

Draft NHS KSF OUTLINE 27/01/05, Updated 28/06/05

Post: Whole-time Assistant Hospital Chaplain - (Band 5)

Where the text is in italics this shows the difference between the draft full KSF post outline and the draft foundation outline.

Dimension	Level	Indicators	Areas of application
<p>CORE 1</p> <p>COMMUNICATION</p>	<p>Level 4</p> <p>Develop and maintain communication with people on complex matters, issues and ideas and/or in complex situations</p> <p><i>Foundation gateway based on level 3</i></p>	<p>a) identifies:</p> <ul style="list-style-type: none"> - the range of people involved in the communication - potential communication differences - relevant contextual factors - broader situational factors, issues and risks <p>b) communicates with people in a form and manner which:</p> <ul style="list-style-type: none"> - is consistent with their level of understanding, culture, background and preferred ways of communicating - is appropriate to the purpose of the communication and its longer term importance - is appropriate to the complexity of the context - encourages effective communication between all involved - enables a constructive outcome to be achieved <p>c) anticipates barriers to communication and takes action to improve communication</p>	<p>Establishing, developing and sustaining communication and relationships with:</p> <ul style="list-style-type: none"> patients relatives and friends of patients staff other health and social care workers people from other agencies <p>who may or may not have spiritual beliefs which may or may not be the same as the chaplain's, and where people may or may not be in need of pastoral or spiritual support.</p> <p>This will be:</p> <ul style="list-style-type: none"> in emergencies reactively in response to a request proactively <p>Communication might be with people who:</p> <ul style="list-style-type: none"> have relatively straightforward pastoral and spiritual care needs are need of ongoing pastoral and spiritual support are in an emergency / crisis situation <p><i>have complex pastoral and spiritual health and wellbeing needs – second gateway.</i></p> <p>Communication methods:</p> <ul style="list-style-type: none"> non-verbal verbal – face-to-face or over the telephone

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		<p>d) is proactive in seeking out different styles and methods of communicating to assist longer term needs and aims</p> <p>e) takes a proactive role in producing accurate and complete records of the communication consistent with legislation, policies and procedures</p> <p>f) communicates in a manner that is consistent with legislation, policies and procedures</p>	<p>written electronic</p> <p>Liaises with: Patient Advisory and Liaison Service social workers local clergy voluntary sector (eg Welcome Home from Hospital) ward staff and doctors healthcare specialists</p> <p>Purpose of communication: support worship and prayer advocacy liaison and integration of care services development</p> <p><i>For the foundation gateway level 3 is required – over time assistant chaplains would need to develop their communication skills in relation to the more complex issues identified above.</i></p>
<p>CORE 2</p> <p>PERSONAL AND PEOPLE DEVELOPMENT</p>	<p>Level 3</p> <p>Develop oneself and contribute to the development of others</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 own development needs and sets own personal development objectives in discussion with his/her reviewer</p>	<p>Development of self will include: induction development in post training courses and conferences reflective practice feedback from lead chaplain and other team members.</p> <p><i>For the full KSF outline for the post (at the second gateway), development of others such as:</i></p>

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		<p>c) takes responsibility for own personal development 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) enables others to develop and apply their knowledge and skills in practice</p> <p>f) contributes to the development of others in a manner that is consistent with legislation, policies and procedures</p> <p>g) contributes to developing the workplace as a learning environment.</p>	<p><i>training for the Trust on grief and loss for all levels of staff</i></p> <p><i>support for theological students as part of the Trust's induction for all staff – on the role of chaplaincy (eg for nurse orientation) volunteers.</i></p>
<p>CORE 3</p> <p>HEALTH SAFETY AND SECURITY</p>	<p>Level 2</p> <p>Monitor and maintain health, safety and security of self and others in own work area.</p>	<p>a) identifies and assesses the potential risks involved in work activities and processes for self and others</p> <p>b) identifies how best to manage the risks</p> <p>c) undertakes work activities consistent with:</p> <ul style="list-style-type: none"> - legislation, policies and procedures - the assessment and management of risk <p>d) takes the appropriate action to manage an emergency summoning assistance immediately when this is necessary</p>	<p>Health safety and security in relation to:</p> <ul style="list-style-type: none"> control of cross-infection within the hospital environment moving and handling fire and other emergencies working with people with mental health needs (eg non-verbal interventions) lone worker policy <p><i>when working on the Isolation ward – needed for the second gateway full KSF post outline.</i></p>

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		e) reports actual or potential problems that may put health, safety and security at risk and suggest how they might be addressed f) support others in maintaining health, safety and security.	
CORE 4 SERVICE IMPROVEMENT	Level 3 Appraise, interpret and apply suggestions, recommendations and directives to improve services <i>Level 2 required for the foundation gateway ie Contribute to the improvement of services</i>	a) identifies and evaluates areas for potential service improvement b) discusses and agrees with others: <ul style="list-style-type: none"> - 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:	Implementing service improvements and feeding back / suggesting modifications when see how work in practice eg through playing an active role in piloting and evaluating new services (such as bereavement care) Contributing to the development of policies and the delivery of new services (eg in relation to retained organs). When fully developed in role (at second gateway) initiating service changes in area of practice for which postholder is responsible.

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Dimension	Level	Indicators	Areas of application
		<ul style="list-style-type: none"> - 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 <p>f) evaluates with others the effectiveness of service improvements and agrees that further action is required to take them forward</p> <p>g) appraises draft policies and strategies for their effect on users and the public and makes recommendations for improvement</p>	
<p>CORE 5</p> <p>QUALITY</p>	<p>Level 3</p> <p>Contribute to improving quality</p>	<p>a) acts consistently with legislation, policies, procedures 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 team member and enables others to do so</p> <p>d) prioritises own workload and organises and carries out own work in a manner that</p>	<p>Prioritises own work flexibly working with other members of the team within the framework set by the Trust Chaplain:</p> <ul style="list-style-type: none"> at the start of the day as emergencies arise when on-call <p>Keeps records of who has been seen and what has taken place (eg prayer).</p> <p>Liaises with:</p> <ul style="list-style-type: none"> Patient Advisory and Liaison Service social workers local clergy voluntary sector (eg Welcome Home from Hospital) ward staff and doctors

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		<p>maintains and promotes quality</p> <p>e) evaluates the quality of own and others' work and raises quality issues and related risks with the relevant people</p> <p>f) supports the introduction and maintenance of quality systems and processes in own work area</p> <p>g) takes the appropriate action when there are persistent quality problems.</p>	<p>healthcare specialists</p> <p>Commitment to providing a 24 hour service across the chaplaincy team working flexibly to allow this to be achieved.</p> <p>Supporting the introduction and maintenance of quality systems includes: Korner returns audit questionnaire of patient and staff perceptions participating in the grid planning system to ensure effective chaplaincy coverage of the organisation</p> <p>Supporting high quality health services within the organisation such as through: identifying mistakes and ensuring they are addressed as effectively as possible encouraging staff to address issues in service delivery encouraging staff to be flexible to meet the needs, wishes and concerns of patients and their relatives</p>
<p>CORE 6</p> <p>EQUALITY AND DIVERSITY</p>	<p>Level 3</p> <p>Promote equality and value diversity</p>	<p>a) interprets equality, diversity and rights in accordance with legislation, policies, procedures and relevant standards</p> <p>b) evaluates the extent to which legislation is applied in the culture and environment of own sphere of activity</p> <p>c) identifies patterns of discrimination and takes action to overcome discrimination and promote diversity and equality of opportunity</p> <p>d) enables others to promote equality and diversity and a non-discriminatory culture</p>	<p>Promoting equality and valuing diversity is integral to chaplaincy and chaplains need to be able to work with everyone in a non-judgmental way.</p> <p>Equality and diversity – and related legislation, policies and procedures - in relation to:</p> <ul style="list-style-type: none"> - age - 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

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		e) supports people who need assistance in exercising their rights.	<ul style="list-style-type: none"> - gender - human rights (including those of children) - language - marital status - mental health - political opinion - racial group - religious belief and denomination - sexual orientation
<p>HWB2</p> <p>ASSESSMENT AND CARE PLANNING TO MEET HEALTH AND WELLBEING NEEDS</p>	<p>Level 4</p> <p>Assess complex health and wellbeing needs and develop, monitor and review care plans to meet those needs</p> <p><i>Level 3 for the foundation gateway.</i></p>	<p>a) explains clearly to people:</p> <ul style="list-style-type: none"> - own role, responsibilities and accountability - the information that is needed from the assessment of <u>health and wellbeing needs</u> 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 <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 assessment methods that are appropriate for complex needs, and uses processes of reasoning that</p> <ul style="list-style-type: none"> - are appropriate for the complex needs of the people concerned - s/he has the knowledge, skills and experience to use effectively 	<p>People might be:</p> <ul style="list-style-type: none"> patients relatives and friends of patients staff <p>Assessment of people’s psycho – social – spiritual needs in immediately, responsively and flexibly.</p> <p>People might:</p> <ul style="list-style-type: none"> visit the chapel ask to see a chaplain have identified in their admission records that they have religious beliefs be referred by another member of the healthcare team be proactively contacted whilst they are in the hospital be working in the hospital <p><i>have complex pastoral and spiritual health and wellbeing needs – second gateway.</i></p> <p>Other practitioners and agencies will include:</p> <ul style="list-style-type: none"> people’s own spiritual leaders other healthcare practitioners working in the hospital primary care practitioners (?)

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		<ul style="list-style-type: none"> - are based on available evidence - obtain sufficient information for decision making including gaining assessment information from other practitioners <p>d) follows processes of reasoning which:</p> <ul style="list-style-type: none"> - 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 <p>e) interprets all of the information available and makes a justifiable assessment of:</p> <ul style="list-style-type: none"> - people's health and wellbeing - their related complex needs and prognosis - <u>risks</u> to their health and wellbeing in the short and longer term <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"> - are consistent with the outcomes of assessing their complex health and wellbeing needs - identify the risks that need to be managed 	<p>social workers legal officials (eg Registrar) volunteer workers</p> <p>Assessment will be through: listening when being with and talking with people information from other people observation</p>

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		<ul style="list-style-type: none"> - 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 <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>HWB4</p> <p>ENABLEMENT TO ADDRESS HEALTH AND WELLBEING NEEDS</p>	<p>Level 3</p> <p>Enable people to address specific needs in relation to their health and wellbeing</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"> - 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 <p>c) enables people to address their specific needs consistent with legislation, policies</p>	<p>People might be:</p> <ul style="list-style-type: none"> patients relatives and friends of patients staff <p>Leading working and the taking of sacraments – and problem solving in relation to - such as:</p> <ul style="list-style-type: none"> services communion – those who can attend chapel and those who cannot baptism marriage (which need to take place in the hospital and where no local religious leaders are available) funerals <p>Supporting people’s health and wellbeing needs as a whole such as through:</p>

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		<p>and procedures acting as a resource as and when they need it</p> <p>d) takes the appropriate action to address any issues or risks</p> <p>e) reviews the effectiveness of specific activities as they proceed and makes any necessary modifications</p> <p>f) 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>g) makes accurate records of the activities undertaken and any risks</p>	<p>being there as a presence for people (eg at mealtimes, while they are working)</p> <p>listening and talking to people</p> <p>enabling people to feel at peace with themselves</p> <p>encouraging people to take a broader view / understand others' concerns and views</p> <p>advocacy</p> <p>enabling others in the healthcare team to understand people's views, wishes and needs</p>
<p>HWB5 PROVISION OF CARE TO MEET HEALTH AND WELLBEING NEEDS</p>	<p>Level 4</p> <p>Plan, deliver and evaluate care to address people's complex health and wellbeing needs</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"> - goals for the specific activities to be undertaken within the context of their overall care plan and their complex health and wellbeing needs - the nature of the different aspects of care needed to meet their complex needs - the involvement of other people and/or agencies - relevant evidence-based practice and/or clinical guidelines 	<p>Providing pastoral and spiritual support to:</p> <ul style="list-style-type: none"> patients relatives and friends of patients staff. <p>Other practitioners and agencies will include:</p> <ul style="list-style-type: none"> people's own spiritual leaders other healthcare practitioners working in the hospital primary care practitioners (?) social workers legal officials (eg Registrar) volunteer workers

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		<ul style="list-style-type: none"> - how to manage possible risks c) undertakes care in a manner that is consistent with: <ul style="list-style-type: none"> - evidence-based practice and/or clinical guidelines - multidisciplinary team working - his/her own knowledge, skills and experience - <u>legislation, policies and procedures</u> applying own skills, knowledge and experience and using considered judgment to meet people’s different care needs d) takes the appropriate action to address any issues or risks e) evaluates the effectiveness of care and makes any necessary modifications f) provides effective feedback to inform the overall care plan g) makes complete records of the work undertaken, people’s health and wellbeing, needs and related risks. 	
IK3 KNOWLEDGE AND INFORMATION RESOURCES	Level 1 Access, appraise and apply knowledge and information	<ul style="list-style-type: none"> a) correctly identifies the need for additional knowledge and information resources to support her/his work b) identifies possible sources of the knowledge and information 	Professional journals Advances in practice and service delivery Internet searches Manages Chaplaincy department data-base on literature including inputting data and keeping up to date

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		<ul style="list-style-type: none"> c) determines appropriate knowledge/information resource(s) to meet identified need, seeking appropriate guidance and support if necessary d) accesses the resource(s) using appropriate methods and identifies the relevant information e) appraises the knowledge and information and identifies whether it is appropriate to be applied in own context f) appropriately applies the knowledge/information to their work consistent with legislation, policies and procedures 	
<p>G1</p> <p>LEARNING AND DEVELOPMENT</p>	<p>Level 2</p> <p>Enable people to learn and develop</p>	<ul style="list-style-type: none"> 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 c) supports learning <ul style="list-style-type: none"> - 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 	<p>Contributes to delivery of lectures as part of Chaplaincy courses including programmes in grief and loss, Spiritual healthcare and MA in Chaplaincy</p> <p>Enabling people to learn and develop will include:</p> <ul style="list-style-type: none"> enabling local clergy and spiritual leaders to understand the role of the healthcare chaplaincy, the hospital and effective liaison between training volunteer staff in specific aspects providing feedback to students on placement delivering courses making presentations on different aspects of chaplaincy work / related services

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		<ul style="list-style-type: none"> - 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 	
<p>G6</p> <p>PEOPLE MANAGEMENT</p>	<p>Level 1</p> <p>Supervise people's work</p>	<ul style="list-style-type: none"> a) <i>gives people opportunities to contribute to the planning and organisation of their work</i> b) <i>develops and explains plans and work activities to people and enables them to carry out their work effectively consistent with legislation, policies and procedures</i> c) gives people support and opportunities to assess their own work and gives them clear, sensitive and appropriate 	<p>The people who will be supervised by the time the chaplain has reached the second gateway might be:</p> <ul style="list-style-type: none"> trainees volunteers <p><i>For the foundation gateway – indicator (c) is required ie contribution to the development of others during work activities</i></p>

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		<p>feedback in a way that helps them improve and develop</p> <p>d) <i>supports people effectively during the NHS KSF development review process</i></p> <p>e) <i>reports poor performance to a relevant person for them to take action</i></p>	

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Post: Whole-time Chaplain / Deputy Team Leader – (Band 6)

Where the text is in italics this shows the difference between the draft full KSF post outline and the draft foundation outline.

Dimension	Level	Indicators	Areas of application
<p>CORE 1</p> <p>COMMUNICATION</p>	<p>Level 4</p> <p>Develop and maintain communication with people on complex matters, issues and ideas and/or in complex situations</p>	<p>a) identifies:</p> <ul style="list-style-type: none"> - the range of people involved in the communication - potential communication differences - relevant contextual factors - broader situational factors, issues and risks <p>b) communicates with people in a form and manner which:</p> <ul style="list-style-type: none"> - is consistent with their level of understanding, culture, background and preferred ways of communicating - is appropriate to the purpose of the communication and its longer term importance - is appropriate to the complexity of the context - encourages effective communication between all involved - enables a constructive outcome to be achieved <p>c) anticipates barriers to communication and takes action to improve communication</p>	<p>Establishing, developing and sustaining communication and relationships with:</p> <ul style="list-style-type: none"> patients relatives and friends of patients staff other health and social care workers people from other agencies <p>who may or may not have spiritual beliefs which may or may not be the same as the chaplain's, and where people may or may not be in need of pastoral or spiritual support.</p> <p>This will be:</p> <ul style="list-style-type: none"> in emergencies reactively in response to a request proactively <p>Communication might be with people who:</p> <ul style="list-style-type: none"> have relatively straightforward pastoral and spiritual care needs are need of ongoing pastoral and spiritual support are in an emergency / crisis situation have complex pastoral and spiritual health and wellbeing needs are interested in developing chaplaincy have no interest in seeing chaplaincy develop.

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		<p>d) is proactive in seeking out different styles and methods of communicating to assist longer term needs and aims</p> <p>e) takes a proactive role in producing accurate and complete records of the communication consistent with legislation, policies and procedures</p> <p>f) communicates in a manner that is consistent with legislation, policies and procedures</p>	<p>Communication methods: non-verbal verbal – face-to-face or over the telephone written electronic</p> <p>Liaises with people at regional and local levels</p> <p>Purpose of communication: support worship and prayer advocacy liaison and integration of care services development of chaplaincy development of education in relation to chaplaincy</p>
<p>CORE 2</p> <p>PERSONAL AND PEOPLE DEVELOPMENT</p>	<p>Level 3</p> <p>Develop oneself and contribute to the development of others</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 own development needs and sets own personal development objectives in discussion with his/her reviewer</p> <p>c) takes responsibility for own personal development 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>Development of self will include: induction development in post training courses and conferences reflective practice feedback from lead chaplain and other team members.</p> <p>Development of others including: training for the Trust on grief and loss for all levels of staff support for theological students as part of the Trust's induction for all staff – on the role of chaplaincy (eg for nurse orientation) volunteers.</p>

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		<p>e) enables others to develop and apply their knowledge and skills in practice</p> <p>f) contributes to the development of others in a manner that is consistent with legislation, policies and procedures</p> <p>g) contributes to developing the workplace as a learning environment.</p>	
<p>CORE 3</p> <p>HEALTH SAFETY AND SECURITY</p>	<p>Level 3</p> <p>Promote, monitor and maintain best practice in health, safety and security of self</p>	<p>a) identifies:</p> <ul style="list-style-type: none"> - the risks involved in work activities and processes - how to manage the risks - how to help others manage risk <p>b) undertakes work activities consistent with:</p> <ul style="list-style-type: none"> - legislation, policies and procedures - the assessment and management of risk <p>c) monitors work areas and practices and ensures they:</p> <ul style="list-style-type: none"> - are safe and free from hazards - conform to health, safety and security legislation, policies, procedures and guidelines <p>d) takes the necessary action in relation to risks</p> <p>e) <i>identifies how health, safety and security can be improved and takes action to put this into effect</i></p>	<p>Health safety and security in relation to:</p> <ul style="list-style-type: none"> control of cross-infection within the hospital environment moving and handling fire and other emergencies working with people with mental health needs (eg non-verbal interventions) lone worker policy when working on the Isolation ward

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<p>CORE 4</p> <p>SERVICE IMPROVEMENT</p>	<p>Level 3</p> <p>Appraise, interpret and apply suggestions, recommendations and directives to improve services</p>	<p>a) identifies and evaluates areas for potential service improvement</p> <p>b) discusses and agrees with others:</p> <ul style="list-style-type: none"> - 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 <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>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</p> <p>e) enables and encourages others to:</p> <ul style="list-style-type: none"> - 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 	<p>Implementing service improvements and feeding back / suggesting modifications when see how work in practice eg through playing an active role in piloting and evaluating new services (such as bereavement care)</p> <p>Contributing to the development of policies and the delivery of new services (eg in relation to retained organs).</p> <p>Initiating service changes in the chaplaincy team as a whole.</p>

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		<ul style="list-style-type: none"> - alter their practice in line with agreed improvements - share achievements - challenge tradition <p>f) evaluates with others the effectiveness of service improvements and agrees that further action is required to take them forward</p> <p>g) appraises draft policies and strategies for their effect on users and the public and makes recommendations for improvement</p>	
<p>CORE 5</p> <p>QUALITY</p>	<p>Level 3</p> <p>Develop a culture that improves quality</p>	<p>a) acts consistently with legislation, policies, procedures and other quality approaches and alerts others to the need for improvements to quality</p> <p>b) works effectively in own team and as part of the whole organisation</p> <p>c) prioritises, organises and carries out own work effectively</p> <p>d) enables others to understand, and address risks to quality</p> <p>e) actively promotes quality in all areas of work</p> <p>f) initiates and takes forward the introduction and maintenance of quality and governance systems and processes across the organisation and its activities</p>	<p>Prioritises own work flexibly working with other members of the team within the framework set by the Trust Chaplain: at the start of the day as emergencies arise when on call</p> <p>Keeps records of who has been seen and what has taken place (eg prayer).</p> <p>Liaises with: Patient Advisory and Liaison Service social workers local clergy voluntary sector (eg Welcome Home from Hospital) ward staff and doctors healthcare specialists</p> <p>Commitment to providing a 24 hour service across the chaplaincy team working flexibly to allow this to be achieved.</p>

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Dimension	Level	Indicators	Areas of application
		<p>g) continuously monitors quality and takes effective action to address quality issues and promote quality</p>	<p>Supporting the introduction and maintenance of quality systems includes: Korner returns audit questionnaire of patient and staff perceptions participating in the grid planning system to ensure effective chaplaincy coverage of the organisation</p> <p>Supporting high quality health services within the organisation such as through: identifying mistakes and ensuring they are addressed as effectively as possible encouraging staff to address issues in service delivery encouraging staff to be flexible to meet the needs, wishes and concerns of patients and their relatives</p>
<p>CORE 6</p> <p>EQUALITY AND DIVERSITY</p>	<p>Level 3</p> <p>Develop a culture that promotes equality and values diversity</p>	<p>a) interprets legislation to inform individuals' rights and responsibilities</p> <p>b) actively promotes equality and diversity</p> <p>c) identifies and highlights methods and processes to resolve complaints as a consequence of unfair and discriminatory practice</p> <p>d) supports those whose rights have been compromised consistent with legislation, policies and procedures and good and best practice</p> <p>e) actively challenges individual and organisational discrimination</p>	<p>Leads on the development of a culture within the chaplaincy team and related services which promotes equality and diversity – and related legislation, policies and procedures - in relation to:</p> <ul style="list-style-type: none"> - age - 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 - political opinion - racial group

AGENDA FOR CHANGE: THE NHS KNOWLEDGE AND SKILLS FRAMEWORK

Dimension	Level	Indicators	Areas of application
		<p>f) <i>evaluates the effectiveness of equality and diversity policies and procedures within the service/agency and contributes to the development of good and best practice</i></p>	<ul style="list-style-type: none"> - religious belief and denomination - sexual orientation
<p>HWB2</p> <p>ASSESSMENT AND CARE PLANNING TO MEET HEALTH AND WELLBEING NEEDS</p>	<p>Level 4</p> <p>Assess complex health and wellbeing needs and develop, monitor and review care plans to meet those needs</p>	<p>i) explains clearly to people:</p> <ul style="list-style-type: none"> - own role, responsibilities and accountability - the information that is needed from the assessment of <u>health and wellbeing needs</u> 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 <p>j) respects people's dignity, wishes and beliefs; involves them in shared decision making; and obtains their consent</p> <p>k) plans and uses assessment methods that are appropriate for complex needs, and uses processes of reasoning that</p> <ul style="list-style-type: none"> - 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 <p>l) follows processes of reasoning which:</p>	<p>People might be:</p> <ul style="list-style-type: none"> patients relatives and friends of patients staff <p>Assessment of people's psycho – social – spiritual needs in immediately, responsively and flexibly.</p> <p>People might:</p> <ul style="list-style-type: none"> visit the chapel ask to see a chaplain have identified in their admission records that they have religious beliefs be referred by another member of the healthcare team be proactively contacted whilst they are in the hospital be working in the hospital have complex pastoral and spiritual health and wellbeing needs – second gateway. <p>Other practitioners and agencies will include:</p> <ul style="list-style-type: none"> people's own spiritual leaders other healthcare practitioners working in the hospital primary care practitioners (?) social workers legal officials (eg Registrar) volunteer workers <p>Assessment will be through:</p> <ul style="list-style-type: none"> listening when being with and talking with people

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Dimension	Level	Indicators	Areas of application
		<ul style="list-style-type: none"> - 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 <p>m) interprets all of the information available and makes a justifiable assessment of:</p> <ul style="list-style-type: none"> - people's health and wellbeing - their related complex needs and prognosis - <u>risks</u> to their health and wellbeing in the short and longer term <p>transferring and applying her/his skills and knowledge to address the complexity of people's needs</p> <p>n) develops and records care plans that are appropriate to the people concerned and:</p> <ul style="list-style-type: none"> - 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 	<p>information from other people observation</p>

AGENDA FOR CHANGE: THE NHS KNOWLEDGE AND SKILLS FRAMEWORK

Dimension	Level	Indicators	Areas of application
		<ul style="list-style-type: none"> - note people’s wishes and needs that it was not possible to meet o) coordinates the delivery of care plans, feeding in relevant information to support wider service planning p) monitors the implementation of care plans and makes changes to better meet people’s complex health and wellbeing needs 	
<p>HWB4</p> <p>ENABLEMENT TO ADDRESS HEALTH AND WELLBEING NEEDS</p>	<p>Level 4</p> <p>Empower people to realise and maintain their potential in relation to their health and wellbeing</p>	<ul style="list-style-type: none"> a) respects people’s dignity, wishes and beliefs; involves them in shared decision making; and obtains their consent b) identifies with the people concerned: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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 	<p>People might be:</p> <ul style="list-style-type: none"> patients relatives and friends of patients staff <p>Leading working and the taking of sacraments – and problem solving in relation to - such as:</p> <ul style="list-style-type: none"> services communion – those who can attend chapel and those who cannot baptism marriage (which need to take place in the hospital and where no local religious leaders are available) funerals <p>Supporting people’s health and wellbeing needs as a whole such as through:</p> <ul style="list-style-type: none"> being there as a presence for people (eg at mealtimes, while they are working) listening and talking to people enabling people to feel at peace with themselves encouraging people to take a broader view / understand others’ concerns and views

AGENDA FOR CHANGE: THE NHS KNOWLEDGE AND SKILLS FRAMEWORK

Dimension	Level	Indicators	Areas of application
		<p>d) takes the appropriate action to address any issues or risks</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>advocacy enabling others' in the healthcare team to understand people's views, wishes and needs</p>
<p>HWB5 PROVISION OF CARE TO MEET HEALTH AND WELLBEING NEEDS</p>	<p>Level 4</p> <p>Plan, deliver and evaluate care to address people's complex health and wellbeing needs</p>	<p>g) respects people's dignity, wishes and beliefs; involves them in shared decision making; and obtains their consent</p> <p>h) identifies with the people concerned:</p> <ul style="list-style-type: none"> - goals for the specific activities to be undertaken within the context of their overall care plan and their complex health and wellbeing needs - the nature of the different aspects of care needed to meet their complex needs - the involvement of other people and/or agencies - relevant evidence-based practice and/or clinical guidelines - how to manage possible risks <p>i) undertakes care in a manner that is consistent with:</p>	<p>Providing pastoral and spiritual support to: patients relatives and friends of patients staff.</p> <p>Other practitioners and agencies will include: people's own spiritual leaders other healthcare practitioners working in the hospital primary care practitioners (?) social workers legal officials (eg Registrar) volunteer workers</p>

AGENDA FOR CHANGE: THE NHS KNOWLEDGE AND SKILLS FRAMEWORK

Dimension	Level	Indicators	Areas of application
		<ul style="list-style-type: none"> - evidence-based practice and/or clinical guidelines - 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 people's different care needs <p>j) takes the appropriate action to address any issues or risks</p> <p>k) evaluates the effectiveness of care and makes any necessary modifications</p> <p>l) 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>G1</p> <p>LEARNING AND DEVELOPMENT</p>	<p>Level 3</p> <p>Plan, deliver and review interventions to enable people to learn and develop</p>	<p>a) identifies:</p> <ul style="list-style-type: none"> - the purpose and aims of learning and development interventions - the learning and development needs of the individuals who are to be involved - the time and resources available <p>b) develops and agrees a plan of how learning and development will be facilitated</p>	<p>Needs more details re level of involvement with courses such as grief and loss, spiritual healthcare etc</p> <p>Planning, delivering and reviewing interventions including those relating to:</p> <ul style="list-style-type: none"> enabling local clergy and spiritual leaders to understand the role of the healthcare chaplaincy, the hospital and effective liaison between volunteer staff students on placement

AGENDA FOR CHANGE: THE NHS KNOWLEDGE AND SKILLS FRAMEWORK

Dimension	Level	Indicators	Areas of application
		<p>c) undertakes own role in supporting learning and development</p> <ul style="list-style-type: none"> - developing an environment conducive to learning - recognising individuals' particular needs, interests and styles - using the agreed learning and development methods and approaches - in a manner that stimulates individuals' interest, promotes development and encourages their involvement - consistent with legislation, policies and procedures - supporting and promoting others' contribution - in a manner that reflects the criticality of the work and the related decisions <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) <i>evaluates the effectiveness of learning and development informed by learners, others in the team and own reflections and use the evaluation to inform future practice.</i></p>	<p>making presentations on different aspects of chaplaincy work / related services</p>
G5	Level 3	<p>a) identifies and assesses for operational planning</p>	<p>Services and projects related to: pastoral support</p>

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Dimension	Level	Indicators	Areas of application
<p>SERVICES AND PROJECT MANAGEMENT</p>	<p>Prioritise and manage the ongoing work of services and/or projects</p> <p><i>Foundation gateway at level 2 ie Organise specific aspects of services and/or projects</i></p>	<ul style="list-style-type: none"> - the ways in which services / projects contribute to the achievement of organisational / partnership direction, aims and objectives - what needs to be achieved in services / projects - the inter-relationships between different parts including critical paths - who needs to be involved in the planning and implementation of services / projects - potential risks - priorities and targets - the impact of legislation, policies, procedures - methods and processes for reporting, controlling and communicating <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 monitor the delivery of the service / project against overall plans and promptly identifies and investigates any issues</p> <p>e) determines and implements the most appropriate ways of addressing issues taking account of any relevant factors</p>	<p>spiritual support related learning and development related services (eg bereavement)</p>

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Dimension	Level	Indicators	Areas of application
		<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>G6</p> <p>PEOPLE MANAGEMENT</p>	<p>Level 2</p> <p>Plan, allocate and supervise the work of a team</p>	<p>a) <i>contributes to the recruitment and selection of team members to meet organisational needs consistent with legislation, policies and procedures</i></p> <p>b) communicates clearly with team members and gives them opportunities to:</p> <ul style="list-style-type: none"> - contribute to the planning and organisation of work - assess their own and team work - respond to feedback <p>c) develops work plans and allocates work in a way which:</p> <ul style="list-style-type: none"> - is consistent with the team's objectives - is realistic and achievable - takes full account of team members' abilities and development needs <p>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</p> <p>e) supports team members effectively during the NHS KSF development review process and enables them to meet their development objectives</p>	<p>Manage people working in areas related to:</p> <ul style="list-style-type: none"> pastoral support spiritual support related services (eg bereavement)

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Dimension	Level	Indicators	Areas of application
		f) agrees with team members courses of action to address issues with and at work	

A DRAFT NHS KSF OUTLINE 11/02/05, reviewed 28/6/05

Post: Lead Chaplain – (Band 7)

Where the text is in italics this shows the difference between the draft full KSF post outline and the draft foundation outline.

Dimension	Level	Indicators	Areas of application
<p>CORE 1</p> <p>COMMUNICATION</p>	<p>Level 4</p> <p>Develop and maintain communication with people on complex matters, issues and ideas and/or in complex situations</p>	<p>a) identifies:</p> <ul style="list-style-type: none"> - the range of people involved in the communication - potential communication differences - relevant contextual factors - broader situational factors, issues and risks <p>b) communicates with people in a form and manner which:</p> <ul style="list-style-type: none"> - is consistent with their level of understanding, culture, background and preferred ways of communicating - is appropriate to the purpose of the communication and its longer term importance - is appropriate to the complexity of the context - encourages effective communication between all involved - enables a constructive outcome to be achieved <p>c) anticipates barriers to communication and takes action to improve communication</p>	<p>Establishing, developing and sustaining communication and relationships with:</p> <ul style="list-style-type: none"> patients relatives and friends of patients staff other health and social care workers people from other agencies (including higher education, social work etc) people working at national level on developments in chaplaincy <p>who may or may not have spiritual beliefs which may or may not be the same as the chaplain's, and where people may or may not be in need of pastoral or spiritual support.</p> <p>This will be:</p> <ul style="list-style-type: none"> in emergencies reactively in response to a request proactively <p>Communication might be with people who:</p> <ul style="list-style-type: none"> have relatively straightforward pastoral and spiritual care needs are need of ongoing pastoral and spiritual support are in an emergency / crisis situation have complex pastoral and spiritual health and well-being needs are interested in developing chaplaincy

AGENDA FOR CHANGE: THE NHS KNOWLEDGE AND SKILLS FRAMEWORK

Dimension	Level	Indicators	Areas of application
		<p>d) is proactive in seeking out different styles and methods of communicating to assist longer term needs and aims</p> <p>e) takes a proactive role in producing accurate and complete records of the communication consistent with legislation, policies and procedures</p> <p>f) communicates in a manner that is consistent with legislation, policies and procedures</p>	<p>have no interest in seeing chaplaincy develop.</p> <p>Communication methods: non-verbal verbal – face-to-face or over the telephone written electronic</p> <p>Liaises with people <i>at national</i>, regional and local levels</p> <p>Purpose of communication: support worship and prayer advocacy liaison and integration of care services development of chaplaincy development of education in relation to chaplaincy</p>
<p>CORE 2</p> <p>PERSONAL AND PEOPLE DEVELOPMENT</p>	<p>Level 4</p> <p>Develop oneself and others in area practice</p>	<p>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</p> <p>b) develops and agrees own personal development plan with feedback from others</p> <p>c) generates and uses appropriate learning opportunities and applies own learning to the future development of practice</p> <p>d) encourages others to make realistic self assessments of their application of knowledge</p>	<p>Development of self will include: induction development in post training courses and conferences reflective practice feedback from other team members, line manager and other colleagues in response to service needs</p> <p>Development of others such as: development of all of the chaplaincy team development of all those providing bereavement services development of theological students</p>

AGENDA FOR CHANGE: THE NHS KNOWLEDGE AND SKILLS FRAMEWORK

Dimension	Level	Indicators	Areas of application
		<p>and skills challenging complacency and actions which are not in the interest of the public and/or users of services</p> <p>e) enables others to develop and apply their knowledge and skills</p> <p>f) actively promotes the workplace as a learning environment encouraging everyone to learn from each other and from external good practice</p> <p>g) alerts managers to resource issues which affect learning, development and performance</p> <p>h) develops others in a manner that is consistent with legislation, policies and procedures.</p>	<p><i>input into the development of staff in the Trust in relation to pastoral and spiritual care</i></p> <p>development of local religious leaders</p>
<p>CORE 3</p> <p>HEALTH SAFETY AND SECURITY</p>	<p>Level 3</p> <p>Promote, monitor and maintain best practice in health, safety and security of self</p>	<p>a) identifies:</p> <ul style="list-style-type: none"> - the risks involved in work activities and processes - how to manage the risks - how to help others manage risk <p>b) undertakes work activities consistent with:</p> <ul style="list-style-type: none"> - legislation, policies and procedures - the assessment and management of risk <p>c) monitors work areas and practices and ensures they:</p> <ul style="list-style-type: none"> - are safe and free from hazards 	<p>Health safety and security in relation to:</p> <ul style="list-style-type: none"> control of cross-infection within the hospital environment moving and handling fire and other emergencies working with people with mental health needs (eg non-verbal interventions) lone worker policy when working on the Isolation ward

AGENDA FOR CHANGE: THE NHS KNOWLEDGE AND SKILLS FRAMEWORK

Dimension	Level	Indicators	Areas of application
		<ul style="list-style-type: none"> - 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 	
<p>CORE 4</p> <p>SERVICE IMPROVEMENT</p>	<p>Level 4</p> <p>Work in partnership with others to develop, take forward and evaluate direction, policies and strategies</p>	<ul style="list-style-type: none"> a) effectively engages the public, users of services and other interested parties in an open and effective discussion on values, direction, policies and strategies for the organisation/services b) works effectively with others to clearly define values, direction and policies including guidance on how to respond when these are under pressure or interests are in conflict c) works effectively with others to continually review values, direction and policies in the light of changing circumstances d) works effectively with others to formulate strategies and associated objectives that: <ul style="list-style-type: none"> - are consistent with values, direction and policies - are attainable given available resources and timescales - contain sufficient detail for the operational planning of services, projects and programmes 	<p>Chairing various committees for the Trust on matters which need an ethical stance (eg Research Ethics committee, Clinical Ethics Committee etc)</p> <p>Playing an active and central role in the development of Trust-wide policies and strategies specifically contributing an ethical and person-centred approach</p> <p>Ensures that strategies and plans for improving services are practical and have the support of staff</p> <p>Alerts senior management team / Board to issues affecting individuals and groups in the Trust (patients, relatives and staff) proposing how such issues might be addressed in an ethical manner</p> <p>Championing the need for pastoral and spiritual support – within the organisation, in the local area and at regional <i>and national level</i></p> <p>Lead on the development of educational programmes to enable people to develop their knowledge and skills related to pastoral and spiritual support</p> <p><i>Make a significant contribution to the development of pastoral and spiritual support at national level (eg research, education) so that the Trust can be recognised for having a leadership role in this area</i></p>

AGENDA FOR CHANGE: THE NHS KNOWLEDGE AND SKILLS FRAMEWORK

Dimension	Level	Indicators	Areas of application
		<ul style="list-style-type: none"> - take account of constraints - realistically balance competing interests and tensions whilst maintaining values and direction <p>e) communicates values, direction, policies and strategies effectively to relevant people and enables them to:</p> <ul style="list-style-type: none"> - appraise and apply them to their area of responsibility - feed in their views and suggestions for change <p>f) works effectively with everyone affected by direction, policies and strategies to evaluate their impact and effectiveness and feed this information into ongoing improvements.</p>	<p>Lead processes within the Trust and partner organisations to improve bereavement services in the area</p> <p>Lead on addressing issues / developing services within the Trust when appropriate (eg retained organs)</p> <p><i>Enable others within the organisation (and beyond) to recognise when agendas can be blended in the interests of patients and the public</i></p> <p>Identify issues with service delivery and the needs that need to be addressed and argue the case for their resolution (eg by linking to corporate agendas etc)</p> <p>Raise the profile of pastoral and spiritual support within the organisation <i>and beyond</i></p>
<p>CORE 5</p> <p>QUALITY</p>	<p>Level 4</p> <p>Develop a culture that improves quality</p>	<p>a) acts consistently with legislation, policies, procedures and other quality approaches and alerts others to the need for improvements to quality</p> <p>b) works effectively in own team and as part of the whole organisation</p> <p>c) prioritises, organises and carries out own work effectively</p> <p>d) enables others to understand, and address risks to quality</p> <p>e) actively promotes quality in all areas of work</p>	<p>Prioritises own work given the demands made on the chaplaincy team as a whole, arising emergencies / difficult and complex pastoral / spiritual needs, and commitments to other work within the Trust and beyond</p> <p>Development of departmental policies and protocols for the department to inform the work of chaplains (particularly during out-of-hours situations)</p> <p>Development of policies, standards and protocols for bereavement services</p> <p>Advocating for patients and their relatives and friends with other staff to ensure that patient needs are met</p> <p>Facilitating reconciliation between staff and others</p> <p>Commitment to providing a high quality 24 hour service by the chaplaincy team</p>

AGENDA FOR CHANGE: THE NHS KNOWLEDGE AND SKILLS FRAMEWORK

Dimension	Level	Indicators	Areas of application
		<p>f) initiates and takes forward the introduction and maintenance of quality and governance systems and processes across the organisation and its activities</p> <p>g) continuously monitors quality and takes effective action to address quality issues and promote quality</p>	<p>Leading the introduction and maintenance of quality systems within the chaplaincy team and beyond Supporting high quality health services across the organisation such as through encouraging all staff to:</p> <ul style="list-style-type: none"> • identifying mistakes and ensuring they are addressed as effectively as possible • encouraging staff to address issues in service delivery • encouraging staff to be flexible to meet the needs, wishes and concerns of patients and their relatives
<p>CORE 6</p> <p>EQUALITY AND DIVERSITY</p>	<p>Level 4</p> <p>Develop a culture that promotes equality and values diversity</p>	<p>a) interprets legislation to inform individuals' rights and responsibilities</p> <p>b) actively promotes equality and diversity</p> <p>c) identifies and highlights methods and processes to resolve complaints as a consequence of unfair and discriminatory practice</p> <p>d) supports those whose rights have been compromised consistent with legislation, policies and procedures and good and best practice</p> <p>e) actively challenges individual and organisational discrimination</p> <p>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</p>	<p>Leads on the development of a culture throughout the Trust which promotes equality and diversity – and related legislation, policies and procedures - in relation to:</p> <ul style="list-style-type: none"> - age - 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 - political opinion - racial group - religious belief and denomination - sexual orientation

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Dimension	Level	Indicators	Areas of application
<p>HWB2</p> <p>ASSESSMENT AND CARE PLANNING TO MEET HEALTH AND WELLBEING NEEDS</p>	<p>Level 4</p> <p>Assess complex health and wellbeing needs and develop, monitor and review care plans to meet those needs</p>	<p>q) explains clearly to people:</p> <ul style="list-style-type: none"> - own role, responsibilities and accountability - the information that is needed from the assessment of <u>health and wellbeing needs</u> 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 <p>r) respects people's dignity, wishes and beliefs; involves them in shared decision making; and obtains their consent</p> <p>s) plans and uses assessment methods that are appropriate for complex needs, and uses processes of reasoning that</p> <ul style="list-style-type: none"> - 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 <p>t) follows processes of reasoning which:</p> <ul style="list-style-type: none"> - balance additional information against the overall picture of the individual's needs to confirm or deny developing hypotheses 	<p>The lead chaplain has a specific role in working with people - patients, relatives and friends of patients, staff – who have complex pastoral and spiritual health and wellbeing needs. This role needs to be balanced with the wide range of other roles which the lead chaplain is expected to undertake.</p>

AGENDA FOR CHANGE: THE NHS KNOWLEDGE AND SKILLS FRAMEWORK

Dimension	Level	Indicators	Areas of application
		<ul style="list-style-type: none"> - are capable of justification given the available information at the time - are likely to result in the optimum outcome <p>u) interprets all of the information available and makes a justifiable assessment of:</p> <ul style="list-style-type: none"> - people's health and wellbeing - their related complex needs and prognosis - <u>risks</u> to their health and wellbeing in the short and longer term <p>transferring and applying her/his skills and knowledge to address the complexity of people's needs</p> <p>v) develops and records care plans that are appropriate to the people concerned and:</p> <ul style="list-style-type: none"> - 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 	

AGENDA FOR CHANGE: THE NHS KNOWLEDGE AND SKILLS FRAMEWORK

Dimension	Level	Indicators	Areas of application
		w) coordinates the delivery of care plans, feeding in relevant information to support wider service planning x) monitors the implementation of care plans and makes changes to better meet people's complex health and wellbeing needs	
HWB4 ENABLEMENT TO ADDRESS HEALTH AND WELLBEING NEEDS	Level 4 Empower people to realise and maintain their potential in relation to their health and wellbeing	a) respects people's dignity, wishes and beliefs; involves them in shared decision making; and obtains their consent b) identifies with the people concerned: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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	The lead chaplain has a specific role in working with people - patients, relatives and friends of patients, staff – who have complex pastoral and spiritual health and wellbeing needs. This role needs to be balanced with the wide range of other roles which the lead chaplain is expected to undertake.

AGENDA FOR CHANGE: THE NHS KNOWLEDGE AND SKILLS FRAMEWORK

Dimension	Level	Indicators	Areas of application
		<ul style="list-style-type: none"> 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 	
<p>HWB5 PROVISION OF CARE TO MEET HEALTH AND WELLBEING NEEDS</p>	<p>Level 4</p> <p>Plan, deliver and evaluate care to address people's complex health and wellbeing needs</p>	<ul style="list-style-type: none"> m) respects people's dignity, wishes and beliefs; involves them in shared decision making; and obtains their consent n) identifies with the people concerned: <ul style="list-style-type: none"> - goals for the specific activities to be undertaken within the context of their overall care plan and their complex health and wellbeing needs - the nature of the different aspects of care needed to meet their complex needs - the involvement of other people and/or agencies - relevant evidence-based practice and/or clinical guidelines - how to manage possible risks o) undertakes care in a manner that is consistent with: <ul style="list-style-type: none"> - evidence-based practice and/or clinical guidelines - multidisciplinary team working 	<p>The lead chaplain has a specific role in working with people - patients, relatives and friends of patients, staff – who have complex pastoral and spiritual health and wellbeing needs. This role needs to be balanced with the wide range of other roles which the lead chaplain is expected to undertake.</p>

AGENDA FOR CHANGE: THE NHS KNOWLEDGE AND SKILLS FRAMEWORK

Dimension	Level	Indicators	Areas of application
		<ul style="list-style-type: none"> - his/her own knowledge, skills and experience - legislation, policies and procedures applying own skills, knowledge and experience and using considered judgment to meet people's different care needs <p>p) takes the appropriate action to address any issues or risks</p> <p>q) evaluates the effectiveness of care and makes any necessary modifications</p> <p>r) 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>G1</p> <p>LEARNING AND DEVELOPMENT</p>	<p>Level 4</p> <p>Design, plan, implement and evaluate learning and development programmes</p>	<p>a) identifies with those commissioning learning and development programmes:</p> <ul style="list-style-type: none"> - the purpose and aims of programmes - the relationship of one programme to another, and to related learning needs - the starting points and learning needs of learners - the time and resources available - any contextual factors that need to be taken into account in learning designs <p>b) designs overall learning and development programmes that:</p>	<p>Leading on the development of learning and development programmes related to pastoral and spiritual support (eg within chaplaincy, bereavement services)</p> <p>Working closely with partners in the design and development of learning and development programmes (eg higher education, national players, commissioners)</p> <p>Advises those delivering programmes of their purpose and how to take them forward effectively</p>

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		<ul style="list-style-type: none"> - are appropriate to the interests of the commissioners and the needs of learners - contain phased and inter-related objectives, methods and approaches - make best use of the resources available - are consistent with good learning practice - identify how programmes and their component parts will be evaluated - specify relevant legislation, policies and procedures <p>c) details the inter-relationships between the different learning and development components</p> <p>d) agrees the designs of overall programmes and individual components with the relevant people making any necessary modifications as a result</p> <p>e) agrees with the programme team how programmes will be implemented and supports them throughout the process responding to arising issues</p> <p>f) <i>monitors the delivery of programmes for their effectiveness in meeting their aims and objectives</i></p>	

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		g) <i>evaluates the effectiveness of programmes and uses the outcomes to improve future programmes</i>	
<p>G2</p> <p>DEVELOPMENT AND INNOVATION</p>	<p>Level 3</p> <p>Test and review new concepts, models, methods, practices, products and equipment</p> <p><i>Foundation Gateway level 2 applies ie Contribute to developing, testing and reviewing new concepts, models, methods, practices, products and equipment</i></p>	<p>g) scans the environment to identify new and emerging <u>developments</u> of potential relevance to their work</p> <p>h) appraises developments and identifies the benefits they could bring and any potential risks</p> <p>i) determines with others those developments that are worthy of testing and how this can best be achieved</p> <p>j) tests and reviews developments in a way which:</p> <ul style="list-style-type: none"> - is ethically and methodologically sound - enables a rigorous evaluation of their feasibility, benefits and risks - involves all relevant parties in the process - complies with legislation, policies and procedures <p>k) evaluates the outcomes of testing and reports them in the correct format to the people who need them</p> <p>l) makes recommendations to appropriate people regarding the implementation of developments</p>	<p>Concepts, models, methods and practices related to:</p> <ul style="list-style-type: none"> pastoral support spiritual support related learning and development related services (eg bereavement) <p>Developments might be:</p> <ul style="list-style-type: none"> local and regional national international

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<p>G5</p> <p>SERVICES AND PROJECT MANAGEMENT</p>	<p>Level 4</p> <p>Plan, coordinate and monitor the delivery of services and/or projects</p>	<p>a) works with others to identify and produce plans that contain all the necessary detail for managing and delivering services and/or projects and that are:</p> <ul style="list-style-type: none"> - consistent with legislation, policies and procedures - supportive of the organisation's / partnership's direction, strategy and objectives <p>b) negotiates and agrees with others how to put in place sufficient supporting mechanisms 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"> - evaluate performance against plans - identify issues - predict future needs and shortfalls - identify trends and developments - assess capacity to meet future needs <p>e) reviews plans, methods, processes and systems for managing services and/or projects and modifies them to improve effectiveness</p>	<p>Services and projects related to:</p> <ul style="list-style-type: none"> pastoral support spiritual support related learning and development <i>related services (eg bereavement)</i> <i>other aspects as agreed within the Trust</i>

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Dimension	Level	Indicators	Areas of application
		f) provides appropriate support to others to improve their knowledge and understanding of service and/or project management	
G6 PEOPLE MANAGEMENT	Level 3 Coordinate and develop work and review people's performance	a) suggests <u>workforce requirements</u> to meet team and organisational objectives b) selects individuals for posts using agreed methods and based on objective assessments against agreed criteria c) gives team members clear information on, and opportunities to influence, work objectives, planning and organisation, in a way which inspires commitment and enthusiasm d) plans and coordinates work: <ul style="list-style-type: none"> - prioritising and reprioritising activities to respond to changing circumstances - managing multiple processes simultaneously whilst enabling teams and individuals to focus on their own specific objectives e) delegates authority to <u>people</u> and monitors them against the required outcomes, agreeing with them: <ul style="list-style-type: none"> - clear, explicit and achievable targets and timescales - ways in which their development will be supported - how progress and performance will be 	Manage people working in areas related to: <ul style="list-style-type: none"> pastoral support spiritual support related learning and development <i>related services (eg bereavement)</i> <i>other aspects as agreed within the Trust</i>

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		<p>monitored and reviewed</p> <p>f) allocates and provides sufficient resources and support for delegated work and reviews progress and outcomes with people as agreed</p> <p>g) gives people support and opportunities to meet their personal development objectives</p> <p>h) agrees with people appropriate courses of action to address any issues with their work</p>	