
- the wider public
- colleagues in immediate work team
- other colleagues
- contractors
- visitors to the organisation
- workers from other agencies.

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

- accident/incident reporting
- building regulations and standards
- child protection
- clinical negligence
- data and information protection and security
- emergencies
- hazardous substances
- health and safety at work
- infection control
- ionising radiation
- moving and handling
- protection of vulnerable adults
- risk management
- security of premises and people
- working time
- workplace ergonomics (eg display screen equipment)

Monitoring work areas and practices includes:

- confirming individuals maintain good health, safety and security practices
- ensuring individuals wear protective clothing and equipment
- monitoring aspects of the environment
- monitoring and reporting on compliance.

Taking the necessary action in relation to risks might include:

- accident or incident reporting
- apprehending or expelling people consistent with organisational and statutory requirements
- challenging people who put themselves or others at risk
- contributing to maintaining and improving organisational policies and procedures
- evacuating buildings during emergencies
- initiating practice exercises for emergencies
- maintaining and improving the environment
- supporting others to manage risks more effectively

Identifying how health, safety and security can be improved might include:

- acting as a role model

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- supporting others to manage risks more effectively

Identifying how health, safety and security can be improved might include:

- acting as a role model

- identifying the need for expert advice and support
- identifying training needs
- negotiating resources for training and development in health, safety and security
- reporting and recording lack of resources to act effectively.

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C4 SERVICE IMPROVEMENT

Second Gateway (Full Outline)

Level : 3 Appraise, interpret and apply suggestions, recommendations and directives to improve services

Level Indicators:

- a) identifies and evaluates areas for potential service improvement
- b) discusses and agrees with others:
 - how services should be improved as a result of suggestions, recommendations and directives
 - how to balance and prioritise competing interests
 - how improvements will be taken forward and implemented
- c) constructively undertakes own role in improving services as agreed and to time, supporting others effectively during times of change and working with others to overcome problems and tensions as they arise
- d) maintains and sustains direction, policies and strategies until they are firmly embedded in the culture inspiring others with values and a vision of the future whilst acknowledging traditions and background
- e) enables and encourages others to:
 - understand and appreciate the influences on services and the reasons why improvements are being made
 - offer suggestions, ideas and views for improving services and developing direction, policies and strategies
 - alter their practice in line with agreed improvements
 - share achievements
 - challenge tradition
- f) evaluates with others the effectiveness of service improvements and agrees that further action is required to take them forward
- g) appraises draft policies and strategies for their effect on users and the public and makes recommendations for improvement

Foundation Gateway (Subset Outline)

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- g) appraises draft policies and strategies for their effect on users and the public and makes recommendations for improvement

Examples Of Application: Areas for potential service improvement might include: - assessing legislation, direction, policy and strategy - assessing possible future demand for services - assessing the results of evaluations - keeping up to date with relevant work areas - monitoring current service provision - proactively seeking the views of others Others might include: - users of services - the public - colleagues and co-workers - people in other parts of the organisation - other agencies Direction, policies and strategies might relate to any aspect of the NHS and the activities within it including: - buildings, structures and grounds - cleaning and catering - development and innovation - education, training and development - equality and diversity - financial services - financial management - health and social care services - health and wellbeing - health, safety and security - human resources - selection, recruitment, retention, deployment - information and knowledge - public relations and marketing - other services that effect people's health and wellbeing (eg transport, education, housing) - procurement and commissioning - promotion of equality and diversity - resource use - service effectiveness - systems and equipment - transport and logistics - user involvement. Evaluation might be through: - analysis and interpretation of national and/or local policies and strategies and targets - analysis of complaints and incidents - audits - focus groups - impact assessments (eg environmental, equality, health, policy) - meetings - networks - questionnaires - reflective practice - risk assessment - structured observations - surveys (eg user involvement, customer satisfaction, staff) Further action required to take them forward might include: - further modifying services - implementing changes more widely - maintaining current focus - not adopting changes as they actually offer no recognised benefit - providing feedback on their effectiveness - publicising local developments in wider forums

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Second Gateway (Full Outline)

Level : 3 Contribute to improving quality

Level Indicators:

- a) acts consistently with legislation, policies, procedures and other quality approaches and promotes the value of quality approaches to others
- b) understands own role in the organisation and its scope and identifies how this may develop over time
- c) works as an effective and responsible team member and enables others to do so
- d) prioritises own workload and organises and carries out own work in a manner that maintains and promotes quality
- e) evaluates the quality of own and others' work and raises quality issues and related risks with the relevant people
- f) supports the introduction and maintenance of quality systems and processes in own work area
- g) takes the appropriate action when there are persistent quality problems.

Foundation Gateway (Subset Outline)

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

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

- accident/incident reporting
- anti-discriminatory practices.
- building regulations and standards
- children
- clinical negligence
- corporate identity
- criminal justice
- data and information protection and security (including the specific provisions relating to access to medical records)
- emergencies
- employment
- equality and diversity
- harassment and bullying
- hazardous substances
- health, safety and security
- human rights
- infection control
- ionising radiation protection measures
- language
- mental health
- moving and handling
- protection of vulnerable adults
- public interest
- risk management

Being an effective team member would include such aspects as:

- arriving and leaving promptly and working effectively during agreed hours
- developing the necessary knowledge and skills needed by and in the team
- enabling others to solve problems and address issues
- identifying issues at work and taking action to remedy them
- presenting a positive impression of the team and the service
- reacting constructively to changing circumstances.
- recognising, respecting and promoting the different roles that individuals have in the team
- recognising, respecting and promoting the diversity of the team
- seeking and reflecting on feedback from the team and adapting as necessary
- supporting other team members
- taking a shared approach to team work
- understanding own role in the team and the wider organisation.

Quality issues and related risks might include:

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

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- understanding own role in the team and the wider organisation.

Quality issues and related risks might include:

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

- risks
- team working
- workload

Taking the appropriate action when there are persistent quality problems might include:

- alerting a trade union official
- alerting one's own manager
- alerting the manager of the person concerned
- issuing warnings
- investigating incidents
- whistle blowing.

- risks
- team working
- workload

Taking the appropriate action when there are persistent quality problems might include:

- alerting a trade union official
- alerting one's own manager
- alerting the manager of the person concerned
- issuing warnings
- investigating incidents
- whistle blowing.

Second Gateway (Full Outline)

Level : 3 Promote equality and value diversity

Level Indicators:

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

Foundation Gateway (Subset Outline)

Level : 3 Promote equality and value diversity

Level Indicators:

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

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

- age
- complaints and issue resolution (including harassment and bullying)
- employment
- equality
- dependents – people who have caring responsibilities and those who do not
- diversity – age, gender, marital status, political opinion, racial group, religious belief, sexuality
- disability
- gender
- human rights (including those of children)
- language
- marital status
- mental health
- mental incapacity
- political opinion
- racial group
- religious belief
- sexual orientation

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

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

Patterns of discrimination might relate to:

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

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

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

Supporting people who need assistance might relate to:

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

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

- age
- complaints and issue resolution (including harassment and bullying)
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- making arrangements for support (eg as part of the development review process)
- representing people's views

Second Gateway (Full Outline)

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

Level Indicators:

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

Foundation Gateway (Subset Outline)

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

Level Indicators:

- a) explains clearly to people:
 - own role, responsibilities and accountability
 - the information that is needed from the assessment of health and wellbeing needs and who might have access to it
 - the benefits and risks of the assessment process and alternative approaches
 - the outcomes of assessment
 - options within care plans and associated benefits and risks
- b) respects people’s dignity, wishes and beliefs; involves them in shared decision making; and obtains their consent
- c) plans and uses assessment methods that are appropriate for complex needs, and uses processes of reasoning that
 - are appropriate for the complex needs of the people concerned
 - s/he has the knowledge, skills and experience to use effectively
 - are based on available evidence
 - obtain sufficient information for decision making including gaining assessment information from other practitioners
- d) follows processes of reasoning which:
 - balance additional information against the overall picture of the individual’s needs to confirm or deny developing hypotheses
 - are capable of justification given the available information at the time
 - are likely to result in the optimum outcome
- e) interprets all of the information available and makes a justifiable assessment of:
 - people’s health and wellbeing
 - their related complex needs and prognosis
 - risks to their health and wellbeing in the short and longer term
 transferring and applying her/his skills and knowledge to address the complexity of people’s needs

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

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

- are consistent with the outcomes of assessing their complex health and wellbeing needs
- identify the risks that need to be managed
- have clear goals
- involve other practitioners and agencies to meet people's complex health and wellbeing needs and risks
- are consistent with the resources available
- note people's wishes and needs that it was not possible to meet

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

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

Examples Of Application: Health and wellbeing needs may be:

- emotional
- mental
- physical
- social
- spiritual.

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

- checklists
- discussions and conversations
- frameworks
- observations
- questioning
- specific tests
- specific activities
- specially designed methods to assess the particular needs of the people concerned.

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

- carers
- children
- criminal justice
- disability
- domestic violence
- duty of care
- education
- human rights
- mental health
- mental incapacity
- medicines
- vulnerable adults.

Risks to health and wellbeing might arise from:

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

Examples of Application: Health and wellbeing needs may be:

- emotional
- mental
- physical
- social
- spiritual.

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

- checklists
- discussions and conversations
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- carers
- children
- criminal justice
- disability
- domestic violence
- duty of care
- education
- human rights
- mental health
- mental incapacity
- medicines
- vulnerable adults.

Risks to health and wellbeing might arise from:

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

Second Gateway (Full Outline)

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

Level Indicators:

- a) respects people’s dignity, wishes and beliefs; involves them in shared decision making; and obtains their consent
- b) identifies with the people concerned:
 - goals for the specific activities to be undertaken within the context of their overall care plan and their complex health and wellbeing needs
 - the form different activities should take
 - the involvement of other people and/or agencies
 - relevant evidence-based guidelines
 - risks
- c) enables people to realise and maintain their potential in a manner that is consistent with:
 - evidence-based practice
 - legislation, policies and procedures
 - the management of risk
 applying own skills, knowledge and experience and using considered judgment to support people’s different needs
- d) takes the appropriate action to address any issues or risks
- e) evaluates the effectiveness of work with people and makes any necessary modifications
- f) provides effective feedback to inform the overall care plan
- g) makes complete records of the work undertaken, people’s health and wellbeing, needs and related risks.

Foundation Gateway (Subset Outline)

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

Level Indicators:

- a) respects people’s dignity, wishes and beliefs; involves them in shared decision making; and obtains their consent
- b) identifies with the people concerned:
 - goals for the specific activities to be undertaken within the context of their overall care plan and their health and wellbeing needs
 - the forms the activities should take
 - the involvement of other people and/or agencies
 - relevant evidence-based guidelines
- c) enables people to address their specific needs consistent with legislation, policies and procedures acting as a resource as and when they need it
- d) takes the appropriate action to address any issues or risks
- e) reviews the effectiveness of specific activities as they proceed and makes any necessary modifications
- f) provides feedback to the person responsible for the overall care plan on its effectiveness and the health and wellbeing and needs of people
- g) makes accurate records of the activities undertaken and any risks.

Examples Of Application: Health and wellbeing needs may be:

- emotional
- mental
- physical
- social
- spiritual.

Risks to health and wellbeing might arise from:

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

Enable people to realise and maintain their potential might include:

- counselling
- developing people's mobility
- empowering individuals to adjust to and manage large scale changes in their lives
- empowering people to develop intellectually
- empowering people to develop their parenting skills
- empowering people to manage their own behaviour where there are complex issues
- empowering people with complex needs to develop their daily living skills
- empowering people with complex needs to develop their social skills
- enabling individuals to become expert in managing their condition / illness / treatment
- giving people support to move on and away from others.
- providing psychological support
- providing spiritual support when there are specific and complex needs

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

- carers
- children and young people
- criminal justice
- disability
- duty of care
- education
- employment
- human rights
- mental health
- mental incapacity
- vulnerable adults.

Examples of Application: Health and wellbeing needs may be:

- emotional
- mental
- physical
- social
- spiritual.

Enabling people to address specific needs might include:

- accessing specific forms of information and support for people
- adapting to disability or illness
- addressing specific areas of emotional need
- addressing specific areas of intellectual need
- addressing specific areas of psychological need
- addressing specific areas of social need
- advocacy
- developing daily living skills
- developing skills and knowledge in relation to self care
- developing specific mobility skills
- enabling people to access information and advice
- enabling people to decide what to do after receiving the outcomes of an assessment of their health and wellbeing
- encouraging citizenship
- managing people's behaviour and that of others
- spiritual support
- supporting people during specific therapeutic activities
- supporting people to take their medicines effectively
- using leisure activities for health and wellbeing
- using play for specific purposes

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

- carers
- children and young people
- criminal justice
- disability
- duty of care
- education
- employment
- human rights
- mental health
- mental incapacity
- vulnerable adults.

Risks to health and wellbeing might arise from:

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

HWB6 ASSESSMENT AND TREATMENT PLANNING

Second Gateway (Full Outline)

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

Level Indicators:

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

Foundation Gateway (Subset Outline)

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

Level Indicators:

- a) evaluates relevant information to plan the range and sequence of assessment required and determines:
 - the specific activities to be undertaken
 - the risks to be managed
 - the urgency with which assessments are needed
- b) selects appropriate assessment approaches, methods, techniques and equipment, in line with
 - individual needs and characteristics
 - evidence of effectiveness
 - the resources available
- c) respects people's dignity, wishes and beliefs; involves them in shared decision making; and obtains their consent
- d) prepares for, carries out and monitors assessments in line with evidence based practice, and legislation, policies and procedures and/or established protocols / established theories and models
- e) monitors individuals during assessments and takes the appropriate action in relation to any significant changes or possible risks
- f) evaluates assessment findings/results and takes appropriate action when there are issues
- 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
- h) determines and records diagnosis and treatment plans according to agreed protocols / pathways / models and that are:
 - consistent with the outcomes of the assessment
 - consistent with the individual's wishes and views
 - include communications with other professions and agencies
 - involve other practitioners and agencies when this is necessary to meet people's health and wellbeing needs and risks
 - are consistent with the resources available
 - note people's wishes and needs that it was not possible to meet
- 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

j) identifies individuals whose needs fall outside protocols / pathways / models and makes referrals to the appropriate practitioners with the necessary degree of urgency.

Examples Of Application: Assessments may include

- taking case history
 - examinations
 - obtaining images
 - tests and measurements
- and may be carried out
- with others
 - by self
 - by others on request

Risks might arise from:

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

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

- carers
- children
- consent
- criminal justice
- disability
- equality and diversity
- health and safety
- information
- ionising radiation
- medicines
- mental health
- mental incapacity
- technology and equipment
- the practice and regulation of particular professions
- vulnerable adults.

Examples of Application: Risks might arise from:

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

Assessment approaches, methods, techniques may include

- taking case history
 - examinations
 - obtaining images
 - tests and measurements
- and may be carried out
- with others
 - by self
 - by others on request

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

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- ionising radiation
- medicines
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- technology and equipment
- the practice and regulation of particular professions
- vulnerable adults.

Second Gateway (Full Outline)

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

Level Indicators:

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

Foundation Gateway (Subset Outline)

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

Level Indicators:

- a) respects individuals’ dignity, wishes and beliefs; involves them in shared decision making; and obtains their consent
- b) identifies with the people concerned:
 - goals for the specific interventions / treatments to be undertaken within the context of the overall treatment plan and the individual’s physiological and/or psychological functioning
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 applying own skills, knowledge and experience and using considered judgment to meet individual’s complex needs
- d) takes the appropriate action to address any issues or risks
- e) evaluates the effectiveness of the interventions / treatments and makes any necessary modifications
- f) provides effective feedback to inform the overall treatment plan
- g) makes complete records of the interventions / treatments undertaken, people’s health and wellbeing, needs and related risks
- h) responds to, records and reports any adverse events or incidents relating to the intervention/treatment with an appropriate degree of urgency.

Examples Of Application: Interventions and treatments may relate to physiological and/or psychological functioning and might include:

- advice, explanation and reassurance
- application of energy (eg radiation)
- application of materials and substances
- exercise
- extraction/removal
- manual treatments
- medicines
- modification
- ongoing monitoring
- palliation
- psychotherapeutic approaches
- rehabilitative approaches
- replacement
- restoration
- supporting and supplementing body functioning
- surgery
- therapeutics (not included above).

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

- carers
- children
- consent
- counselling and therapeutic regulation
- criminal justice
- disability
- equality and diversity
- health and safety
- information
- ionising radiation
- medicines
- mental health
- mental incapacity
- the practice and regulation of particular professions
- vulnerable adults.

Risks might be from:

- abuse
- incidents/accidents
- neglect
- rapid deterioration of condition or situation
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- the environment.

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Risks might be from:

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

Second Gateway (Full Outline)

Level : 2 Enable people to learn and develop

Level Indicators:

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

Examples Of Application: Learning and development might include:

- advice, guidance and counselling on learning and development and related opportunities
 - assessment of competence and/or for qualifications
 - education and training courses
 - e-learning
 - structured approaches to learning in the workplace (eg mentoring, supervision)
 - structured self-study approaches
 - support networks
 - verification of assessment decisions made by others.
- Legislation, policies and procedures may be international, national or local and may relate to:
- data protection
 - education and training
 - employment
 - information
 - the practices and requirements for specific professions.

Foundation Gateway (Subset Outline)

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 - using the agreed methods and approaches
 - in a manner that stimulates individuals' interest, promotes development and encourages their involvement
 - by developing an environment that supports learning
 - consistent with legislation, policies and procedures
- d) gains feedback from learners and relevant others on the effectiveness of learning and development and their ideas for how it can be improved
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- data protection
 - education and training
 - employment
 - information
 - the practices and requirements for specific professions.

Second Gateway (Full Outline)

Level : 1 Monitor expenditure

Level Indicators:

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

Examples Of Application: Financial management might be in the areas of:

- assessment, diagnosis, care and treatment
- buildings and environments
- capacity and capability building
- development and innovation
- education, training and development
- equality and diversity
- financial services
- health and wellbeing
- health, safety and security
- human resource management and development
- management of projects or services
- marketing and promotion
- prescribing patterns
- processing and managing information and knowledge
- procurement and commissioning
- resource use
- service effectiveness
- systems and equipment
- the improvement of health and wellbeing
- transport and logistics.

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

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

Foundation Gateway (Subset Outline)

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Level Indicators:

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Examples of Application: Financial management might be in the areas of:

- assessment, diagnosis, care and treatment
- buildings and environments
- capacity and capability building
- development and innovation
- education, training and development
- equality and diversity
- financial services
- health and wellbeing
- health, safety and security
- human resource management and development
- management of projects or services
- marketing and promotion
- prescribing patterns
- processing and managing information and knowledge
- procurement and commissioning
- resource use
- service effectiveness
- systems and equipment
- the improvement of health and wellbeing
- transport and logistics.

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

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

Second Gateway (Full Outline)

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

Level Indicators:

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

Foundation Gateway (Subset Outline)

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

Level Indicators:

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

Examples Of Application: People and team members might be:

- those for whom the worker has line responsibility
 - those for whom the worker has functional responsibility
 - those for whom the worker has delegated responsibility and they may work
 - alongside the worker
 - 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)
- Legislation, policies and procedures may be international, national or local and may relate to:
- employment
 - equality and diversity
 - health and safety
 - security
 - working time.

Assessing the work of teams and individuals might be for:

- appraisal of team or individual day-to-day work
- assuring that objectives and targets have been achieved
- assuring that quality and user requirements have been met
- recognising achievement

and may be related to:

- one specific activity or objective
- the overall work of the team or individual.

Feedback may be given:

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

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Second Gateway (Full Outline)

Level : 2 Facilitate the development of capacity and capability

Level Indicators:

- a) identifies and promotes the purpose, advantages and disadvantages of developing capacity and capability
- b) appraises different options for facilitating capacity and capability development consistent with legislation, policies and procedures
- 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
- d) identifies and seizes opportunities to develop and improve relationships with others
- e) takes forward capacity and capability development approaches effectively and as agreed
- f) accepts joint responsibility for any problems and tensions that arise modifying approaches as a result
- g) evaluates with those involved the effectiveness of the approaches and the extent to which they have contributed to the development of capacity and capability
- h) agrees the next steps with people and who will take them forward.

Foundation Gateway (Subset Outline)

Level : 2 Facilitate the development of capacity and capability

Level Indicators:

- a) identifies and promotes the purpose, advantages and disadvantages of developing capacity and capability
- b) appraises different options for facilitating capacity and capability development consistent with legislation, policies and procedures
- 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
- d) identifies and seizes opportunities to develop and improve relationships with others
- e) takes forward capacity and capability development approaches effectively and as agreed
- f) accepts joint responsibility for any problems and tensions that arise modifying approaches as a result
- g) evaluates with those involved the effectiveness of the approaches and the extent to which they have contributed to the development of capacity and capability
- h) agrees the next steps with people and who will take them forward.

Examples Of Application: Developing and sustaining capacity and capability might relate to:

- community development
- organisational development
- workforce development.

Options for facilitating capacity and capability development might include:

- advice
- facilitation
- investment in resources
- opportunities for participating with others
- process consultancy
- product consultancy
- team building
- timeouts

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

- improvement of health and wellbeing
- health and social care services
- employment
- equality and diversity
- regeneration

Problems and tensions might include:

- communication difficulties
- different value systems which need to be navigated
- different priorities of the people/organisations involved
- differing views and confusion about the purpose
- inter-relationships between the different people involved
- misunderstanding of positive action and other relevant legislation, policies and procedures
- motivation and commitment
- personal resources and capabilities of the main workers
- resources (including time that people are able to commit to the process)
- the effect of change and uncertainty.

Evaluation might include:

- development from initial benchmarked starting point
- feedback from those involved.

Examples of Application: Developing and sustaining capacity and capability might relate to:

- community development
- organisational development
- workforce development.

Options for facilitating capacity and capability development might include:

- advice
- facilitation
- investment in resources
- opportunities for participating with others
- process consultancy
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- team building
- timeouts

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- resources (including time that people are able to commit to the process)
- the effect of change and uncertainty.

Evaluation might include:

- development from initial benchmarked starting point
- feedback from those involved.

Document has ended.