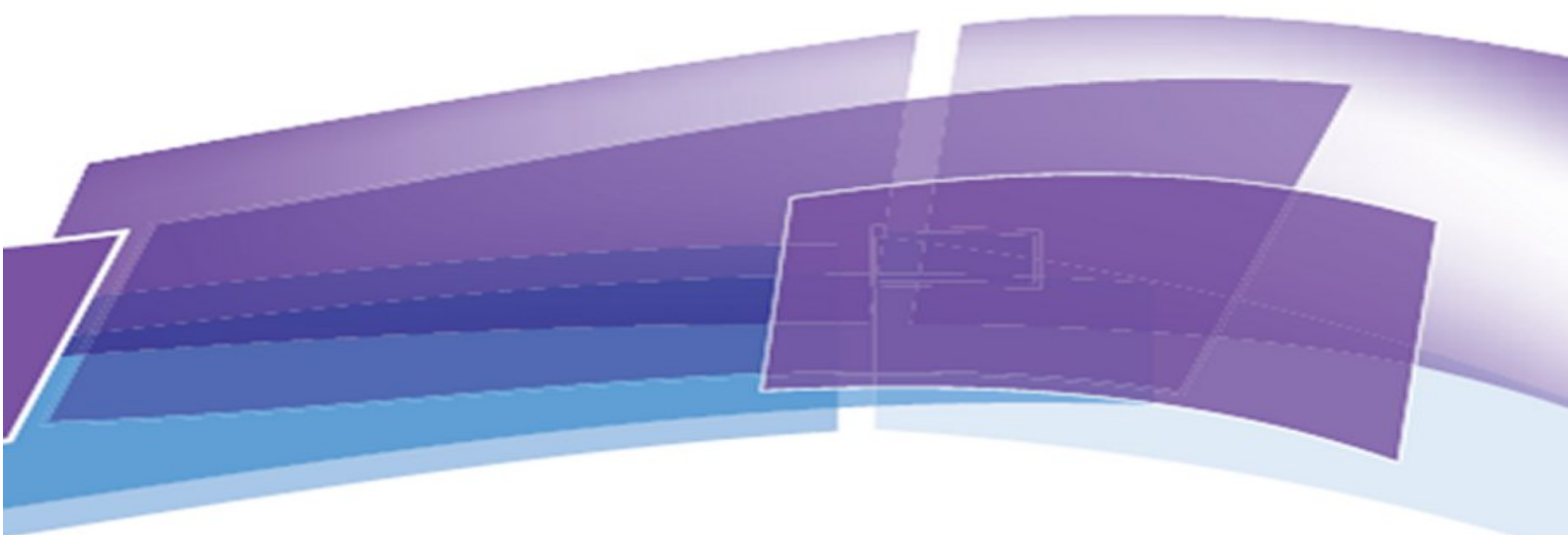


Supporting Professional Development

A Competence Assessment Tool

for Team Leaders



Published by
The Northern Ireland Practice and Education Council for Nursing and Midwifery
(NIPEC)

June 2012

© Permission to make photocopies of identified parts of this document for personal use is granted without fee, provided that copies are not made or distributed for profit or commercial advantage. To copy otherwise, to republish, to post on servers or to redistribute to lists requires prior specific permission from NIPEC.

Copyright © Northern Ireland Practice and Education Council for Nursing and Midwifery (NIPEC)

Contents

	Page
1.0 Introduction	3
1.1 Development of the Competence Assessment Tool	3
1.2 Who is the Competence Assessment Tool for?	3
2.0 The Competence Assessment Tool	4
2.1 How will I benefit from using the Competence Assessment Tool?	5
2.2 How do I use the Competence Assessment Tool?	6
3.0 Domain 1: Safe and Effective Practice	10
4.0 Domain 2: Enhancing the Patient/Client Experience	19
5.0 Domain 3: Leadership and Management	26
6.0 Domain 4: Delivery of Organisational Objectives	35

1.0 Introduction

The Chief Nursing Officer commissioned NIPEC to facilitate the *Leading Teams: Regional Team Leader Project*. The aim of the project was to support and strengthen the role of Team Leaders working in a community setting within Health and Social Care (HSC) organisations in Northern Ireland. This Competence Assessment Tool was developed by NIPEC as part of the regional project in collaboration with the five HSC Trusts and other key stakeholders including the Public Health Agency, Education and Professional organisations and Staff Side representatives. To find out more information about the *Leading Teams* project visit:

http://www.nipec.hscni.net/cw_leadingteams.html

1.1 Development of the Competence Assessment Tool

The development of the Team Leader Competence Assessment Tool began by undertaking an extensive review of local, national and international literature to source competency frameworks and competencies relevant to the Team Leader role. The following were documents were of particular relevance:

- A Competence Assessment Tool for Ward Sisters/Charge Nurses (NIPEC, 2010)
- Leading Better Care (NHS Scotland, 2008; 2011)
- Competence Profile for Nurses and Midwives: Promoting Mental Health and Well-Being for Children and Young People (NIPEC, 2010)
- National Competence Framework for Safeguarding Adults (SCIE, 2010)
- NHS Leadership Framework (National Leadership Council, 2010)

Once the competency domains, related areas and statements were agreed by the Project Working Group the competence assessment tool was refined over a period of four months through engagement with a wide range of key stakeholders throughout Northern Ireland, which included: HSC Trust Team Leaders and Senior Managers; Human Resources and Finance Managers and representatives from Education, Professional and Staff Side organisations. The Competence Assessment Tool was approved by the Project Steering Group in May 2012.

1.2 Who is the Competence Assessment Tool For?

This Assessment Tool will apply to a Nurse or Midwife working in a community setting, on Agenda for Change Band 7, who has responsibility for managing one or more of the following professional groups/teams:

- Health Visitors
- School Nurses
- Community Midwives
- District Nurses
- Treatment Room Nurses
- Community Mental Health Nurses
- Community Learning Disability Nurses
- Community Children's Nurses
- Community based Specialist Nurses e.g. heart failure, palliative care, respiratory, crisis response, addictions
- Any Community Service that includes nurses within the team
- A multi-professional team e.g. a community based intermediate care team

2.0 The Competence Assessment Tool

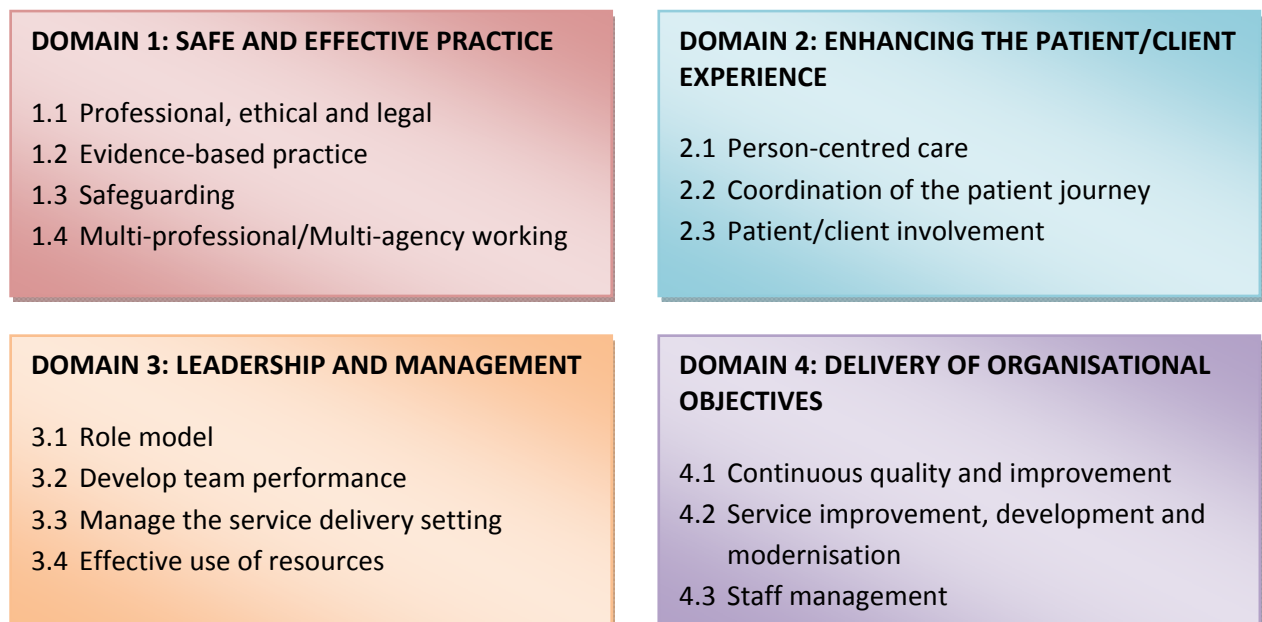
The Competence Assessment Tool is underpinned by the Nursing and Midwifery Council's *The Code: Standards of Conduct, Performance and Ethics for Nurses and Midwives* (NMC; 2008) and is designed to help you consider how well you do your job.

The next few pages provide information for you on how to:

- use the Competence Assessment Tool to assess yourself and get others to assess you
- provide evidence for renewal of your registration with the Nursing and Midwifery Council (NMC)
- provide evidence of achievement for your KSF personal development plan
- use your assessment results to focus on your development needs, prepare for supervision meetings and support your career development.

The Tool is made up of four core competency domains (Figure 1) and relevant areas that are applicable for all Team Leaders. Within each domain and competency area is a list of competence statements that you can use to assess yourself against and plan for your learning and development.

Figure 1: Core competency domains and competency areas for Team Leaders



A copy of The Competence Assessment Tool for Team Leaders is available at www.nipec.hscni.net/teamleader

2.1 How will I benefit from using the Competence Assessment Tool?

The Competence Assessment Tool can help you identify the knowledge, skills and attitudes required for your role. By undertaking a self assessment you can use the results to prepare for supervision meetings and identify areas which you find challenging and need further development in.

The assessment tool can also enable you to focus on areas for career development and where relevant, support your preparation for job interviews. It can also be used in conjunction with other Competencies relevant to your specialist role.

The Competency domains within this tool have been mapped against the core and relevant specific dimensions of the NHS Knowledge and Skills Framework (KSF; DH, 2004). The domains and areas expand on the dimensions covered by KSF and the competence statements provide you with specific competency requirements for Team Leaders. This has been done so that you can use your assessment results to help you provide evidence for your annual KSF development review meetings. You can then agree your learning and development outcomes, with your line manager, which are relevant to your post outline.

Your assessment results and related reflections can be entered into your **online** portfolio, or completed on a hard copy. To create and build your own confidential portfolio online visit <http://www.nipecdf.org/portfolio/>

This will help you to evidence your competence and related learning and development needs and meet other requirements such as PREP, for renewal of your NMC registration.

To complete your assessment and add it to your portfolio, visit www.nipecdf.org/compro

You can use your online portfolio to:

- Keep details about your career journey to date
- Keep information to help prepare for your appraisal or review
- Show what you have learned through your day-to-day experiences
- Store information about your learning activities
- Get help to write a reflection.

2.2 How do I use the Competence Assessment Tool?

The Competence Assessment Tool allows you to build up a picture of how you are performing in your role. It is up to you to decide how much of the Competence Assessment Tool you wish to use. Figure 2 presents an outline of the steps you should work through, to get the most benefit from the Assessment Tool.

Figure 2 Learning and Development Framework

Step 1 Assess

your knowledge, skills and attitudes using the competence assessment tool to find out about your learning and development needs. Compile your evidence to support your assessment.

Step 2 Plan

your learning and development needs from your assessment results, including any 360° feedback and other sources of information. Record and prioritise your overall learning and development needs with your line manager using your KSF personal development plan.

Step 3 Implement

the learning and development activities agreed with your line manager in your KSF personal development plan. This should include a meeting with your line manager to discuss progress.

Step 4 Evaluate

your learning and development in relation to improvements in your knowledge, skills and attitudes with regard to your Team Leader role. Maintain a reflective record of your learning and development in your portfolio, to support your preparation for your supervision sessions or development review meetings.

Adapted from the NIPEC Learning Needs Analysis: Guide for Ward Managers and Team Leaders (NIPEC, 2009)

Step 1 Assess

Assessing yourself

You can assess yourself against as many or all of the competence statements within each domain. Look at the competence statements within each competency domain and area and assess yourself in terms of your learning and development needs using the rating scale:

LD I need a lot of development

SD I need some development

WD I feel I am well developed

NA Is not applicable to my role.

It generally takes about 30 minutes to assess yourself against all the competence statements. This can be completed at separate intervals and the information is saved within your online portfolio on the NIPEC website so that you can save, update and review it at times that are convenient for you. When you have finished you can review the number of LDs, SDs, and WDs in each column.

Best Practice Tips

Before starting your assessment, you may find it helpful to discuss the competence statements with one of your peers. You could also test your self-assessment with your line manager. Be honest with yourself when thinking about your role and your learning and development needs; rate yourself realistically. Or discuss within your supervision arrangements?

Inviting others to assess you

You can, if you wish, approach different people and ask them to assess you. People you may want to approach will include: your peers; your line manager(s); members of your team; colleagues you work with inside or outside your organisation, or perhaps patients/relatives. You may be able to think of others. This is commonly known as a 360° assessment. When you have decided who you would like to assess you, you will need to ask them if they are happy to take part in the process.

Follow the instructions on www.nipecdf.org/compro to enable others to complete your assessment online. Provide your assessor with a photocopy of the assessment tool if they are completing a hard copy. Your assessor should return the completed assessment to you.

Best Practice Tips

Think carefully about who you ask to be your assessor. A colleague, who is also a close friend, may not be the best person to approach. Consider someone you respect and whose opinion you would value and who are aware of how you perform in your role. Think carefully about how you approach patients and relatives if you wish to seek their opinion.

Gathering your results

Once you have completed your self-assessment and where applicable, gathered the results of those who have assessed you, you are ready to look at what your learning and development needs are. If your assessment has been completed on a hard copy, you can collate your assessment results to determine your learning and developments by the number of LDs, SDs and WDs identified.

If you have assessed yourself online at www.nipecdf.org/compro your results will be collated automatically.

Step 2 Plan

Your assessment results will show you the areas in which you are performing well, and the areas that need development. This will help you prioritise your learning and development needs. For example, if a particular domain or competency area has a high number of LDs, then you may wish to prioritise development in this area over the coming months. A domain or competency area with a high number of WDs, is one which is well developed and does not require as much attention.

You may also wish to include, in your assessment, competencies from other frameworks which are relevant to your role. Remember there is no time limit on completing an assessment; however it would be considered reasonable to complete your assessment within 4-6 weeks.

Plan your learning and development

You will find the information from the Competence Assessment Tool useful for your supervision sessions and annual development review meetings. Discuss your development needs and possible learning activities with your supervisor and/or line manager. You may also choose to use your results, as an opportunity, to have further discussion with some of the people who assessed you.

Once you have agreed relevant learning outcomes with your supervisor or line manager, record these in your KSF personal development plan and in your professional portfolio at www.nipecdf.org

For further information and help in choosing appropriate learning and development activities visit the Learning and Development section on NIPEC's main website at www.nipec.hscni.net/teamleader

Best Practice Tips

Try to select no more than 2 or 3 areas for development. This will allow you to be more targeted in relation to the learning activities you undertake.

Step 3 Implement

Complete your learning and development

It is important that you make and take time to undertake your chosen learning and development activities. Keep an up-to-date record of these in your KSF personal development plan and learning and development log at www.nipecdf.org

You should meet with your line manager or supervisor at times agreed to review your progress and to seek any additional help. At the end of this stage you must be able to demonstrate successful achievement of your identified learning outcomes within the timeframe agreed with your line manager.

Best Practice Tips

Remember to record learning and development activities which are part of your everyday work activities or which are problems or new events you come across, as well as courses you attend.

Step 4 Evaluate

It is important to evaluate the learning and development activities you have undertaken in relation to improvements in your knowledge, skills and attitudes and the impact this has on your Team Leader role. You may also wish to consider at this point anything you would have done differently. Remember to keep these reflections in your learning and development log at:

www.nipecdf.org/portfolio/default.asp

These reflections will also support your preparation for your supervision sessions or development review meetings.

3.0 DOMAIN 1: SAFE AND EFFECTIVE PRACTICE

This domain has been mapped against the following KSF dimensions:
Core Dimensions 1, 2, 3, 4, 5 and 6; Specific Dimensions G1, G6, and HWB3.

Competence area 1.1: Professional, ethical and legal

This competence refers to the knowledge, skills and attitudes required to practice in an accountable and responsible manner, using one's own professional judgement and actions and ensuring that they conform to relevant legislation, policies and professional codes of practice. It also refers to the knowledge, skills and attitudes required to assess and develop own continuous professional development (CPD) in line with the role and the skills required to deliver safe and effective care.

Competence area 1.2: Evidence-based practice

This competence refers to the knowledge, skills and attitudes required to develop clinical practice through the effective utilisation and integration of reliable evidence into practice; developing, implementing, monitoring and evaluating evidence-based policies, procedures and practice.

Competence area 1.3: Safeguarding

This competence refers to the knowledge, skills and attitudes required to promote the safeguarding of children and adults which involves assessing, managing and reporting actual and potential risks to health and well-being and ensuring conformance with relevant legislation, policies and procedures.

Competence area 1.4: Multi-professional/Multi-agency working

This competence refers to the knowledge, skills and attitudes required to promote, develop and maintain constructive relationships and ensure effective communication with relevant multi-professional team members and agencies, as required, regarding patient/client care.

DOMAIN 1: SAFE AND EFFECTIVE PRACTICE (continued)

Competence area 1.1: Professional, ethical and legal

Rating Scale: **LD** **I need a lot of development**
 SD **I need some development**
 WD **I feel I am well developed**
 NA **Is not applicable to my role.**

KNOWLEDGE	LD	SD	WD	NA
1. Knowledge of the current NMC Code, standards and guidelines e.g. record keeping and medicines management.				
2. Knowledge of professional accountability relating to own practice and that of team members.				
3. Knowledge of policy developments that have an impact on health and social care provision e.g. disability, equality and diversity.				
4. Knowledge of clinical governance, risk assessment/management and adverse incident reporting arrangements.				
5. Knowledge of relevant legislation and policies relating to areas of practice e.g. vulnerable adults, child protection, disability (physical and hearing) and mental health.				
6. Knowledge of relevant legislation and policies in relation to Data Protection and Information Management.				
7. Knowledge of the process for investigating adverse incidents and near misses and the application of the learning outcomes to practice.				
8. Knowledge of the Trust's compliments and complaints procedure and process.				

SKILLS	LD	SD	WD	NA
1. Manages information, reports and records in line with professional guidelines and the Trust's clinical governance framework.				
2. Ensures adverse incidents are dealt with in a timely and appropriate manner within a culture of learning.				
3. Demonstrates responsibility for own continuous professional development.				
4. Ability to use computers and be competent in word processing, e-mail and in navigating the internet.				
5. Ability to reflect on own practice and adapt if necessary.				

6. Contributes to the development of professional and/or multi-professional practice.				
7. Appropriately challenges health and social care practice which could compromise the safety, privacy or dignity of patients.				
8. Contributes to the development, implementation and monitoring of Trust and Regional policies and strategies, where appropriate.				
9. Ensures the safe management, storage and transfer of records and personal information.				
10. Represents the organisation's perspective, policies and position with external agencies, where appropriate.				
11. Ensures appropriate systems are developed and operational to facilitate dissemination of information up, down and across the organisation.				

ATTITUDES	LD	SD	WD	NA
1. Shows respect for ethical principles and professional accountability and responsibility, with regard to safe and effective care.				
2. Values the importance of continued professional development in line with role and skills required to deliver safe and effective care.				

DOMAIN 1: SAFE AND EFFECTIVE PRACTICE (continued)

Competence area 1.2: Evidence based practice

Rating Scale:

LD I need a lot of development

SD I need some development

WD I feel I am well developed

NA Is not applicable to my role.

KNOWLEDGE	LD	SD	WD	NA
1. Knowledge of relevant national/local policies, procedures and protocols including RQIA standards, NICE and GAIN guidelines.				
2. Knowledge of how to access and critically appraise current evidence from a variety of sources.				
3. Knowledge of how to lead and promote practice development in collaboration with the team and others.				
4. Understanding of service development processes and evidence based practice, e.g. data collection, audit, patient/client involvement and research.				
5. Knowledge of principles and processes of reflective practice in relation to self and peer review.				
6. Knowledge of research methods and their application to practice.				
7. Knowledge of how to critically evaluate the service on an ongoing basis, and contribute to evidence-based practice.				
8. Knowledge of local, regional and National Health Service trends, tapping into research sources.				

SKILLS	LD	SD	WD	NA
1. Develops and promotes a culture of research and evidence based practice to enhance person-centred care.				
2. Ability to access and use current information systems to support evidence based practice.				
3. Enables and supports team members to source and use evidence and evaluate improvements in practice.				
4. Promotes and develops clinically effective practice by developing, implementing, monitoring and evaluating evidence based policies and procedures.				
5. Networks with peers across professional groups within the organisation promoting the exchange of knowledge, skills and resources.				
6. Ability to embrace change and encourage staff to recognise and respond to potential concerns within the team.				

7. Actively seeks support, advice and opinions from various sources involving relevant stakeholders that may be affected by the implementation of change.				
8. Systematically captures and disseminates learning and best practice.				
9. Actively carries out audits and assessments within the team to highlight changes required or to support good practice in place already.				

ATTITUDES	LD	SD	WD	NA
1. Is committed to improving safe and effective care.				
2. Shows respect for patients/clients, carers and staff.				
3. Values the importance of research and development to ensure best practice.				

DOMAIN 1: SAFE AND EFFECTIVE PRACTICE (continued)

Competence area 1.3: Safeguarding

Rating Scale:

LD I need a lot of development

SD I need some development

WD I feel I am well developed

NA Is not applicable to my role.

KNOWLEDGE	LD	SD	WD	NA
1. Knowledge of legislation, local and national policies relating to the safeguarding of children and adults.				
2. Knowledge of the roles and responsibilities of you and your team in relation to the safeguarding of children and adults.				
3. Knowledge of how to access safeguarding processes where appropriate.				
4. Knowledge of Trust and DHSSPS returns on information collection and analysis in relation to safeguarding.				
5. Knowledge of local and regional referral guidance and mechanisms and systems for these referrals when enquiring about safeguarding issues (e.g. UNOCINI and MARAC).				
6. Knowledge of regional and Trust operational and professional accountability lines in relation to protection and safeguarding.				
7. Knowledge of recognising safeguarding issues that constitutes early alerts and serious adverse incidents.				
8. Knowledge of training needs for all staff in the team and the individual levels required.				
9. Knowledge of safeguarding supervision practices and documentation.				

SKILLS	LD	SD	WD	NA
1. Promotes adherence with relevant legislation, policies and procedures for safeguarding children and adults.				
2. Assists staff to identify vulnerability factors in relation to safeguarding for all patients/clients.				
3. Ensures appropriate care is provided for those individuals/families where safeguarding concerns have been identified.				
4. Supervises and supports staff involved in safeguarding situations.				
5. Ensures the team has access to learning and development opportunities and relevant safeguarding policies and				

procedures and are working in compliance with same.				
6. Demonstrates effective communication with patients/clients, the team and other relevant professionals and agencies in relation to safeguarding.				
7. Ability to escalate professional safeguarding concerns.				
8. Manages and reports risks in relation to safeguarding concerns taking action as appropriate.				
9. Demonstrates safe and effective documentation and record keeping in line with Trust policies and procedures.				

ATTITUDES	LD	SD	WD	NA
1. Is committed to optimising safe and effective practice for children and adults.				
2. Is committed to developing new and innovative ways to ensure safe and effective care within the community setting.				
3. Shows respect for patients/clients, carers and staff.				

DOMAIN 1: SAFE AND EFFECTIVE PRACTICE (continued)

Competence area 1.4: Multi-professional/Multi-agency working

Rating Scale:

LD I need a lot of development

SD I need some development

WD I feel I am well developed

NA Is not applicable to my role.

KNOWLEDGE	LD	SD	WD	NA
1. Knowledge of how multi-professional and multi-agency working can contribute to the delivery of safe and effective care.				
2. Awareness of the specific roles and responsibilities of each team member.				
3. Knowledge of how to escalate concerns identified in relation to any member of the multi-professional and/or multi-agency team.				
4. Understanding of how to challenge multi-professional and/or multi-agency team members in an assertive manner.				
5. Knowledge of appropriate documentation required with relevance to multi-professional/multi-agency working.				
6. Knowledge of how to effectively challenge multi-professional and/or multi-agency staff members as necessary to ensure safe and effective patient/client care.				
7. Knowledge of how to collaborate effectively with other members of the multi-professional team.				

SKILLS	LD	SD	WD	NA
1. Promotes and supports effective teamwork within a multi-professional/multi-agency environment.				
2. Recognises and optimises the contribution of all team members to the patient/client experience.				
3. Facilitates effective communication within the multi-professional team regarding patient/client care.				
4. Works in partnership with a range of clinicians and managers to enhance the patient/client experience.				
5. Ability to communicate effectively to articulate and work towards shared goals and work innovatively across professional and organisational boundaries.				
6. Engages in learning and development opportunities with other professionals/agencies, where relevant, to enhance				

safe and effective care.				
7. Demonstrates effective interpersonal skills associated with management and leadership influence; communication; leadership; collaboration and cooperation.				

ATTITUDES	LD	SD	WD	NA
1. Is committed to multi professional/multi agency working.				
2. Shows equal respect for multi-professional/multi-agency colleagues.				

4.0 DOMAIN 2: ENHANCING THE PATIENT EXPERIENCE

This domain has been mapped against the following KSF dimensions:
Core Dimensions 1, 2, 3, 4, 5 and 6; Specific Dimensions HWB1, HWB2, HWB3
HWB4, HWB5, G1 and G5.

Competence area 2.1: Person-centred care

This competence refers to the knowledge, skills and attitudes required to develop care, services and practices in a way that demonstrates the promotion of person-centred care through respected and accountable leadership and where appropriate, supports patients/clients to be partners in their care.

Competence area 2.2: Coordination of the patient journey

This competence refers to the knowledge, skills and attitudes required to enable effective management of the patient's/client's episode of care to ensure a smooth transition to other settings to achieve safe discharge by effective planning, communication and co-ordination involving multi-disciplinary or multi-agency teams as required.

Competence area 2.3: Patient/client involvement

This competence refers to the knowledge, skills and attitudes required to actively recognise and act upon opportunities to involve patients/clients in service development and improvement measures.

DOMAIN 2: ENHANCING THE PATIENT EXPERIENCE

Competence area 2.1: Person-centred care

Rating Scale:

LD I need a lot of development

SD I need some development

WD I feel I am well developed

NA Is not applicable to my role.

KNOWLEDGE	LD	SD	WD	NA
1. Knowledge of the principles underpinning person-centred care e.g. respect, autonomy, shared decision making and therapeutic relationships.				
2. Understanding and valuing of cultural preferences, health beliefs and behaviours.				
3. Understanding of both local and national equality and diversity legislation and policies.				
4. Knowledge of a range of methods for engaging with and responding to patients/clients to ensure they have a positive experience within the community services setting.				
5. Awareness of how to source relevant patient/client information, including formats that address language, disabilities and cultural beliefs.				
6. Understanding of advanced interpersonal strategies required for dealing with complex cases.				
7. Knowledge of how to adapt your style of communication to the needs and abilities of individuals.				
8. Knowledge of Trust patient and public involvement strategies and how to utilise these for the benefit of patients/clients.				

SKILLS	LD	SD	WD	NA
1. Promotes and ensures a culture of person-centred care, taking account of equality and diversity issues, providing patients/clients with opportunities to be partners in their care.				
2. Identifies opportunities to develop services by ensuring that there are effective systems and processes in place to ascertain patient/client experience feedback through patient and public involvement strategies.				
3. Ensures patient/client compliments and complaints are managed in line with organisational policy, including the dissemination of learning points.				
4. Develops practices which promote choice, wellbeing and protection of all individuals.				

5. Communicates effectively with the team to ensure that patients'/clients' choices are recognised and addressed appropriately.				
6. Demonstrates advanced communication skills to develop and enhance therapeutic relationships.				
7. Demonstrates and promotes a valuing of patient/client cultural and spiritual preferences and behaviors that affect the patient/client experience.				

ATTITUDES	LD	SD	WD	NA
1. Shows commitment to promoting the empowerment of patients/clients.				
2. Shows respect for individual patient/client values, spiritual and cultural beliefs.				
3. Upholds an ethos of person-centred care.				

DOMAIN 2: ENHANCING THE PATIENT EXPERIENCE

Competence area 2.2: Coordination of the patient journey

Rating Scale:

LD I need a lot of development

SD I need some development

WD I feel I am well developed

NA Is not applicable to my role.

KNOWLEDGE	LD	SD	WD	NA
1. Knowledge of the care pathway and associated processes required to optimise the patient/client journey through the healthcare system at a pace appropriate to each individual's needs.				
2. Awareness of the wider health and social care structure and how to access relevant services to ensure the patient/client journey is coordinated in a timely, effective manner.				
3. Knowledge of appropriate patient/client referral pathways and mechanisms within and across relevant organisations and agencies.				
4. Knowledge of eligibility criteria for relevant services and equipment for patient/clients.				
5. Knowledge of how to measure and address unmet needs which will have an impact on the patient/client and the service.				

SKILLS	LD	SD	WD	NA
1. Ensures that the patient/client is central to the assessment and care planning process in partnership with relevant multi-professional/multi-agency staff.				
2. Ensures continuity of care including timely access to relevant services.				
3. Assists in the coordination of the patient journey to ensure a timely and effective manner.				
4. Works collaboratively with other health and social care professionals and relevant agencies as appropriate.				
5. Ensures the involvement of patient/client/carers in the assessment and planning of care.				
6. Supports staff to plan, communicate and coordinate the patient/client journey.				
7. Ensures accurate completion of appropriate patient/client referral documentation by all members of the team.				

8. Investigates and addresses any areas identified for improvement in relation to the patient/client journey.				
9. Prioritises and uses resources effectively.				

ATTITUDES	LD	SD	WD	NA
1. Is committed to ensuring that the patient/client is central to the assessment and care planning process.				
2. Is committed to involving all who can contribute positively during the patient/ client journey.				
3. Shows confidence in investigating unmet needs in aspects of service provision.				

DOMAIN 2: ENHANCING THE PATIENT EXPERIENCE

Competence area 2.3: Patient/client involvement

Rating Scale:

LD I need a lot of development

SD I need some development

WD I feel I am well developed

NA Is not applicable to my role.

KNOWLEDGE	LD	SD	WD	NA
1. Knowledge of legislation pertaining to patient/client involvement e.g. data protection, complaints, cultural diversity and equality.				
2. Knowledge of the methods and channels that can be utilised to engage with patient/clients/carers to involve them in care processes.				
3. Awareness of the ethical issues relating to patient/client/carer involvement.				
4. Awareness of available materials that can be utilised to impart patient/client information, which reflect the individual's preferences and learning style, making use of Interpreter services if appropriate.				

SKILLS	LD	SD	WD	NA
1. Recognises and acts on opportunities to involve patients/clients/carers in service development and improvement measures.				
2. Ensures staff communicate in a way that is appropriate and meaningful to the patient/client in a format that they can understand.				
3. Translates complex healthcare information and terminology into a format that the patient/client can understand.				
4. Responds positively and objectively to criticism from patients/clients without personalising or internalising comments.				
5. Demonstrates an ability to reflect on how individual and team practice impacts on patients/clients, families and carers.				
6. Ensures patient/client compliments and complaints are managed in line with organisational policy, including the investigation and dissemination of learning points.				
7. Utilises opportunities to represent the patient/client perspective in discussions at team, senior management and other relevant levels.				

ATTITUDES	LD	SD	WD	NA
1. Shows genuine respect for the views of patients/clients/ carers.				
2. Shows awareness of one's own value base.				

5.0 DOMAIN 3: LEADERSHIP AND MANAGEMENT

This domain has been mapped against the following KSF dimensions:
Core Dimensions C1, C2, C3, C4, C5 and C6; Specific Dimensions G1 and G6.

Competence area 3.1: Role model

This competence refers to the knowledge, skills and attitudes required to act as a role model, creating a culture which supports and empowers staff to contribute to the delivery of safe and effective care, person-centred care.

Competence area 3.2: Develop team performance

This competence refers to the knowledge, skills and attitudes required to create a positive learning environment, ensure effective learning opportunities for all staff and students and support the career pathway of individual team members.

Competence area 3.3: Manage the service delivery setting

This competence refers to the knowledge, skills and attitudes required to implement effective approaches to workload measurement and planning and to support staff with opportunities to develop their skills in this area.

Competence area 3.4: Effective use of resources

This competence refers to the knowledge, skills and attitudes required to deliver a safe and effective care service within allocated resources, ensuring those resources are used to maximum effect.

DOMAIN 3: LEADERSHIP AND MANAGEMENT

Competence area 3.1: Role model

Rating Scale:

LD I need a lot of development

SD I need some development

WD I feel I am well developed

NA Is not applicable to my role.

KNOWLEDGE	LD	SD	WD	NA
1. Knowledge of leadership, facilitation and management styles to communicate, motivate and mobilise people towards shared goals.				
2. Understanding of how to consult, involve, influence and lead the team and others, recognising personal impact on situations and people.				
3. Knowledge of the management of change principles and processes.				
4. Knowledge of the broader influences and relevant power bases, internal and external to the organisation.				
5. Knowledge of the principles and processes of facilitating learning in practice, including mentoring and coaching.				
6. Knowledge of advanced interpersonal skills.				
7. Knowledge of mechanisms available to manage self, including work life balance, whilst meeting the demands of the role.				

SKILLS	LD	SD	WD	NA
1. Ability to lead the delivery of a safe service, influencing and facilitating change within the community/service and where appropriate, the organisation.				
2. Acts as a role model, creating a culture which supports and empowers staff to contribute to the delivery of safe and effective person-centred care.				
3. Ability to co-ordinate team interventions, influencing clinical decisions and monitoring the quality of patient/client care.				
4. Demonstrates effective interpersonal skills.				
5. Demonstrates an appropriate level of support through clear visibility and/or accessibility to the team and others.				
6. Fosters a culture of enquiry that is supportive and facilitative, encouraging creativity and innovation.				

7. Uses critical analysis skills to identify, interpret, and address problems proactively.				
8. Acts as a facilitator and manager of change, influencing others as necessary.				
9. Enables and empowers others to develop leadership and management skills and qualities.				
10. Enables others to develop and apply their knowledge, evidence base and skills relevant to their area of practice/expertise.				
11. Ability to lead teams across professional boundaries and organisations, if required.				
12. Ability to challenge appropriately to ensure patient/client focused, person centred care.				
13. Demonstrates self-awareness; self-regulation; self-motivation, self management and social competence.				

ATTITUDES	LD	SD	WD	NA
1. Shows a willingness to develop the knowledge and skills of self and others.				
2. Shows willingness to provide effective leadership to support the work of nurses, midwives and/or other health care professionals.				
3. Shows a belief that the role of the Team Leader is pivotal in influencing the quality of the care setting.				

DOMAIN 3: LEADERSHIP AND MANAGEMENT

Competence area 3.2: Develop team performance

Rating Scale:

LD I need a lot of development

SD I need some development

WD I feel I am well developed

NA Is not applicable to my role.

KNOWLEDGE	LD	SD	WD	NA
1. Knowledge of current NMC standards and the Trust's systems and processes to support learning and assessment in practice.				
2. Knowledge of NHS KSF development review and personal development planning processes.				
3. Knowledge of education, learning and development opportunities and resources available to support team and individual practice and performance.				
4. Knowledge of how to consult with, involve and influence a team.				
5. Knowledge of clinical supervision including the roles and responsibilities of a supervisor and supervisee.				
6. Knowledge of models of performance management approaches and techniques.				
7. Knowledge of conflict resolution and mediation strategies.				
8. Knowledge of work life balance policies.				

SKILLS	LD	SD	WD	NA
1. Communicates the team's vision by agreeing values, goals and objectives that relate to the organisation's objectives and which motivates staff to strive for that vision.				
2. Demonstrates availability to staff should they require advice and/or support.				
3. Effectively communicates and actively engages with the team through meetings, reports, supervision and personal development review meetings.				
4. Supports the learning and development of multi-professional staff including students, by creating an environment that supports effective learning and development opportunities.				
5. Manages the team effectively, to comply with relevant organisational policies, legislation and Professional Regulations.				

6. Ensures an appropriate skill mix which affords opportunities for staff development, in a supportive and trusting environment.				
7. Engages team members in application of the audit cycle to develop the clinical learning environment.				
8. Actively promotes and supports reflective practice, formal and/or informal.				
9. Demonstrates the ability to manage conflict, disputes and difficult situations.				
10. Ability to delegate in a supportive, appropriate and effective manner.				
11. Ability to develop decision making skills within the team.				
12. Proactively engages in team building to enhance performance, satisfaction and quality of care.				
13. Provides and evaluates supervision to relevant health and social care professionals in response to identified needs.				
14. Recognises and responds to the effects of stressors and workload pressures on staff using Trust support services as appropriate.				
15. Provides a robust system of induction and support for new staff and those undertaking a period of preceptorship.				
16. Ability to raise concerns appropriately when resources/workload issues negatively impact on team performance.				

ATTITUDES	LD	SD	WD	NA
1. Displays an attitude of inclusion which respects and values all team members and raises staff morale.				
2. Is committed to team development and helping team members reach their full potential.				
3. Is receptive to change and accepts questioning as a positive aspect of team leadership.				

DOMAIN 3: LEADERSHIP AND MANAGEMENT

Competence area 3.3: Manage the service delivery setting

Rating Scale:

LD I need a lot of development

SD I need some development

WD I feel I am well developed

NA Is not applicable to my role.

KNOWLEDGE	LD	SD	WD	NA
1. Knowledge of the factors which impact on effective staff rostering and skill mix when planning, allocating, managing and leading the team.				
2. Understanding of the level of control and responsibility the Team Leader has for the wider team.				
3. Understanding of the factors which may impact on service delivery including management directives, budgetary constraints, changes or developments in care practice or requirements.				
4. Understanding of procurement processes e.g. selection of clinical products/equipment.				
5. Knowledge of the factors that influence the team members' workload and approaches to workload management within the service area.				
6. Knowledge of the factors which impact upon service improvement and an understanding of how to address these within organisations.				
7. Knowledge of techniques to support effective problem solving.				
8. Knowledge of local and regional risk assessment tools for COSSH, Manual Handling and task orientated skills.				

SKILLS	LD	SD	WD	NA
1. Displays organisational skills necessary to manage the day to day running of the service in a flexible and efficient manner.				
2. Ability to articulate concerns regarding service delivery in an effective manner within the organisation.				
3. Demonstrates the use of relevant and current information and communication technology to include email and internet and data bases.				
4. Ensures that systems and processes are in place to deal with emergencies and unforeseen events and that staff are aware of these and are competent to deal with them if necessary.				

5. Ability to roster effectively and creates opportunities for team members to be involved.				
6. Avails of opportunities to allow team members to become involved in managing the practice setting.				
7. Ability to prioritise conflicting demands in the team/service area.				
8. Encourages staff to take ownership of their service and assists them in resolving conflicts at a local level.				
9. Delegates appropriate responsibility and authority to ensure the delivery of a safe and effective service.				
10. Interprets and reports relevant workload data to guide effective decision-making and supports staff with opportunities to develop their skills in this area.				
11. Compiles reports, business cases and data collection as appropriate.				

ATTITUDES	LD	SD	WD	NA
1. Shows willingness to ensure compliance by self and others with relevant professional regulations and organisational policies.				
2. Shows willingness to promote autonomy and development of the team and individual practitioners.				
3. Displays an attitude of enthusiasm to inspire, guide and support team synergy in pursuing collective goals.				

DOMAIN 3: LEADERSHIP AND MANAGEMENT

Competence area 3.4: Effective use of resources

Rating Scale:

LD I need a lot of development

SD I need some development

WD I feel I am well developed

NA Is not applicable to my role.

KNOWLEDGE	LD	SD	WD	NA
1. Knowledge of how budgets are set and managed.				
2. Knowledge of how to identify priorities in accordance with the Trusts' strategic directions and funding streams.				
3. Knowledge of how to monitor budgetary performance, develop and implement action plans, organise the necessary resources and monitor outcomes.				
4. Knowledge of financial policies and procedures, particularly Standing Financial Instructions, Authorisation Frameworks, Procurement Legislation and associated processes, and Prompt Payment Code.				
5. Knowledge of sound financial governance and probity procedures, particularly concerning patient/client monies and property, charitable donations and expenditure from charitable funds.				
6. Knowledge of internal financial controls and fraud awareness principles e.g. verification of authenticity / accuracy of the staff-in-post records.				
7. Knowledge of systems and processes for effectively managing stock and safeguarding fixed assets e.g. audits/stock catalogues, limited funding etc.				

SKILLS	LD	SD	WD	NA
1. Contributes to budget management to ensure services are managed in accordance with yearly financial instructions.				
2. Demonstrates competence in monitoring and managing the service area budget.				
3. Demonstrates sound judgment in assessing and rationalising conflicting priorities and needs.				
4. Identifies, organises and effectively manages the financial and human resources needed to achieve desired results.				
5. Readily adjusts plans and priorities to respond to changing circumstances.				

6. Relies on goal setting and performance measurement to monitor and enhance staff performance.				
7. Promotes the principles of good governance and protects the organisation from financial risk.				
8. Displays managerial and organisational skills to ensure that products required for patient/client care/treatment are procured in a timely fashion and demonstrate value for money.				
9. Ability to raise issues associated with inadequate resources in the interest of patient/client care.				
10. Shares the information on the constraints and also the achievements of the team in a manner that enables them to understand the need for controls by the Team Leader and the service.				

ATTITUDES	LD	SD	WD	NA
1. Shows a commitment towards effectively managing resources and achieving statutory financial targets.				
2. Demonstrates an attitude of respect when challenging the allocation of resources.				

6.0 DOMAIN 4: DELIVERY OF ORGANISATIONAL OBJECTIVES

This domain has been mapped against the following KSF dimensions:
Core Dimensions C1, C2, C3, C4, C5 and C6; Specific Dimensions G1 and G6.

Competence area 4.1: Continuous quality and improvement

This competence refers to the knowledge, skills and attitudes required to practice in a way that develops a culture of improved quality among team members by ensuring continuous review and development of practice through the use of audit, supervision, personal reflection and seeking patient/client feedback and to encourage such practice by team members through effective leadership.

Competence area 4.2: Service improvement, development and modernisation

This competence refers to the knowledge, skills and attitudes required to work in collaboration with relevant stakeholders to ensure that staff make a valuable contribution to the planning or development of their own service, whilst promoting the involvement of patients/clients.

Competence area 4.3: Staff Management

This competence refers to the knowledge, skills and attitudes required to motivate, inspire and support individuals as necessary using the relevant organisational policies and procedures.

DOMAIN 4: DELIVERY OF ORGANISATIONAL OBJECTIVES

Competence area 4.1: Continuous quality improvement

Rating Scale:

LD I need a lot of development

SD I need some development

WD I feel I am well developed

NA Is not applicable to my role.

KNOWLEDGE	LD	SD	WD	NA
1. Knowledge of how to use relevant quality indicators to measure, monitor and evaluate practice.				
2. Awareness of how to use practice improvement methodologies including PDSA (plan, do, study, act) cycles.				
3. Knowledge of development of practice principles, processes, methods and tools.				
4. Knowledge of how to access and use relevant information systems.				
5. Awareness of how to effectively participate in relevant forums and professional groups to create and sustain partnership working.				

SKILLS	LD	SD	WD	NA
1. Fosters a culture of continuous quality improvement through the use of audit, supervision, personal reflection and patient/client feedback on practice to meet organisational and DHSSPS priorities.				
2. Displays organisational skills in capturing information pertaining to quality measures within the service area.				
3. Ability to critically analyse the information captured and instigate any measures necessary to address quality concerns if indicated.				
4. Identifies the need for change, leads innovation and manages changes in practice and/or the service area using up to date information and communication technologies.				
5. Systematically captures and disseminates learning and best practice at all levels of the service.				
6. Works in collaboration with relevant stakeholders in the planning and/or development of own service promoting the involvement of patients/clients and carers.				
7. Applies critical thinking and analytical skills incorporating critical reflection to the service.				

ATTITUDES	LD	SD	WD	NA
1. Shows willingness to promote, develop and maintain continuous quality improvement.				
2. Shows willingness to participate in innovations in health and social care.				

DOMAIN 4: DELIVERY OF ORGANISATIONAL OBJECTIVES

Competence area 4.2: Service improvement, development and modernisation

Rating Scale: **LD** **I need a lot of development**
 SD **I need some development**
 WD **I feel I am well developed**
 NA **Is not applicable to my role.**

KNOWLEDGE	LD	SD	WD	NA
1. Knowledge and application of DHSSPS and Trust objectives and local delivery plans.				
2. Knowledge of patient/client focus and strategies for public involvement within service improvement activities.				
3. Knowledge of techniques to support effective problem solving.				
4. Knowledge of how to evaluate service developments and delivery.				
5. Understands the broader influences and the relevant power bases within the organisation and the wider community.				
6. Knowledge of how to gather, interpret and articulate evidence which can be used to inform/underpin service improvement.				

SKILLS	LD	SD	WD	NA
1. Reviews and evaluates the local implementation of policy initiatives, identifying areas for change.				
2. Reviews systems/processes/practices to ascertain if there are more efficient ways of working to enhance patient/client care/service delivery.				
3. Ability to interpret and apply policy directives to own area of work and professional development, identifying areas for change, monitoring, supporting and guiding others in relation to service issues.				
4. Represents the service perspective in discussions at all levels of the organisation as and when required.				
5. Develops and effectively communicates a vision for service improvement and development.				
6. Works in partnership with relevant stakeholders in the development of service plans.				
7. Demonstrates political astuteness.				

8. Contributes to the collation of data and information to support service improvements.				
9. Collaborates with the appropriate people/organisations to ensure the success of service improvements.				
10. Creates and effectively communicates a vision for service development.				
11. Promotes a culture of continuous service improvement amongst staff, enhancing the patient/client experience.				
12. Fosters a culture of enquiry that is supportive and facilitative, encouraging creativity and innovation.				
13. Networks with peers across professional groups promoting the exchange of knowledge, skills and resources.				
14. Develops a proactive and positive working relationship with partnership organisations and staff associations around change issues.				
15. Initiates, leads and manages practice and/or service development initiatives taking account of relevant research, clinical guidelines and policy.				
16. Participates in debriefing and discussion on service improvements at all levels of the service.				

ATTITUDES	LD	SD	WD	NA
1. Shows motivation and commitment to the development and improvement of the service area.				
2. Has a questioning attitude to practice and is receptive to change.				
3. Shows respect for patients/clients, carers and staff.				

DOMAIN 4: DELIVERY OF ORGANISATIONAL OBJECTIVES

Competence area 4.3: Staff Management

Rating Scale:

LD I need a lot of development

SD I need some development

WD I feel I am well developed

NA Is not applicable to my role.

KNOWLEDGE	LD	SD	WD	NA
1. Knowledge of the factors that have a positive and negative impact on the behavior and performance of individuals and the team.				
2. Understanding of Human Resource recruitment/employment policies and procedures and their application.				
3. Understanding of organisational policies and procedures and their application in relation to staff management e.g. annual leave, absence management, recruitment and selection.				
4. Knowledge of various Trust directorates and their involvement with the service.				

SKILLS	LD	SD	WD	NA
1. Ability to effectively manage the performance and behavior of staff using relevant organisational policies and procedures.				
2. Ability to monitor and manage the effects of planned and unplanned leave or vacancies e.g. annual leave, study leave and staff absence.				
3. Ensures that there is an appropriate skill mix and staffing levels for the service area and/or team.				
4. Recognises stressors including workload pressures which may impact on individual and team members and takes appropriate action in accordance with the organisational policy.				
5. Motivates, inspires and supports individuals and the team to strive to deliver a safe and effective service working within allocated resources.				
6. Liaises with relevant Trust managers on all professional and workforce issues.				
7. Participates in the recruitment and selection of team members.				
8. Supports and enhances autonomous working within the team.				

ATTITUDES	LD	SD	WD	NA
1. Shows willingness to provide effective leadership to support the service area workforce.				
2. Shows commitment to the ideal of a person-centred quality service, provided by competent caring practitioners.				
3. Shows a commitment to treating all staff on an equal basis with respect and courtesy.				



For further Information, please contact

NIPEC

Centre House
79 Chichester Street
BELFAST, BT1 4JE
Tel: 028 9023 8152
Fax: 028 9033 3298

This document can be downloaded from the NIPEC website
www.nipec.hscni.net

JUNE 2012

