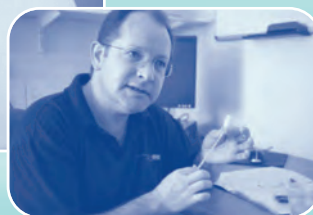


## Integrated core career and competence framework for registered nurses





Royal College  
of Nursing

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**Linda McBride** – Learning and Development Facilitator, Representing & Influencing Team, Royal College of Nursing.

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# Integrated core career and competence framework for registered nurses

Approved by the RCN Accreditation Unit from June 2009 to June 2012

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# Foreword

The RCN *Integrated core career and competence framework* for senior nurses working at bands five to eight makes the contribution of nursing to health care across the career framework explicit. It applies to the National Health Service (NHS) and the independent sector.

Work is now underway to develop a set of core competences for health care assistants at bands two to four. We are also looking at the pathways emerging from Modernising Nursing Careers that relate to post-registration frameworks.

The framework brings together the core and specific dimensions of the Knowledge and Skills Framework (KSF) that are relevant to nursing. It positions nursing practice at its heart (Appendix 1), and links to the other generic functions necessary to ensure safe and effective quality care and services:

- quality, improvement and innovation
- learning and development
- knowledge and information
- managing care and services.

This framework provides the basis for other specialist competences that have been developed by RCN membership groups working in collaboration with patients, users and other colleagues. It is based on many years of mapping against different policy agendas and other key influences, and developed in close collaboration with Skills for Health.

The framework will help nurses and health care assistants guide their own development as well as capture evidence that will:

- support the development of KSF profiles
- demonstrate the readiness for career progression
- support ongoing registration with the Nursing and Midwifery Council (NMC).

The RCN's e-portfolio, which is available through the Learning Zone (LZ), enables RCN members to capture evidence and download it. The new LZ platform and e-portfolio is designed to link seamlessly.

We anticipate that this competence framework will evolve as nursing continues to lead developments in patient care in a constantly changing health and social care context.

## **Kim Manley**

RCN Learning and Development Manager: Resources for Learning and Improving

# Introduction

Competence can be defined as: “The state of having the knowledge, judgement, skills, energy, experience and motivation required to respond adequately to the demands of one’s professional responsibilities” (Roach, 1992).

## Context

The constantly evolving health care agenda and the need for greater flexibility in nursing roles have been discussed in *Modernising nursing careers: setting the direction* (DH, 2006). Modernising nursing careers proposes the development of careers for nurses built around patient pathways. These career paths will be based on competence to create greater flexibility and transferability across traditional organisational and career boundaries.

Other factors have highlighted the need for nurses, along with other health care workers and professionals, to continue to maintain and develop their competence. These include the requirement to maintain a personal professional portfolio to meet the NMC’s *Post-registration education and practice (PREP) standards* (NMC, 2006), the implementation of the *NHS knowledge and skills framework* (DH, 2004) and latterly the review of the regulation of non-medical health care professions (DH, 2007).

The competences developed by the RCN are designed to support the development of registered nurses and to enable them to gain recognition for their knowledge, skills and competence in their daily roles. They reflect all the domains in which registered nurses may be required to practice. The competences apply to all registered nurses regardless of area of employment.

Presented as KSF outlines, the competences include indicators of the required level of knowledge and skills and suggestions of how nurses would apply the identified level of knowledge and skills in their day to day practice. To aid specific development, the reader is directed to National Occupational Standards/National Workforce Competences (NOS/NWC). These NOS/NWCs can be used to develop individuals, colleagues and teams.

## National Occupational Standards and National Workforce Competences

NOS and NWCs are statements of competence required to perform specific functions of health care. These functions include aspects of health care such as assessing individuals for specific procedures, obtaining physiological measurements, communicating with individuals, teams and services.

NOS and NWCs used in health care are developed by expert practitioners who identify the requirements in terms of knowledge, understanding and performance required for competent practice in their particular field. The competences focus purely on the function of health care required and do not identify the specific role or professional who will perform the function. The decision about who undertakes specific health care functions is made at local and organisational level. The key focus is the application of consistent standards of competence.

NOS and NWCs apply to the NHS across the UK and to independent and voluntary health care. NOS and NWCs developed for the health care sector are owned by Skills for Health.

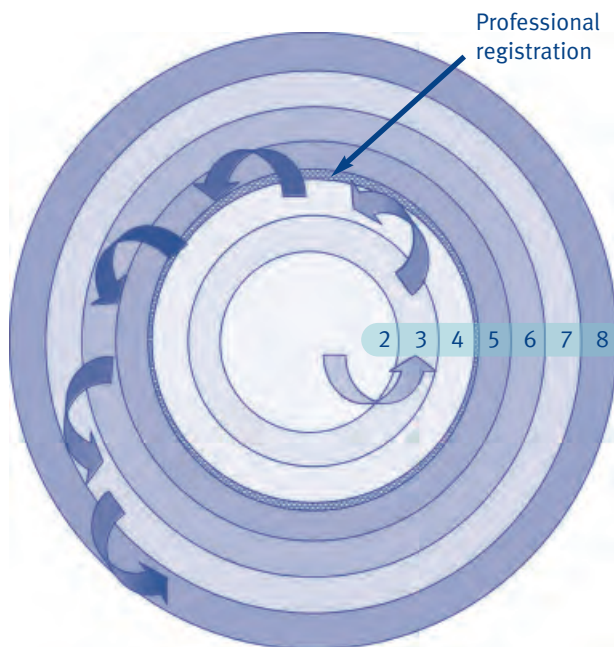
## Skills for Health

Skills for Health is one of 25 sector skills councils covering the UK workforce. Sector skills councils were set up by the Department for Innovation, Universities and Skills (formerly the Department for Education and Skills) to work with stakeholders to develop the resources and tools to support the development of the workforce within their sector. Skills for Health tools and resources are available from their website [www.skillsforhealth.org.uk](http://www.skillsforhealth.org.uk).

## 1

## RCN Core career and competence framework

The RCN *Core career and competence framework*, originally based on the work of Benner (1984) and *Making a difference...* (DH, 1999), has been developed to reflect the level descriptors of the *Career framework for health* (Skills for Health, 2006). It is designed to support the development of a senior nurse by identifying the extent of knowledge and skill required for that level of practitioner. The framework recognises that to deliver effective nursing care, practitioners must be competent to fulfil the functions of health care. In addition, it is essential that nurses expand their area of competence to enhance care by developing the breadth and depth of their knowledge, and their skill and expertise.



**Figure 1:** Development of increasing depth and breadth of knowledge, skill and expertise (Hale, 2008).

© Reproduced with kind permission of *Practice Nursing*, appeared in *Practice Nursing*, 2008, vol. 19 (4), pp. 202-204.

### Levels of practitioner

This document refers to registered nurses working at practitioner (competent nurse), senior practitioner/specialist practitioner (experienced/proficient nurse), advanced practitioner (expert nurse) and consultant nurse levels. These roles have been mapped to the descriptors defined by *Skills for health* (DH, 2006) using the *Career framework for health* as a guide. This framework reflects the extent of knowledge and skills needed to function at the defined level. It also describes the regulatory and supervisory framework within which they work and the European Qualification framework for lifelong learning. The *Core career and competence framework* is still being refined, and the descriptors are a useful tool to clarify the levels of nurses referred to (see Appendix 1).

### Levels of practice and agenda for change pay banding

The levels of practice used here differ from agenda for change bandings. This is because they take into account other factors that influence a job's pay band and the job evaluation weighting. They include freedom to act, the unpleasantness of the individual's work surroundings and financial management. Therefore, although there are similarities there is no direct link.

The role of matron is a good example to illustrate this. A matron has a wide responsibility over a number of clinical areas, but would not necessarily maintain a level of clinical expertise in every aspect of specialist practice within the area of managerial responsibility. The agenda for change banding would reflect aspects of the role that relate to the wide-ranging responsibilities of the job. However, this competence framework may place the role lower than that of an advanced practitioner (expert nurse).

## 2

## How to use the framework

The framework is divided into the topics covered by the NHS KSF (DH, 2004) dimensions. They apply to all nurses regardless of their employment arrangements.

### As an individual practitioner

Nurses working outside the NHS should use the descriptors to decide which level of practitioner applies to their job. They can then identify the dimensions that fit the main aspects of their role. The KSF outline summary sheets can also help them to identify the most appropriate dimensions and related levels of practice.

The KSF outline summaries can also be used by NHS nurses to identify the corresponding dimensions and levels of the framework that apply to them. In some instances the levels in the framework may vary, and nurses may have competences from more than one level of practice depending on locally agreed needs.

The first six core dimensions cover:

- communication
- personal and people development
- health, safety and security
- service improvement
- quality, equality and diversity.

The rest of the document focuses on the specialist dimensions of the framework from which the relevant areas of practice can be selected. In the majority of cases most nurses would have four or five specific dimensions, in addition to the six core dimensions. It would be exceptional to have more than seven specific dimensions.

Nurses can use the NOS/NWCs to support the assessment of competence in practice, and to identify the knowledge and understanding needed. They can also be helpful when planning future educational and learning needs.

RCN members can use the framework to record evidence alongside many other specialist RCN resources. Members can find them on the RCN's e-portfolio via the LZ on the RCN website. The portfolio is constantly evolving, and RCN members can use it to generate reports using the evidence logged in the portfolio. This includes KSF

progress reports for personal development reviews and appraisals, job applications and NMC re-registration.

### To support team and service development

Nursing leaders can use the framework to support the development of their nursing teams across departmental and organisational boundaries. This will ensure consistent standards of competence in health care functions.

NOS/NWCs are applicable across the UK and to all health care providers, and provide a consistent benchmark of practice and development. The framework can also be used with workforce development tools from Skills for Health (see [www.skillsforhealth.org.uk](http://www.skillsforhealth.org.uk)) to build role and team profiles.

## 3

## Knowledge and Skills Framework outline summaries

The KSF outline summaries identify all the NHS KSF dimensions included in this core career competence framework. Each summary classifies all the possible dimensions that may apply to nursing for a particular practitioner level.

To use the framework a nurse should focus on the dimensions and levels that reflect the main or key aspects of their role. These will include all six of the core dimensions and up to a maximum of seven of the specific dimensions. Most nursing roles will have four or five specific dimensions.



**Post title:**

**Practitioner (competent nurse – level 5)**

NHS Knowledge and Skills Framework summary outline

**LEVEL 5**

NHS KSF dimensions	Applicable	Level for post			
		1	2	3	4
<b>Core dimensions</b> (applies to all NHS posts)					
1. Communication	Yes			→	
2. Personal and people development	Yes			→	
3. Health, safety and security	Yes		X		
4. Service improvement	Yes		X		
5. Quality	Yes		X		
6. Equality and diversity	Yes		X		
<b>Specific dimensions</b>					
<b>Health and wellbeing</b>					
HWB1: Promotion of health and wellbeing and prevention of adverse effects to health and wellbeing	Yes	X			
HWB2: Assessment and care planning to meet people’s health and wellbeing needs	Yes			→	
HWB3: Protection of health and wellbeing	Yes	X			
HWB4: Ability to address health and wellbeing needs	Yes		X		
HWB5: Provision of care to meet health and wellbeing needs	Yes			→	→
HWB6: Assessment and treatment planning	Yes			X	→
HWB7: Interventions and treatments	Yes			X	→
HWB8: Biomedical investigation and intervention					
HWB9: Equipment and devices to meet health and wellbeing needs					
HWB10: Products to meet health and wellbeing needs					
<b>Estates and facilities</b>					
EF1: Systems, vehicles and equipment					
EF2: Environments and buildings					
EF3: Transport and logistics					
<b>Information and knowledge</b>					
IK1: Information processing					
IK2: Information collection and analysis	Yes		→		
IK3: Knowledge and information resources	Yes		→		
<b>General</b>					
G1: Learning and development	Yes	→			
G2: Development and innovation					
G3: Procurement and commissioning					
G4: Financial management					
G5: Services and project management					
G6: People management					
G7: Capacity and capability					
G8: Public relations and marketing					

Individual nurses should access only those dimensions and levels that apply to the main aspects of their role. It would be exceptional for any practitioner to have more than seven specific KSF dimensions for their role. In many cases the average number of specific dimensions would be four or five.

**Post title:**

**Senior practitioner/specialist practitioner  
(experienced/proficient nurse – level 6)**

NHS Knowledge and Skills Framework summary outline

**LEVEL 6**

NHS KSF dimensions	Applicable	Level for post			
		1	2	3	4
<b>Core dimensions</b> (applies to all NHS posts)					
1. Communication	Yes			→	
2. Personal and people development	Yes			→	
3. Health, safety and security	Yes			→	
4. Service improvement	Yes		→		
5. Quality	Yes			→	
6. Equality and diversity	Yes			→	
<b>Specific dimensions</b>					
<b>Health and wellbeing</b>					
HWB1: Promotion of health and wellbeing and prevention of adverse effects to health and wellbeing	Yes			→	
HWB2: Assessment and care planning to meet people’s health and wellbeing needs	Yes			→	
HWB3: Protection of health and wellbeing	Yes		→		
HWB4: Ability to address health and wellbeing needs	Yes			→	
HWB5: Provision of care to meet health and wellbeing needs	Yes			→	
HWB6: Assessment and treatment planning	Yes			→	
HWB7: Interventions and treatments	Yes			→	
HWB8: Biomedical investigation and intervention					
HWB9: Equipment and devices to meet health and wellbeing needs					
HWB10: Products to meet health and wellbeing needs					
<b>Estates and facilities</b>					
EF1: Systems, vehicles and equipment					
EF2: Environments and buildings					
EF3: Transport and logistics					
<b>Information and knowledge</b>					
IK1: Information processing	Yes		→		
IK2: Information collection and analysis	Yes		→		
IK3: Knowledge and information resources	Yes			→	
<b>General</b>					
G1: Learning and development	Yes		→		
G2: Development and innovation	Yes	→			
G3: Procurement and commissioning					
G4: Financial management	Yes	→			
G5: Services and project management	Yes			→	
G6: People management	Yes	→			
G7: Capacity and capability	Yes	→			
G8: Public relations and marketing					

Individual nurses should access only those dimensions and levels that apply to the main aspects of their role. It would be exceptional for any practitioner to have more than seven specific KSF dimensions for their role. In many cases the average number of specific dimensions would be four or five.

**Post title:****Advanced practitioner (expert nurse – level 7)**

NHS Knowledge and Skills Framework summary outline

**LEVEL 7**

NHS KSF dimensions	Applicable	Level for post			
		1	2	3	4
<b>Core dimensions</b> (applies to all NHS posts)					
1. Communication	Yes				→
2. Personal and people development	Yes				→
3. Health, safety and security	Yes				→
4. Service improvement	Yes			→	
5. Quality	Yes			→	
6. Equality and diversity	Yes				→
<b>Specific dimensions</b>					
<b>Health and wellbeing</b>					
HWB1: Promotion of health and wellbeing and prevention of adverse effects to health and wellbeing	Yes			→	
HWB2: Assessment and care planning to meet people's health and wellbeing needs	Yes				→
HWB3: Protection of health and wellbeing	Yes			→	
HWB4: Ability to address health and wellbeing needs	Yes				→
HWB5: Provision of care to meet health and wellbeing needs	Yes				→
HWB6: Assessment and treatment planning	Yes				→
HWB7: Interventions and treatments	Yes				→
HWB8: Biomedical investigation and intervention					
HWB9: Equipment and devices to meet health and wellbeing needs					
HWB10: Products to meet health and wellbeing needs					
<b>Estates and facilities</b>					
EF1: Systems, vehicles and equipment					
EF2: Environments and buildings					
EF3: Transport and logistics					
<b>Information and knowledge</b>					
IK1: Information processing	Yes			→	
IK2: Information collection and analysis	Yes			→	
IK3: Knowledge and information resources	Yes				→
<b>General</b>					
G1: Learning and development	Yes			→	
G2: Development and innovation	Yes			→	
G3: Procurement and commissioning	Yes		→		
G4: Financial management	Yes		→		
G5: Services and project management	Yes			→	
G6: People management	Yes				→
G7: Capacity and capability	Yes		→		
G8: Public relations and marketing					

Individual nurses should access only those dimensions and levels that apply to the main aspects of their role. It would be exceptional for any practitioner to have more than seven specific KSF dimensions for their role. In many cases the average number of specific dimensions would be four or five.

**Post title:**

**Consultant nurse (level 8)**

NHS Knowledge and Skills Framework summary outline

**LEVEL 8**

NHS KSF dimensions	Applicable	Level for post			
		1	2	3	4
<b>Core dimensions</b> (applies to all NHS posts)					
1. Communication	Yes				→
2. Personal and people development	Yes				→
3. Health, safety and security	Yes				→
4. Service improvement	Yes				→
5. Quality	Yes				→
6. Equality and diversity	Yes				→
<b>Specific dimensions</b>					
<b>Health and wellbeing</b>					
HWB1: Promotion of health and wellbeing and prevention of adverse effects to health and wellbeing	Yes				→
HWB2: Assessment and care planning to meet people’s health and wellbeing needs	Yes				→
HWB3: Protection of health and wellbeing	Yes				→
HWB4: Ability to address health and wellbeing needs	Yes				→
HWB5: Provision of care to meet health and wellbeing needs	Yes				→
HWB6: Assessment and treatment planning	Yes				→
HWB7: Interventions and treatments	Yes				→
HWB8: Biomedical investigation and intervention					
HWB9: Equipment and devices to meet health and wellbeing needs					
HWB10: Products to meet health and wellbeing needs					
<b>Estates and facilities</b>					
EF1: Systems, vehicles and equipment					
EF2: Environments and buildings					
EF3: Transport and logistics					
<b>Information and knowledge</b>					
IK1: Information processing	Yes				→
IK2: Information collection and analysis	Yes				→
IK3: Knowledge and information resources	Yes				→
<b>General</b>					
G1: Learning and development	Yes				→
G2: Development and innovation	Yes				→
G3: Procurement and commissioning	Yes				→
G4: Financial management	Yes			→	
G5: Services and project management	Yes				→
G6: People management	Yes				→
G7: Capacity and capability	Yes				→
G8: Public relations and marketing	Yes				→

Individual nurses should access only those dimensions and levels that apply to the main aspects of their role. It would be exceptional for any practitioner to have more than seven specific KSF dimensions for their role. In many cases the average number of specific dimensions would be four or five.

## 4

# Core Knowledge and Skills Framework dimensions

The core Knowledge and Skills Framework dimensions apply to all nursing roles.

## KSF core dimension 1: Communication

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

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

### KSF core dimension 1: Communication

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

Indicators	Areas of application to nursing practice with examples (core)	Skills for Health www.skillsforhealth.org.uk NOS/NWC
a) Identifies the range of people likely to be involved in the communication, any potential communication differences and relevant contextual factors.	Communicates effectively and in an appropriate manner with: <ul style="list-style-type: none"> <li>patients, those important to patients, other users</li> <li>the nursing team</li> <li>the interdisciplinary team, for example: social workers; doctors; bed managers; modern matrons; allied health professionals; administrative staff; housekeeping staff; and other health care professionals.</li> </ul>	HSC31: Promote effective communication for and about individuals.
b) Communicates with people in a form and manner that: <ul style="list-style-type: none"> <li>is consistent with their level of understanding, culture, background and preferred ways of communicating</li> <li>is appropriate to the purpose of the communication and the context in which it is taking place</li> <li>encourages the effective participation of all involved.</li> </ul>	Communicates with patients/users/others in an appropriate person-centred manner consistent with their level of understanding, culture and background, preferred ways of communicating and needs. For example: <ul style="list-style-type: none"> <li>is empathetic to patients/other users/others</li> <li>develops a good rapport with patients/users/others</li> <li>acts as an advocate for the patients/clients/carers according to their wishes</li> <li>enables participation.</li> </ul>	HSC31: Promote effective communication for and about individuals.
c) Recognises and reflects on barriers to effective communication and modifies communication in response.	Identifies and acts on barriers to communication when communicating with people: <ul style="list-style-type: none"> <li>who have aphasia, dementia, tracheostomies, deafness, speech and visual impairments</li> <li>other users and patients where English is not their first language.</li> </ul> Draws on speech therapists, lip readers, signers and translators.	HSC369: Support individuals with specific communication needs (HWB4 level 3). GEN22: Communicate effectively with individuals (core 1 level 2). HSC371: Support individuals to communicate using interpreting and translation services.
d) Provides feedback to other workers on their communication at appropriate times.	Constantly evaluates own and others' approaches to communication. Gives feedback to members of the team regarding communication issues e.g. at team briefings, meetings and handovers and one-to-one feedback.	HSC43: Take responsibility for the continuing professional development of self and others (core 2 level 3).

**KSF core dimension 1: Communication****Level 3: Develop and maintain communication with people about difficult matters and/or in difficult situations**

Indicators	Areas of application to nursing practice with examples (core)	Skills for Health www.skillsforhealth.org.uk NOS/NWC
e) Keeps accurate and complete records of activities and communications consistent with legislation, policies and procedures.	Maintains accurate, clear, legible records of communications that provide effective care and continuity of care e.g. using Word, email and the internet.	HSC434: Maintain and manage records and reports (IK1 level 2).
f) Communicates in a manner that is consistent with relevant legislation, policies and procedures.	Observes local and national guidelines to ensure effective communication practices. For example: <ul style="list-style-type: none"> <li>maintaining confidentiality when communicating</li> <li>following the NMC guidelines on record keeping.</li> </ul>	HSC31: Promote effective communication for and about individuals. HSC434: Maintain and manage records and reports (IK1 level 2).

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

Indicators	Areas of application to nursing practice with examples (core)	Skills for Health www.skillsforhealth.org.uk NOS/NWC
a) Identifies: <ul style="list-style-type: none"> <li>the range of people involved in the communication</li> <li>potential communication differences</li> <li>relevant contextual factors</li> <li>broader situational factors, issues and risks.</li> </ul>	Communicates with a range of different stakeholder groups and teams at clinical to strategic level involved in providing and using services across the patient's journey, working with the influences of each context.  Communicating appropriately in the context of the factors relating to an individual's situation, issues and risks that impact on the nature and content of that communication.	CHS48: Communicate significant news to individuals.
b) Communicates with people in a form and manner which: <ul style="list-style-type: none"> <li>is consistent with their level of understanding, culture, background and preferred ways of communicating</li> <li>is appropriate to the purpose of the communication and its longer term importance</li> <li>is appropriate to the complexity of the context</li> <li>encourages effective communication between all involved</li> <li>enables a constructive outcome to be achieved.</li> </ul>	Places the person at the centre of all communication activities.  Communicates with all stakeholders using a full array of methods from clinical to strategic level in a person-centred way that builds on knowledge of the person/stakeholder group, and those things important to them.  Involves all stakeholders as appropriate in communication about: specific patients, maintaining confidentiality; patient groups; and services.  Acts as an advocate for the clients, patients and carers, according to their wishes.  Involves all stakeholders in communication about service improvement enabling their participation and achievement of appropriate outcomes.	HSC410: Advocate with, and on behalf of, individuals, families, carers, groups and communities.

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

Indicators	Areas of application to nursing practice with examples (core)	Skills for Health www.skillsforhealth.org.uk NOS/NWC
c) Anticipates barriers to communication and takes action to improve communication.	<p>Identifies and anticipates actual and potential barriers to communication from clinical through to strategic level.</p> <p>Constantly evaluates own approaches to communication using reflection enabling all with whom one interfaces to provide feedback e.g. through 360 degree feedback.</p> <p>Improves communication through evaluation of the culture, the environment and methods of communication as well as the giving of feedback.</p> <p>Enables a culture to develop where communication is open, honest and direct and the giving and receiving of feedback is encouraged by all.</p>	
d) Is proactive in seeking out different styles and methods of communicating to assist longer term needs and aims.	<p>Creates opportunities for people to communicate effectively, as well as give and receive feedback at all levels from clinical teams through to executive and strategic levels.</p> <p>Facilitates open forums.</p> <p>Facilitates action learning.</p> <p>Accesses board level communication strategies.</p>	
e) Takes a proactive role in producing accurate and complete records of the communication consistent with legislation, policies and procedures.	<p>Keeps records in relation to patient-related activity, maintaining confidentiality according to relevant legislation, policies and procedures.</p> <p>Keeps records relevant to health and safety in relation to patient care, staff safety and personnel documentation within recognised policies.</p>	HSC41: Use and develop methods and systems to communicate, record and report.
f) Communicates in a manner that is consistent with legislation, policies and procedures.	<p>Models communication approaches that are consistent with national and local legislation and best practice.</p> <p>Uses all modes of communication.</p>	

[Back to level 7 KSF outline](#)

[Back to level 8 KSF outline](#)

## KSF core dimension 2: Personal and people development

**Level 3** Develop self and contribute to the development of others.

**Level 4** Develop self and others in areas of practice.

### KSF core dimension 2: Personal and people development

#### Level 3: Develop self and contribute to the development of others

Indicators	Areas of application to nursing practice with examples (core)	Skills for Health www.skillsforhealth.org.uk NOS/NWC
a) Reflects on and evaluates how well they are applying knowledge and skills to meet current and emerging work demands and the requirements of the KSF outline for their post.	Keeps up to date with clinical issues, research and developments and their impact on own practice. For example: <ul style="list-style-type: none"> <li>participates in critical analysis of own practice through structured reflection and peer review</li> <li>uses research evidence to inform daily work</li> <li>attends journal clubs</li> <li>participates in critiquing local guidelines</li> <li>accesses and uses NICE guidelines.</li> </ul>	GEN12: Reflect on and evaluate your own values, priorities, interests and effectiveness (core 2 level 2).
b) Identifies own development needs and sets own personal development objectives in discussion with their reviewer.	Identifies own objectives by: <ul style="list-style-type: none"> <li>participating in personal development reviews</li> <li>actively reflecting on and critically appraising own practice in the light of evidence</li> <li>seeking feedback from others and identifies areas for further individual development.</li> </ul>	GEN13: Synthesise new knowledge into the development of your own practice.
c) Takes responsibility for own personal development and maintains own personal development portfolio.	Implements and evaluates own personal development plans through: <ul style="list-style-type: none"> <li>working with a mentor/supervisor/coach to achieve own learning contract and personal development plan</li> <li>prioritising own interventions arising from action planning</li> <li>using opportunities for developing own leadership potential</li> <li>maintaining a professional portfolio</li> <li>demonstrating achievement in practice of competency and standards through professional portfolio of evidence.</li> </ul>	LLUK_L12: Enable individual learning through coaching. LLUK_L14: Support learners by mentoring in the workplace. LLUK_L15: Support and advise individual learners (G1 level 3). HSC43: Take responsibility for the continuing professional development of self and others. HSC23: Develop your knowledge and practice (core 2 level 1).
d) Makes effective use of learning opportunities inside and outside the workplace, evaluating their effectiveness and feeding back relevant information.	Participates in the life-long learning development opportunities by: <ul style="list-style-type: none"> <li>accessing and using learning materials from a wide variety of sources to inform professional practice</li> <li>participating in rigorous reflective practice as a supervisor and supervisee</li> <li>attending mandatory training e.g. resuscitation, manual handling, infection control</li> <li>providing written and verbal feedback on learning from study days/courses to other members of the team.</li> </ul>	M&L_D7: Provide learning opportunities for colleagues. GEN13: Synthesise new knowledge into the development of your own practice. LLUK_L12: Enable individual learning through coaching. LLUK_L15: Support and advise individual learners (G1 level 3). LLUK_L20: Support competence achieved in the workplace (G1 level 2).

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## KSF core dimension 2: Personal and people development

## Level 3: Develop self and contribute to the development of others

Indicators	Areas of application to nursing practice with examples (core)	Skills for Health www.skillsforhealth.org.uk NOS/NWC
e) Enables others to develop and apply their knowledge and skills in practice.	Values, accesses and contributes towards support and development mechanisms of team members by: <ul style="list-style-type: none"> <li>• contributing to the personal development plans of others, particularly health care assistants and students</li> <li>• recognising the impact of stress/stressors on the learning of others</li> <li>• alerting others to the learning resources and opportunities available locally.</li> </ul>	M&L_D7: Provide learning opportunities for colleagues. LLUK_L20: Support competence achieved in the workplace (G1 level 2). LLUK_L15: Support and advise individual learners (G1 level 3). HSC43: Take responsibility for the continuing professional development of self and others.
f) Contributes to the development of others in a manner that is consistent with legislation, policies and procedures.	Supports the development of others with reference to local and national guidelines by: <ul style="list-style-type: none"> <li>• acting as a mentor/role-model/supervisor and coach to new/junior staff and students</li> <li>• orientating new staff and students to appropriate national and local policies and procedures.</li> </ul>	LLUK_L14: Support learners by mentoring in the workplace. LLUK_L15: Support and advise individual learners (G1 level 3). CJ_ZE5: Facilitate individual learning and development through mentoring (G1 level 2). CM_F1: Provide clinical leadership and take responsibility for the continuing professional development of self and others.
g) Contributes to developing the workplace as a learning environment.	Contributes to developing an effective learning environment in practice for all by: <ul style="list-style-type: none"> <li>• using a range of different teaching methods to enable patient/client learning</li> <li>• facilitating learning of non-professional health care staff and students informally and formally</li> <li>• contributing to a non-blame learning culture</li> <li>• contributing to and supporting shared governance mechanisms that allow the implementation of learning.</li> </ul>	M&L_D7: Provide learning opportunities for colleagues. LLUK_L9: Create a climate that promotes learning. LLUK_L10: Enable learning through presentations (G1 level 3). LLUK_L11: Enable learning through demonstrations and instruction (G1 level 2). LLUK_L12: Enable individual learning through coaching. LLUK_L14: Support learners by mentoring in the workplace.

**KSF core dimension 2: Personal and people development****Level 4: Develop self and others in areas of practice**

<b>Indicators</b>	<b>Areas of application to nursing practice with examples (core)</b>	<b>Skills for Health</b> www.skillsforhealth.org.uk NOS/NWC
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.	Ensures currency of own practice by: <ul style="list-style-type: none"> <li>• keeping up-to-date with evidence-based practice, research and development within field of practice</li> <li>• developing new knowledge and understanding through research and extending own practice in a systematic and rigorous way</li> <li>• maintaining a current action plan with supervision from senior member of team.</li> </ul>	M&L_D7: Providing learning opportunities for colleagues (core 2 level 3). HSC23: Develop your knowledge and practice (core 2 level 1). HSC43: Take responsibility for the continuing professional development of self and others (core 2 level 3). GEN13: Synthesise new knowledge into the development of your own practice (core 2 level 3).
b) Develops and agrees own personal development plan with feedback from others.	Constantly evaluates and challenges own practice and performance by using the principles of 360 degree feedback and continuous reflection on action. Gains supervisory support. Continually evaluates actions and action plans.	GEN12: Reflect on and evaluate your own values, priorities, interests and effectiveness (core 2 level 2).
c) Generates and uses appropriate learning opportunities and applies own learning to the future development of practice.	Participates in formal supervision/action learning and shared governance mechanisms to develop and improve the effectiveness of own practice at all times. Uses own knowledge, skills and expertise to influence others in the workplace.	M&L_D7: Provide learning opportunities for colleagues (core 2 level 3). HSC43: Take responsibility for the continuing professional development of self and others (core 2 level 3). LLUK_CDB5: Create opportunities for learning from practice and experience.
d) Encourages others to make realistic self assessments of their application of knowledge and skills by challenging complacency and actions that are not in the interest of the public and/or users of services.	Acts as a coach, mentor and supervisor to others, role-modelling the maintenance of an ongoing portfolio. Develops competency frameworks relevant to the levels of development.	LLUK_L12: Enable individual learning through coaching (core 2 level 3). LLUK_L14: Support learners by mentoring in the workplace (core 2 level 3).
e) Enables others to develop and apply their knowledge and skills.	Facilitates individuals and teams in developing their work effectiveness through drawing on expertise in facilitation of others' learning. Ensures that those practitioners being facilitated to develop are competent to practice.	HSC3121: Contribute to promoting the effectiveness of teams (core 5 level 2). LLUK_L20: Support competence achieved in the workplace (G1 level 2). CM_F1: Provide clinical leadership and take responsibility for the continuing professional development of self and others (core 2 level 3).
f) Actively promotes the workplace as a learning environment encouraging everyone to learn from each other and from external good practice.	Facilitates a culture that develops the leadership potential of all staff. Uses a range of strategies in practice for teaching and enabling learning. Leads on developing a learning culture that develops the potential of all staff and also expertise in nursing practice.	LLUK_L9: Create a climate that promotes learning (core 2 level 3). LLUK_L11: Enable learning through demonstrations and instruction (G1 level 2). CM_F1: Provide clinical leadership and take responsibility for the continuing professional development of self and others (core 2 level 3).
g) Alerts managers to resource issues that affect learning, development and performance.	Works with managers to ensure that education and training provision enables practice teams to deliver an effective service. Delivers in-house education and training. Facilitates work-based learning.	LLUK_L17: Evaluate and improve learning and development programmes (G1 level 4).
h) Develops others in a manner that is consistent with legislation, policies and procedures.	Facilitates the development of others at the appropriate level by assessing and ensuring their fitness to practise.	CM_F1: Provide clinical leadership and take responsibility for the continuing professional development of self and others (core 2 level 3).

## KSF core dimension 3: Health, safety and security

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

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

**Level 4** Maintain and develop an environment and culture that improves health, safety and security.

### KSF core dimension 3: Health, safety and security

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

Indicators	Areas of application to nursing practice with examples (core)	Skills for Health www.skillsforhealth.org.uk NOS/NWC
a) Identifies and assesses the potential risks involved in work activities and processes for self and others.	Identifies and assesses potential risks to maintaining a safe environment for patients, visitors and staff by drawing on the principles of: <ul style="list-style-type: none"> <li>infection control, and manual handling</li> <li>safe practice in the use and maintenance of equipment</li> <li>policies and guidelines concerning violence, mixed wards, falls etc.</li> </ul>	HSC32: Promote, monitor and maintain health, safety and security in the working environment. CHS6: Move and position individuals (HWB5 level 2). HSC22: Support the health and safety of yourself and individuals (core 3 level 1). ENTO_WRV2: Protect yourself from the risk of violence at work (core 3 level 3). DEC5: Carry out sterilisation and disinfection of re-useable medical devices (EF2 level 2). GEN2: Prepare and dress for work in clinical/therapeutic areas (core 3 level 1).
b) Identifies how best to manage the risks.	Participates in and acts on risk assessment, identifies appropriate risk management strategies.	GEN3: Maintain health and safety in a clinical/therapeutic environment. HCS_E2: Develop and maintain health, safety and security practices in the workplace.
c) Undertakes work activities consistent with: <ul style="list-style-type: none"> <li>legislation, policies and procedures</li> <li>the assessment and management of risk.</li> </ul>	Uses legislation, policies and procedures that promote safe practice. For example: <ul style="list-style-type: none"> <li>infection control, hand washing, aseptic technique, manual handling and administration of medicine</li> <li>local policies affecting area of practice</li> <li>implementing agreed strategies to manage risk and risk improvements in the practice environment</li> <li>data protection issues in relation to collection, storage and retrieval of information maintaining confidentiality</li> <li>maintaining a safe environment for patients at all times, reporting any concerns about staffing, environment or resources to a senior colleague.</li> </ul>	HCS_E2: Develop and maintain health, safety and security practices in the workplace. GEN3: Maintain health and safety in a clinical/therapeutic environment. M&L_E5: Ensure your own actions reduce risks to health and safety (core 3 level 1). IPC_1: Minimise the risks of spreading infection by cleaning and maintaining environments in health and social care settings. IPC_2: Perform hand hygiene to prevent the spread of infection. IPC_3: Clean and remove spillages of blood and other body fluids. IPC_4: Clean and store care equipment to minimise the risks of spreading infection. IPC_5: Minimise the risks of exposure to blood-borne infections while providing care. IPC_6: Use personal protective equipment to prevent the spread of infection. IPC_7: Safely dispose of health care waste, including sharps, to prevent the spread of infection. IPC_8: Minimise the risk of infection when transporting and storing health care waste. IPC_9: Minimise the risks of spreading infection when removing used linen.

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**KSF core dimension 3: Health, safety and security****Level 2: Monitor and maintain health, safety and security of self and others**

<b>Indicators</b>	<b>Areas of application to nursing practice with examples (core)</b>	<b>Skills for Health</b> www.skillsforhealth.org.uk NOS/NWC
d) Takes the appropriate action to manage an emergency, summoning assistance immediately when this is necessary.	Recognises and acts on common medical emergencies. For example: <ul style="list-style-type: none"> <li>recognising cardiac arrest, anaphylactic shock and breathing difficulties</li> <li>using basic airway management and life support skills</li> <li>acting on fire, major incident, intruder and violence procedures.</li> </ul>	CHS35: Provide first aid to an individual needing emergency assistance (HWB7 level 2). CHS36: Provide basic life support (HWB7 level 3). HSC32: Promote, monitor and maintain health, safety and security in the workplace.
e) Reports actual or potential problems that may put health, safety and security at risk and suggest how they might be addressed.	Reports aspects of the care environment that pose potential health risks to health care professionals, their patients and visitors by: <ul style="list-style-type: none"> <li>documenting incidents according to local policy</li> <li>reporting faults immediately and ensures correct procedures are followed.</li> </ul>	HSC22: Support your health and safety and that of other individuals (core 3 level 1). HSC32: Promote, monitor and maintain health, safety and security in the workplace. GEN3: Maintain health and safety in a clinical/therapeutic environment.
f) Supports others in maintaining health, safety and security.	Supports others in providing a safe environment that protects vulnerable patients and is conducive to safe practice by: <ul style="list-style-type: none"> <li>liaising and collaborating with different groups that exist to manage health, safety and security</li> <li>supporting others to observe health, safety and security policies</li> <li>ensuring patients are advised of the need to lock away valuables</li> <li>challenging people who are not readily identifiable</li> <li>sharing good practice with colleagues and the wider nursing family.</li> </ul>	M&L_D2: Develop productive working relationships with colleagues and stakeholders (core 5 level 3). GEN31: Initiate, and participate in networks and discussion groups (core 1 level 3). HSC22: Support the health and safety of yourself and individuals (core 3 level 1). SSo5: Support and control visitors to services and facilities (G3 level 2).


### KSF core dimension 3: Health, safety and security

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

Indicators	Areas of application to nursing practice with examples (core)	Skills for Health www.skillsforhealth.org.uk NOS/NWC
a) Identifies: <ul style="list-style-type: none"> <li>the risks involved in work activities and processes</li> <li>how to manage the risks</li> <li>how to help others manage risk.</li> </ul>	Undertakes and acts on risk assessments to ensure practice is safe. Acts as a role model in promoting health, safety and security in the workplace and for clients e.g. infection control, manual handling. Ensure self and others are up-to-date with mandatory training such as manual handling and resuscitation. Share good practice with colleagues and the wider nursing family.	HSC232: Protect yourself from the risk of violence at work. CHS6: Move and position individuals (HWB5 level 2).
b) Undertakes work activities consistent with: <ul style="list-style-type: none"> <li>legislation, policies and procedures</li> <li>the assessment and management of risk.</li> </ul>	Assesses and manages risk in accordance with local/national directives. Contributes to improving the working lives of colleagues e.g. facilitating a no blame culture. Ensure safe practice.	HSC3117: Conduct an assessment of risks in the workplace. HSC3118: Respond to work related violent incidents.
c) Monitors work areas and practices and ensures that they: <ul style="list-style-type: none"> <li>are safe and free from hazards</li> <li>conform to health, safety and security legislation, policies, procedures and guidelines.</li> </ul>	Monitors culture and context of care to ensure safe practice. Facilitates a culture that promotes health and safety and security. Ensures that all needles are disposed of in line with policies. Promote cleanliness such as good hand washing and use of aseptic techniques.	HSC42: Contribute to the development and maintenance of healthy and safe practices in the working environment. IPC1: Minimise the risks of spreading infection by cleaning and maintaining environments in health and social care settings (core 3 level 1). IPC2: Perform hand hygiene to prevent the spread of infection (core 3 level 1). IPC3: Clean and remove spillages of blood and other body fluids (core 3 level 1). IPC4: Clean and store care equipment to minimise the risks of spreading infection (core 3 level 1). IPC5: Minimise the risks of exposure to blood-borne infections while providing care (core 3 level 1). IPC6: Use personal protective equipment to prevent spread of infection (core 3 level 1). IPC7: Safely dispose of health care waste, including sharps, to prevent the spread of infection (core 3 level 1). IPC8: Minimise the risk of infection when transporting and storing health care waste (core 3 level 1). IPC9: Minimise the risks of spreading infection when removing used linen (core 3 level 1).
d) Takes the necessary action in relation to risks.	Actions any issues that arise from risk assessments and any hazards as they occur. Ensure all staff are aware of emergency procedures. Ensure all staff are aware of working status of equipment.	M&L_E6: Ensure health and safety requirements are met in your area of responsibility. AG5: Implement policies to manage risks to individuals and third parties.
e) Identifies how health, safety and security can be improved and takes action to put this into effect.	Effectively actions any risk issues. Uses critical incident analysis to action any identified health, safety and security issues. Uses patient assessment to put in place measures to prevent risk such as pressure sore prevention and malnutrition. Learn from good practice examples.	CHS4: Identify the individual at risk of skin breakdown and undertake appropriate risk assessment (HWB2 level 3). CHS92: Monitor and review a patient's nutritional wellbeing (HWB2 level 3).

**KSF core dimension 3: Health, safety and security****Level 4: Maintain and develop an environment and culture that improves health, safety and security**

Indicators	Areas of application to nursing practice with examples (core)	Skills for Health www.skillsforhealth.org.uk NOS/NWC
a) Evaluates the extent to which legislation, policies and procedures are implemented in the environment, culture and practices of own sphere of activity.	Develops mechanisms in collaboration with other key stakeholders to monitor and evaluate the implementation of policies and procedures. For example: <ul style="list-style-type: none"> <li>evidence-based guidelines</li> <li>infection control principles</li> <li>best practice.</li> </ul>	ENTO_WRV5: Implement policy and procedures to reduce the risk of violence at work. M&L_E7: Ensure an effective organisational approach to health and safety.
b) Identifies processes and systems that do not promote own and others' health, safety and security.	Leads on developing a culture of safe practice in collaboration with clinical teams. Audits practice to ensure safe practice. Ensures currency of own and team knowledge relevant to health, safety and security.	ENTO_WRV3: Assess the risk of violence to staff. M&L_E6: Ensure health and safety requirements are met in your area of responsibility (core 3 level 3).
c) Regularly assesses risks to health, safety and security using the results to promote and improve practice.	Regularly reviews risks and risk assessment processes that may influence patient/staff safety and the maintenance of a safe environment, and act on them. Encourages others to undertake risk analysis. Share good practice with colleagues and the wider nursing family.	HSC3117: Conduct a risk assessment in the workplace (core 3 level 3).
d) Takes the appropriate action when there are health, safety and security concerns.	Acts on risk assessments concerning health, safety and security promptly in own field of practice, and following up appropriately. Engages with other teams to improve risky situations such as infection control.	HSC42: Contribute to the development and maintenance of healthy and safe practices in the workplace (core 3 level 3). IPC1: Minimise the risks of spreading infection by cleaning and maintaining environments in health and social care settings (core 3 level 1). IPC2: Perform hand hygiene to prevent the spread of infection (core 3 level 1). IPC3: Clean and remove spillages of blood and other body fluids (core 3 level 1). IPC4: Clean and store care equipment to minimise the risks of spreading infection (core 3 level 1). IPC5: Minimise the risks of exposure to blood-borne infections while providing care (core 3 level 1). IPC6: Use personal protective equipment to prevent spread of infection (core 3 level 1). IPC7: Safely dispose of health care waste, including sharps, to prevent the spread of infection (core 3 level 1). IPC8: Minimise the risk of infection when transporting and storing health care waste (core 3 level 1). IPC9: Minimise the risks of spreading infection when removing used linen (core 3 Level 1)
e) Investigates any potential or actual breaches of legal, professional or organisational requirements and takes the necessary action to deal with them appropriately.	Leads investigations as designated into any breaches of legal, professional or organisational requirements in relation to own practice, or as to other fields of practice. Ensures that personal knowledge in this area is current. For example, child protection issues, mental health legislation, equality and diversity regulation.	ENTO_WRV9: Investigate and evaluate incidents of violence at work. AG5: Implement policies to manage risks to individuals and third parties (core 3 level 3).

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## KSF core dimension 4: Service improvement

**Level 2** Contribute to the improvement of services.

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

**Level 4** Work in partnership to develop, take forward and evaluate direction, policies and strategies.

### KSF core dimension 4: Service improvement

#### Level 2: Contribute to the improvement of services

Indicators	Areas of application to nursing practice with examples (core)	Skills for Health www.skillsforhealth.org.uk NOS/NWC
a) Discusses and agrees with the work team: <ul style="list-style-type: none"> <li>the implications of direction, policies and strategies on their current practice</li> <li>the changes that they can make as a team</li> <li>the changes s/he can make as an individual</li> <li>how to take the changes forward.</li> </ul>	Participates in policy and service development discussions aimed at improving patient care/services by: <ul style="list-style-type: none"> <li>demonstrating a willingness to engage in service/practice development and embrace change</li> <li>contributing to the development and scope of nursing practice as an individual and in the team.</li> </ul>	M&L_C1: Encourage innovation in your team (core 4 level 3). M&L_C6: Implement change. GEN31: Initiate, and participate in, networks and discussion groups (core 1 level 3). HSC3121: Contribute to promoting the effectiveness of teams (core 5 level 2).
b) Makes constructive approved changes to own work in the agreed timescale seeking support as and when necessary.	Incorporates agreed changes in own practice. Participates in clinical supervision, peer review and addresses personal development plans.	M&L_C6: Implement change. GEN12: Reflect on and evaluate your own values, priorities, interests and effectiveness (core 2 level 2). GEN13: Synthesise new knowledge into the development of your own practice (core 2 level 3).
c) Supports others in understanding the need for and making agreed changes.	Facilitates others to create a culture of change driven by the needs of patients with, for example, health care assistants, administrative staff and learners.	M&L_B9: Develop the culture of your organisation (core 4 level 4). M&L_C6: Implement change.
d) Evaluates own and other's work when required to do so completing relevant documentation.	Evaluates own and others' work systematically as a basis for developing practice through: <ul style="list-style-type: none"> <li>undertaking guided reflective practice on own practice and contributing to the peer review of others</li> <li>documenting patients' care plans and local action plans so that evaluation can take place.</li> </ul>	GEN12: Reflect on and evaluate your own values, priorities, interests and effectiveness (core 2 level 2). HSC434: Maintain and manage records and reports (IK1 level 2).
e) Makes constructive suggestions about how services can be improved for users and the public.	Makes constructive suggestions about how services can be improved for users and the public by taking part in team meetings, case conferences, clinical audit and local shared governance mechanisms.	GEN 31: Initiate, and participate in networks and discussion groups (core 1 level 3). HSC3121: Contribute to the effectiveness of teams (core 5 level 2).
f) Identifies issues in a constructive manner with direction, policies and strategies in the interests of users and the public.	Identifies issues that influence/impact on person-centred and clinically effective care in the context of team reviews and local governance mechanisms.	M&L_B8: Ensure compliance with legal, regulatory, ethical and social requirements (core 5 level 3). GEN 31: Initiate, and participate in networks and discussion groups (core 1 level 3). HSC3121: Contribute to promoting the effectiveness of teams (core 5 level 2).

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**KSF core dimension 4: Service improvement****Level 3: Appraise, interpret and apply suggestions, recommendations and directives to improve services**

<b>Indicators</b>	<b>Areas of application to nursing practice with examples (core)</b>	<b>Skills for Health</b> www.skillsforhealth.org.uk NOS/NWC
a) Identifies and evaluates areas for potential service improvement.	Identifies situations where the scope of practice needs to be expanded to improve the service and subsequent educational needs. Plans, implements and evaluates the improvement of a range of services or programmes.	M&L_C1: Encourage innovation in your team. M&L_C2: Encourage innovation in your area of responsibility.
b) Discusses and agrees with others: <ul style="list-style-type: none"> <li>• how services should be improved as a result of suggestions, recommendations and directives</li> <li>• how to balance and prioritise competing interests</li> <li>• how improvements will be taken forward and implemented.</li> </ul>	Develops a common vision of person-centred and evidence-based services, and creates systems and processes to achieve this.	M&L_C5: Plan change.
c) Undertakes own role in improving services as agreed and to time in a constructive way, supporting others effectively during times of change and working with others to overcome problems and tensions as they arise.	Uses corporate and local governance structures and processes to achieve developments in service provision.	BA3: Contribute to the development of organisational policy and practice.
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 while acknowledging traditions and background.	Creates a culture of effectiveness. Works with many stakeholder groups towards achieving common understandings of concerns and issues. Anticipates how corporate, local and national political agendas impact on the provision of service.	M&L_C2: Encourage innovation in your area of responsibility.
e) Enables and encourages others to: <ul style="list-style-type: none"> <li>• understand and appreciate the influences on services and the reasons why improvements are being made</li> <li>• offer suggestions, ideas and views for improving services and developing direction, policies and strategies</li> <li>• alter their practice in line with agreed improvements</li> <li>• share achievements</li> <li>• challenge tradition.</li> </ul>	Leads on the nursing contribution to service improvement. Influences corporate, local and national political agendas that relate to the provision of a clinical service. Communicates and disseminates innovations in practice at local, national and international level.	M&L_C4: Lead change. WP9: Contribute to developing and implementing a workforce plan.
f) Evaluates with others the effectiveness of service improvements and agrees that further action is required to take them forward.	Evaluates the impact of local and national policy agendas on the effectiveness of service provision. Identifies strategies to improve the service and address service deficiencies collaboratively. Establishes systems to enable horizon scanning and continuous modernisation. Involves staff in developing, implementing and evaluating service objectives and contributing to achievement of corporate objectives. Contributes to the strategic research agenda by identifying areas for research in relation to the client group and service.	M&L_F11: Manage the achievement of customer satisfaction. M&L_F12: Improve organisational performance (core 4 level 4).
g) Appraises draft policies and strategies for their effect on users and the public, and makes recommendations for improvement.	Links local objectives to organisational strategic objectives. Enables service to develop so that it meets current health care policy. Works with an understanding of the political environment in which they work.	WP6: Contribute to assessing workforce demand and supply.



**KSF core dimension 4: Service improvement****Level 4: Work in partnership to develop, take forward and evaluate direction, policies and strategies**

Indicators	Areas of application to nursing practice with examples (core)	Skills for Health www.skillsforhealth.org.uk NOS/NWC
a) 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.	Establishes mechanisms for engaging users in contributing to and informing service development and improvement by: <ul style="list-style-type: none"> <li>accessing forums and voluntary agencies.</li> </ul>	M&L_B2: Map the environment in which your organisation operates (IK2 level 3). M&L_F10: Develop a customer-focused organisation.
b) Works effectively with others to define values, direction and policies clearly. This includes guidance on how to respond when these are under pressure or interests are in conflict.	Leads and facilitates the development of a common vision for the focus and future development of services. This should involve all stakeholders to achieve mutual understanding and conflict resolution by: <ul style="list-style-type: none"> <li>undertaking values clarification exercises with stakeholder groups.</li> </ul>	M&L_B7: Provide leadership for your organisation. CfA407: Inform and facilitate corporate decision-making. CfA408: Evaluate internal and external factors and promote partnership working. PHP_44: Sustain and share a vision of improving health and wellbeing.
c) Works effectively with others to review values, direction and policies continually in the light of changing circumstances.	Collaborates with all key stakeholders in the implementation and continuous review of strategic direction to: <ul style="list-style-type: none"> <li>ensure local and national changes are considered in the short and long term.</li> </ul>	CfA406: Monitor and review the implementation of corporate objectives, strategies and policies.
d) Works effectively with others to formulate strategies and associated objectives that: <ul style="list-style-type: none"> <li>are consistent with values, direction and policies</li> <li>are attainable given available resources and timescales</li> <li>contain sufficient detail for the operational planning of services, projects and programmes</li> <li>take account of constraints</li> <li>balance competing interests and tensions while maintaining values and direction.</li> </ul>	Facilitates the development of strategic direction and realistic milestones with key stakeholders by: <ul style="list-style-type: none"> <li>being aware of resource limitations.</li> </ul>	PSL8: Develop joint operational policies and care pathways. PSL9: Implement and evaluate joint operational policies and care pathways. PHS_12: Plan and target services and programmes to reduce health and wellbeing.
e) Communicates values, direction, policies and strategies effectively to relevant people and enables them to: <ul style="list-style-type: none"> <li>appraise and apply them to their area of responsibility</li> <li>feed in their views and suggestions for change.</li> </ul>	Enables stakeholders concerns, claims and issues to be central to communication, engagement and evaluation strategies by: <ul style="list-style-type: none"> <li>modelling this process at team and strategic levels.</li> </ul>	GEN29: Promote an information culture.
f) Works effectively with everyone affected by direction, policies and strategies to evaluate their impact and effectiveness and feed this information into ongoing improvements.	Works strategically and with all stakeholders to develop and achieve a strategic research agenda that encompasses evaluation of effectiveness and informs continuing improvement by: <ul style="list-style-type: none"> <li>developing a research and evaluation culture across the service and organisation, involving all stakeholders in its development</li> <li>contributing to research and development activity, evaluation and research governance in collaboration with other stakeholders.</li> </ul>	PHS_13: Plan, implement, monitor and evaluate programmes, services and interventions to address health and wellbeing needs. PHS_14: Assess the impact of policies and shape and influence them to improve health and wellbeing and reduce inequalities.



## KSF core dimension 5: Quality

**Level 2** Maintain quality in own work and encourage others to do so.

**Level 3** Contribute to improving quality.

**Level 4** Develop a culture that improves quality.

### KSF core dimension 5: Quality

#### Level 2: Maintain quality in own work and encourage others to do so

Indicators	Areas of application to nursing practice with examples (core)	Skills for Health www.skillsforhealth.org.uk NOS/NWC
a) Acts consistently with legislation, policies, procedures and other quality approaches and encourages others to do so.	Acts on and raises awareness in others of local and national political agendas that impact on own area of practice and client group. For example: <ul style="list-style-type: none"> <li>incorporates the key components of current legislation and ethical considerations into practice such as Human Rights Act, NMC standards of record keeping</li> <li>uses national targets, patient-focused benchmarking and national service frameworks in own sphere of practice</li> <li>maintains a professional image and recognises how this impacts on the public's perception of nursing</li> <li>uses a customer care approach in practice</li> <li>draws on evidence to inform own decision-making.</li> </ul>	HCS_CE3: Comply with internal and external requirements and regulations. GEN2: Prepare and dress for work in clinical/therapeutic areas (core 3 level 1). ICS9: Give customers a positive impression of yourself and your organisation.
b) Works within the limits of own competence, levels of responsibility and accountability in the work team and organisation.	Practises professional accountability and responsibility complying with the published code of professional practice. Recognises own level of competence and their limits. Maintains and develops levels of competence appropriate for practice and professional role to provide a seamless patient journey.	GEN63: Act within the limits of your competence and authority. GEN12: Reflect on and evaluate your own values, priorities, interests and effectiveness (core 2 level 2). GEN13: Synthesise new knowledge into the development of your own practice (core 2 level 3).
c) Works as an effective and responsible team member.	Participates as a team member, interacts and collaborates with other team members to provide effective care for patients by: <ul style="list-style-type: none"> <li>using different members of the multidisciplinary team effectively such as the infection control nurse, dietician, physiotherapist</li> <li>contributes to team reviews.</li> </ul>	HSC3121: Contribute to promoting the effectiveness of teams. M&L_D2: Develop productive working relationships with colleagues and stakeholders (core 5 level 3). GEN31: Initiate and participate in networks and discussion groups (core 1 level 3). HSC241: Contribute to the effectiveness of teams (core 5 level 1).
d) Prioritises and organises own workload to reduce risks to quality.	Prioritises and manages own workload to promote quality in the working environment by: <ul style="list-style-type: none"> <li>managing self and own patients/user workload</li> <li>draws attention to changes in the workload that may need additional resources</li> <li>recognises the impact of stress on own practice and the practice of others and takes action to reduce it.</li> </ul>	M&L_A1: Manage your own resources (core 2 level 1). HSC244: Manage and organise time and activities to support individuals in the community (core 5 level 1).
e) Uses and maintains resources efficiently and effectively and encourages others to do so.	Uses resources effectively in everyday practice by: <ul style="list-style-type: none"> <li>being aware of the costs of everyday supplies and equipment</li> <li>working within the service budget</li> <li>drawing on information sources available that informs effective care</li> <li>uses different quality groups/personnel across the organisation.</li> </ul>	M&L_A1: Manage your own resources (core 2 level 1).
f) Monitors the quality of work in own area and alerts others to quality issues.	Monitors the quality of work undertaken by self and others by: <ul style="list-style-type: none"> <li>using patient-focused benchmarks to improve the patient experience</li> <li>draws on a range of evidence to inform the need for change</li> <li>participates in and contributes to the audit process</li> <li>evaluates continuously own and others' interventions</li> <li>communicates across organisational boundaries</li> <li>contributes to achieving the strategic quality agenda</li> <li>participates in clinical governance mechanisms</li> <li>uses integrated care pathways to improve the patient experience.</li> </ul>	M&L_D6: Allocate and monitor the progress and quality of work in your area of responsibility (G6 level 3). CHS124: Manage and support the progress of individuals through patient pathways (HWB4 level 3).

## KSF core dimension 5: Quality

## Level 3: Contribute to improving quality

Indicators	Areas of application to nursing practice with examples (core)	Skills for Health www.skillsforhealth.org.uk NOS/NWC
a) Acts consistently with legislation, policies, procedures and other quality approaches and promotes the value of quality approaches to others.	<p>Uses knowledge of local and national policies and procedures to promote a quality service.</p> <p>Provides local expertise to the team on aspects of patient-focused benchmarks and appropriate national service frameworks.</p> <p>Incorporates current prescribing legislation into team practice.</p> <p>Incorporates legal and ethical frameworks into team clinical practice and care management, justifying the decisions made.</p>	<p>HSC3119: Promote the values and principles underpinning best practice.</p> <p>M&amp;L_B8: Ensure compliance with legal, regulatory, ethical and social requirements.</p> <p>HI7: Comply with an external audit of data and information.</p>
b) Understands own role in the organisation and its scope and identifies how this may develop over time.	<p>Is self aware and links with organisational structures.</p> <p>Is part of a shared governance structure.</p> <p>Takes all opportunities to increase leadership and consultancy skills.</p> <p>Acknowledges levels of competence in self and others.</p>	M&L_A2: Manage your own resources and professional development (core 2 level 1).
c) Works as an effective and responsible team member and enables others to do so.	<p>Supports team members in providing a conducive environment for patients.</p> <p>Promotes discussion about ethical and legal aspects of care provision in the team.</p> <p>Facilitates the delivery of effective customer care by the team.</p> <p>Develops and maintains effective internal and external networks.</p> <p>Challenges other team members in a supportive and constructive manner.</p> <p>Listens effectively, provides feedback in a supportive and constructive manner.</p> <p>Contributes towards building an effective team by enabling team members to develop a common vision and direction.</p> <p>Celebrates successes and takes informed risks.</p> <p>Enables team members to contribute to different stages of the research process.</p>	<p>HSC451: Lead teams to support a quality provision.</p> <p>BF5: Lead teams to provide a quality provision.</p> <p>M&amp;L_A3: Develop your personal networks.</p> <p>M&amp;L_D1: Develop productive working relationships with colleagues.</p> <p>M&amp;L_D2: Develop productive working relationships with colleagues and stakeholders.</p>
d) Prioritises own workload and organises and carries out own work in a manner that maintains and promotes quality.	<p>Works as part of a team to promote quality in a systematic, organised manner.</p> <p>Questions practice and critiques research to identify research questions about team practice and specific care of client group.</p> <p>Role-models systematic critique about the development and use of evidence in and from practice.</p>	<p>M&amp;L_D2: Develop productive working relationships with colleagues and stakeholders.</p> <p>CHS170: Develop clinical protocols for delivery of services.</p> <p>CHS173: Develop care pathways for patient management.</p>
e) Evaluates the quality of own and others' work and raises quality issues and related risks with the relevant people.	<p>Evaluates service provided.</p> <p>Develops and uses audit tools.</p> <p>Ensures regular team audit and action planning.</p> <p>Introduces evaluation approaches that provide feedback on the patient experience and team activity.</p> <p>Maintains local action plans for reviewing as part of the audit and evaluation process.</p>	<p>CHS171: Develop procedures for delivery of services.</p> <p>CHS172: Develop and optimise methods and techniques for delivery of services.</p>
f) Supports the introduction and maintenance of quality systems and processes in own work area.	<p>Contributes to the development and implementation of quality systems.</p> <p>Contributes to developing and refining integrated care pathways.</p> <p>Uses experiences of the patient journey and other evaluations to improve the care pathway.</p> <p>Ensures supplies and services are maintained for safe and effective care by the team.</p> <p>Role-models effective partnership working.</p>	<p>CHS170: Develop clinical protocols for delivery of services.</p> <p>CHS171: Develop procedures for delivery of services.</p> <p>CHS172: Develop and optimise methods and techniques for delivery of services.</p> <p>CHS173: Develop care pathways for patient management.</p> <p>HI7: Comply with an external audit of data and information.</p>
g) Takes appropriate action when there are persistent quality problems.	<p>Identifies areas of the environment that require improvement for patients and staff in collaboration with senior colleagues.</p> <p>Analyses the evidence base and identifies gaps in practice.</p>	CHS172: Develop and optimise methods and techniques for delivery of services.

## KSF core dimension 5: Quality

## Level 4: Develop a culture that improves quality

Indicators	Areas of application to nursing practice with examples (core)	Skills for Health www.skillsforhealth.org.uk NOS/NWC
a) Acts consistently in accordance with legislation, policies, procedures and other quality approaches and alerts others to the need for improvements to quality.	Leads on developing a strategy for collating and monitoring a profile of data about service effectiveness that informs the need for quality improvement by: <ul style="list-style-type: none"> <li>using patient and staff stories as a means of generating evidence of the quality service provided.</li> </ul>	M&L_B8: Ensure compliance with legal, regulatory, ethical and social requirements (core 5 level 3). HSC436: Promote and manage a quality provision. CfA413: Promote innovation and change (core 4 level 4).
b) Works effectively in own team and as part of the whole organisation.	Contributes to and facilitates team effectiveness using mechanisms for regular review of both performance and outcomes by: <ul style="list-style-type: none"> <li>feeding this information into strategic human resource policies.</li> </ul>	BA5: Support effective governance. M&L_B7: Provide leadership for your organisation (core 4 level 4).
c) Prioritises, organises and carries out own work effectively.	Provides evidence of how work is prioritised, organised and delivered as well as strategies for improvement by: <ul style="list-style-type: none"> <li>undertaking skill mix analysis.</li> </ul>	
d) Enables others to understand, and address risks to quality.	Uses formal risk analysis collaboratively to identify and minimise risks through specific actions by: <ul style="list-style-type: none"> <li>engaging with all the team to enable this to happen</li> <li>facilitating the development of an open culture where risks are openly acknowledged by team members and discussed such as critical incident analysis.</li> </ul>	
e) Promotes quality actively in all areas of work.	Works with the service and staff to identify the indicators of a quality service as well as agreeing strategies to achieve them and evaluation mechanisms by: <ul style="list-style-type: none"> <li>leading on benchmarking with other stakeholders.</li> </ul>	BC4: Assure your organisation delivers quality services.
f) Initiates and takes forward the introduction and maintenance of quality and governance systems and processes across the organisation and its activities.	Leads in facilitating the implementation of systems and processes that sustain person-centredness, clinical effectiveness, evidence-based practice and shared clinical governance by: <ul style="list-style-type: none"> <li>leading in the development of a practice and service culture of continuous practice and service development</li> <li>using evidence from audit, evaluation and practice critique to promote, model and use effective action plans that address areas for improvement and enable staff to take responsibility for actions and continuous improvement.</li> </ul>	PHS_07: Assess the evidence and impact of health and health care interventions, programmes and services and apply the assessments to practice. PHS_08: Improve the quality of health and health care interventions and services through audit and evaluation. M&L_F12: Improve organisational performance (core 4 level 4).
g) Monitors quality continuously and takes effective action to address quality issues and promote quality.	Leads on building a culture of effectiveness, positive change and innovation in response to a changing health care context.	M&L_B7: Provide leadership for your organisation (core 4 level 4). M&L_B9: Develop the culture of your organisation (core 4 level 4).

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## KSF core dimension 6: Equality and diversity

**Level 2** Support equality and value diversity.

**Level 3** Promote equality and value diversity.

**Level 4** Develop a culture that promotes equality and values diversity.

### KSF core dimension 6: Equality and diversity

#### Level 2: Support equality and value diversity

Indicators	Areas of application to nursing practice with examples (core)	Skills for Health www.skillsforhealth.org.uk NOS/NWC
a) Recognises the importance of people's rights and acts in accordance with legislation, policies and procedures.	Ensures that confidentiality is maintained at all times when obtaining and passing on information.	HSC3116: Contribute to promoting a culture that values and respects the diversity of individuals (HWB1 level 2).
b) Acts in ways that: <ul style="list-style-type: none"> <li>acknowledges and recognises people's expressed beliefs, preferences and choices</li> <li>respects diversity</li> <li>values people as individuals.</li> </ul>	Identifies with patients'/clients' relevant social, cultural and religious factors that may influence the patient/client and relatives in maintaining health. Accesses appropriate facilities and diet for patients with specific cultural and religious beliefs. Guides and directs patients and users to guidance and advice services such as voluntary organisations, PALS (Patient Advice and Liaison Services) and human resources.	HSC3116: Contribute to promoting a culture that values and respects the diversity of individuals (HWB1 level 2). HSC234: Ensure your own actions support the equality, diversity, rights and responsibilities of individuals (core 6 level 2).
c) Takes account of own behaviour and its effect on others.	Role-models person-centred care that promotes equality and diversity.	HSC3116: Contribute to promoting a culture that values and respects the diversity of individuals (HWB1 level 2). HSC234: Ensure your own actions support the equality, diversity, rights and responsibilities of individuals (core 6 level 2).
d) Identifies and takes action when own or other's behaviour undermines equality and diversity.	Identifies when patients/carers and others are being discriminated against and takes appropriate action with support. Challenges behaviour that infringes the rights of others. Contributes to evaluation that promotes equality and values diversity in recruitment processes and other areas of health care activity and environments.	HSC3116: Contribute to promoting a culture that values and respects the diversity of individuals (HWB1 level 2).

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**KSF core dimension 6: Equality and diversity****Level 3: Promote equality and value diversity**

<b>Indicators</b>	<b>Areas of application to nursing practice with examples (core)</b>	<b>Skills for Health</b> www.skillsforhealth.org.uk NOS/NWC
a) Interprets equality, diversity and rights in accordance with legislation, policies, procedures and relevant standards.	Identifies with patients'/clients' relevant social, cultural and religious factors that may influence the patient/client and relatives in maintaining health. Ensures that confidentiality is maintained at all times when obtaining and passing on information. Accesses appropriate facilities and diet for patients with specific cultural and religious beliefs.	HSC3116: Contribute to promoting a culture that values and respects the diversity of individuals (HWB1 level 2). HSC234: Ensure your own actions support the equality, diversity, rights and responsibilities of individuals (core 6 level 2).
b) Evaluates the extent to which legislation is applied in the culture and environment of own sphere of activity.	Works with others to evaluate the extent to which legislation requirements are applied in own area of practice. For example: <ul style="list-style-type: none"> <li>• disability legislation in relation to access to suitable facilities and access to your service</li> <li>• confidentiality and data security relating to access to patient records</li> <li>• recruitment and selection practices</li> <li>• employment legislation relating to flexible working.</li> </ul>	HSC35: Promote choice, wellbeing and the protection of all individuals. HSC3111: Promote the equality, diversity, rights and responsibilities of individuals. HSC3116: Contribute to promoting a culture that values and respects the diversity of individuals (HWB1 level 2). HSC234: Ensure your own actions support the equality, diversity, rights and responsibilities of individuals (core 6 level 2).
c) Identifies patterns of discrimination and takes action to overcome discrimination and promote diversity and equality of opportunity.	Identifies when patients/carers and others are being discriminated against and takes action with support.	HSC3116: Contribute to promoting a culture that values and respects the diversity of individuals (HWB1 level 2). CJ_AA1: Promote equality and value diversity.
d) Enables others to promote equality and diversity and a non-discriminatory culture.	Role models person-centred care that promotes equality and diversity.	HSC3111: Promote the equality, diversity, rights and responsibilities of individuals. HSC3116: Contribute to promoting a culture that values and respects the diversity of individuals (HWB1 level 2).
e) Supports people who need assistance in exercising their rights.	Challenges behaviour that infringes the rights of others. Advocates on behalf of people whose rights have been/or may be compromised such as supporting individuals with sight or hearing difficulties to make informed consent. Guides and directs patients and users to guidance and advice services e.g. voluntary organisations, PALS (Patient Advice and Liaison Services) and human resources.	HSC395: Contribute to assessing and act on risk of danger, harm and abuse (HWB3 level 2). HSC367: Help individuals identify and access independent representation and advocacy (HWB4 level 3). HSC330: Support individuals to access and use services and facilities (HWB4 level 3). M&L_B11: Promote equality of opportunity and diversity in your area of responsibility.

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**KSF core dimension 6: Equality and diversity****Level 4: Develop a culture that promotes equality and values diversity**

Indicators	Areas of application to nursing practice with examples (core)	Skills for Health www.skillsforhealth.org.uk NOS/NWC
a) Interprets legislation to inform individuals' rights and responsibilities.	Uses a working knowledge of legislation and codes of ethics to protect rights and responsibilities by: <ul style="list-style-type: none"> <li>acting as an advocate for individuals.</li> </ul>	HI7: Comply with an external audit of data and information (core 5 level 3).
b) Promotes equality and diversity actively.	Actively promotes equality and diversity by: <ul style="list-style-type: none"> <li>role-modelling expertise and leadership in developing a culture that places equality, diversity and rights at its centre.</li> </ul>	HSC44: Develop practice that promotes the involvement, wellbeing and protection of children and young people.
c) Identifies and highlights methods and processes to resolve complaints as a consequence of unfair and discriminatory practice.	Identifies processes to resolve complaints. Encourages a culture of openness and honesty. Promotes a no blame culture.	
d) Supports people whose rights have been compromised consistent in accordance with legislation, policies and procedures and good and best practice.	Develops a culture that works to ethical and legal principles in a transparent way. Act as an advocate for people who have been compromised.	HSC45: Develop practices that promote choice, wellbeing and protection of all individuals.
e) Challenges individual and organisational discrimination actively.	Openly challenges discrimination. Is prepared to articulate values and beliefs related to discrimination.	M&L_B12: Promote equality of opportunity and diversity in your organisation.
f) Evaluates the effectiveness of equality and diversity policies and procedures in the service/agency, and contributes to the development of good and best practice.	Contributes to and evaluates good practice. Uses observations of care, staff and patient stories to determine equality and diversity practice issues.	HSC452: Contribute to the development, maintenance and evaluation of systems to promote the rights, responsibilities, equality and diversity of individuals.

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## 5

# Specific Knowledge and Skills Framework dimensions

## Health and wellbeing specific dimensions (HWB)

### Specific dimension HWB1:

### Promotion of health and wellbeing and prevention of adverse effects on health and wellbeing

**Level 1** Contribute to promoting health and wellbeing and preventing adverse effects on health and wellbeing.

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

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

#### KSF core dimension HWB1: Promotion of health and wellbeing and prevention of adverse effects on health and wellbeing

#### Level 1: Contribute to promoting health and wellbeing and preventing adverse effects on health and wellbeing

Indicators	Areas of application to nursing practice with examples (core)	Skills for Health www.skillsforhealth.org.uk NOS/NWC
a) Identifies factors that have a positive and negative affect on health and wellbeing and how positive effects can be promoted, and adverse effects prevented.	Provides health promotion in a way that empowers the patients/users. Also, to help people to become aware of the factors that negatively and positively contribute to their health and strategies to manage them.	HSC3103: Contribute to raising awareness of health issues. HSC419: Provide advice and information to people who enquire about mental health needs and related services (HWB2 level 2).
b) Enables people to view health and wellbeing as a positive aspect of their lives.	Enables patients and users to identify health-related goals that are important to them. Support people to build their own strategies for maintaining their health.	GEN14: Provide advice and information to individuals on how to manage their condition (HWB4 level 3). HSC3112: Support individuals to identify and promote their own health and social wellbeing.
c) Enables people to take part in activities and to make their own decisions about them consistent with people's views and beliefs.	Addresses any issues that people may have and obtains informed consent before any activities that include assessment. Identifies strategies with patients and users for achieving their own health promotion goals.	CHS76: Obtain informed consent for interventions and investigations (HWB5 level 3). HSC3112: Support individuals to identify and promote their own health and social wellbeing. HT2: Communicate with individuals about promoting their health and wellbeing.
d) Undertakes planned activities with people with their agreement in accordance with legislation, policies and procedures.	Aware of the specific legal and ethical implications of specialist interventions, treatments and therapies supported by a mentor/clinical supervisor.	CHS76: Obtain informed consent for interventions and investigations (HWB5 level 3). HT3: Enable individuals to change their behaviour to improve their health and wellbeing.
e) Records and reports back fully on the activities undertaken. Alerts others in the team to any issues that arise during the activities.	Keeps accurate care records and alerts the multidisciplinary team to any issues that occur.	HSC434: Maintain and manage records and reports (IK1 level 2).



**KSF core dimension HWB1: Promotion of health and wellbeing and prevention of adverse effects on health and wellbeing**

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

Indicators	Areas of application to nursing practice with examples (core)	Skills for Health www.skillsforhealth.org.uk NOS/NWC
a) Engages and works effectively with a wide range of diverse people to identify their concerns about health and wellbeing and the target groups for any programmes.	With all stakeholders identify the needs of the local population with regard to health and wellbeing and programmes of support required e.g. hold patient forums. Address concerns of stakeholders involved in the programme.	PHP_16: Work in partnership to promote health and wellbeing and reduce risks in health care settings.
b) Proactively identifies the purpose of the programmes and the issues they are designed to address.	Works with stakeholders to identify the purpose of the programme specific to the needs of the patients, for example: <ul style="list-style-type: none"> <li>• use questionnaires to identify areas to address</li> <li>• undertake a values clarification exercise.</li> </ul>	PHP_28: Work in partnership to plan, implement and review programmes and projects to improve health and wellbeing.
c) Involves people from the target group actively in priority-setting, programme design, planning and implementation.	Involves patients in planning their on-going care. Uses team exercises to involve all.	PHP_22: Work in partnership with communities to assess their health and wellbeing and related needs. MH60: Enable groups, communities and organisations to determine and plan how to address their issues and concerns.
d) Identifies: <ul style="list-style-type: none"> <li>• trends in people's health and wellbeing</li> <li>• other resources that people in the target group have available to them</li> <li>• how these resources might be better used by the people concerned</li> <li>• the contribution that the programme might make.</li> </ul>	Identifies all resources that would benefit the programme. Uses health promotion theory to inform clinical practice. Provides programmes that are geared to the patients/clients in the local area.	PHP_22: Work in partnership with communities to assess their health and wellbeing and related needs.
e) Works with others to produce and record a detailed plan for the health improvement programmes that are appropriate for the target groups and take into account: <ul style="list-style-type: none"> <li>• relevant policies and strategies</li> <li>• the different levels at which the programme needs to operate</li> <li>• specific activities within each of those levels</li> <li>• how the programme will be co-ordinated</li> <li>• the evidence that will be used to judge it's effectiveness</li> <li>• legislation, policies and procedures.</li> </ul>	Works with all stakeholders to produce an appropriate plan suitable for the patient group. Involves all stakeholders in the plan by holding open forums. Encourages people to identify their own needs enabling the programmes to be focused at the right level. Uses patient stories to evaluate effectiveness. Works in accordance with local and national guidelines.	PHP_17: Work in partnership to prevent the onset of adverse effects on health and wellbeing in populations.
f) Works with others to implement programmes effectively for the target group.	Works with stakeholders to achieve the programme together with community carers and voluntary agencies. Uses the skills of other professionals to provide the best programme.	PHP_28: Work in partnership to plan, implement and review programmes and projects to improve health and wellbeing. PHS_19: Develop, sustain and implement a vision and objectives for improving health and wellbeing.
g) Evaluates with people from the target group and those involved in running the programme its effectiveness in improving health and wellbeing.	Evaluates the programmes using feedback from stakeholders. For example: <ul style="list-style-type: none"> <li>• 360 degree feedback</li> <li>• observations of care</li> <li>• patient stories</li> <li>• staff stories.</li> </ul>	PHP_28: Work in partnership to plan, implement and review programmes and projects to improve health and wellbeing.

**KSF core dimension HWB1: Promotion of health and wellbeing and prevention of adverse effects on health and wellbeing**

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

Indicators	Areas of application to nursing practice with examples (core)	Skills for Health www.skillsforhealth.org.uk NOS/NWC
a) Evaluates the content and thrust of policies and identifies: <ul style="list-style-type: none"> <li>• the impact they will have on health and wellbeing</li> <li>• their consistency</li> <li>• their inclusiveness</li> <li>• evidence of effectiveness.</li> </ul>	Addresses concerns of stakeholders involved in the programme.	PHP_32: Work in partnership to monitor and review strategies for improving health and wellbeing. PHP_38: Monitor trends and developments in policies for their impact on health and wellbeing.
b) Alerts decision-makers to issues that: <ul style="list-style-type: none"> <li>• will affect health and wellbeing</li> <li>• are inconsistent with evidence</li> <li>• and offers constructive solutions to tackle these issues.</li> </ul>	With stakeholders identifies the purpose of the programme by, for example, undertaking a values clarification exercise.	PHP_29: Work in partnership to develop and agree priorities and targets for improving health and wellbeing.
c) Produces clear and concise arguments for decision-makers that outline the benefits of improving health and wellbeing and the risks of not doing so.	Uses team exercises to involve everyone.	PHP_39: Present information and arguments to others on how policies affect health and wellbeing. PHP_35: Advise how health improvement can be promoted in policy development.
d) Drafts inputs to policy documents that are consistent with evidence and relevant legislation and help decision-makers move forward.	Provides programmes that are geared to local patients/clients. Contributes to policy development in own area of practice that impact on the health and wellbeing of the patient group.	PHP_40: Evaluate and recommend changes to policies to improve health and wellbeing. PHP_36: Contribute to the formulation of policy specifically focused on improving health and wellbeing.
e) Uses a range of different methods that are capable of achieving change in others' policies.	Works with all stakeholders to produce an appropriate plan suitable for the patient group.	PHP_29: Work in partnership to develop and agree priorities and targets for improving health and wellbeing.
f) Agrees how to take forward the implementation of policies at a local level and undertake own role effectively.	Uses the skills of other professionals to provide the best programme.	PHP_30: Work in partnership to plan how to put strategies for improving health and wellbeing into effect. PHP_31: Work in partnership to implement strategies for improving health and wellbeing. PHS_03: Plan, implement, monitor and evaluate strategies for promoting the health and wellbeing of the population.
g) Evaluates the impact of policies on improving the health and wellbeing of the target population.	Evaluates the programmes using feedback from stakeholders such as 360 degree feedback, observations of care, patient and staff stories.	PHP_33: Work in partnership to make a preliminary assessment of the impact of policies and strategies on health and wellbeing. PHP_34: Work in partnership to undertake a full assessment of the impact of policies and strategies on health and wellbeing. PHP_37: Evaluate and review the effects of policies on health improvement.

## Health and wellbeing specific dimensions (HWB)

### Specific dimension HWB2:

### Assessment and care planning to meet health and wellbeing needs

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

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

#### KSF core dimension HWB2: Personal and people development

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

Indicators	Areas of application to nursing practice with examples (core)	Skills for Health www.skillsforhealth.org.uk NOS/NWC
a) Plans the assessment of people's health and wellbeing needs and ensures that it takes place.	<p>Obtains informed consent prior to all activities including assessment, having addressed any issues that people may have.</p> <p>Ensures patients are cared for in an environment suited to their physical, psychological and social needs.</p> <p>Assesses the ability and motivation of the patient and carer to self-manage care.</p> <p>Identifies the physiological, psychological, social, cultural, developmental, sexual and spiritual needs of the person when planning care.</p> <p>Identifies the individual's coping and adjustment strategies, their motivation and support mechanisms.</p>	<p>CHS76: Obtain informed consent for interventions or investigations (HWB5 level 3).</p> <p>M&amp;L_B8: Ensure compliance with legal, regulatory, ethical and social requirements (core 5 level 3).</p> <p>AHP25: Assist in the assessment of the need for, and the provision of environmental and social support in the community (HWB2 level 2).</p> <p>EUSC_01: Take a presenting history from an individual to inform assessment (HWB6 level 3).</p> <p>HSC414: Assess individual needs and preferences (HWB2 level 3).</p> <p>AF2: Carry out assessment to identify and prioritise needs (HWB2 level 3).</p> <p>HSC382: Support individuals to prepare for, adapt to and manage change (HWB4 level 3).</p>
b) Explains clearly to people: <ul style="list-style-type: none"> <li>• own role, responsibilities and accountability</li> <li>• the information that is needed from the assessment and who might have access to it</li> <li>• the benefits and risks of the assessment process and alternative approaches.</li> </ul>	<p>Takes accountability and responsibility for actions when assessing and planning care.</p> <p>Ensures continuity of care and that patients and users know who is responsible for that care.</p> <p>Ensures patients allergies are documented and issues red name bands if appropriate.</p> <p>Assesses patient's ability to self-medicate.</p> <p>Provides advice to client group on the effects and side-effects of commonly used drugs.</p>	<p>M&amp;L_A1: Manage your own resources (core 2 level 1).</p>
c) Respects people's dignity, wishes and beliefs, involves them in shared decision making and obtains their consent.	<p>Enables the person's own informed decision-making.</p> <p>Acts in ways that acknowledge an individual's right to make own decisions and recognises their responsibilities.</p> <p>Demonstrates moral integrity in relationship with patients and the people who are important to them.</p> <p>Obtains valid informed consent.</p>	<p>CHS76: Obtain informed consent for investigations or treatments (HWB5 level 3).</p> <p>HSC234: Ensure your own actions support the equality, diversity, rights and responsibilities of individuals (core 6 level 2).</p>

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**KSF core dimension HWB2: Personal and people development****Level 3: Assess health and wellbeing needs and develop, monitor and review care plans to meet specific needs**

Indicators	Areas of application to nursing practice with examples (core)	Skills for Health www.skillsforhealth.org.uk NOS/NWC
<p>d) Uses assessment methods and processes of reasoning that:</p> <ul style="list-style-type: none"> <li>• are based on available evidence</li> <li>• are appropriate for the people concerned</li> <li>• obtain sufficient information for informed decision-making</li> <li>• they have the knowledge, skills and experience to use effectively</li> <li>• are consistent with legislation, policies and procedures.</li> </ul>	<p>Assesses and records baseline observation on a patient's admission, reporting anything out of normal range such as nutritional status, blood sugar, blood pressure and heart rate.</p> <p>Acts on feedback derived from a range of sources including the patient's own preferences, evidence-based guidelines and patient-centred standards/benchmarks.</p> <p>Uses an evidence-based and person-centred assessment approach to identify health care and education needs.</p> <p>Undertakes a holistic assessment in partnership with the patient to determine accurately actual and potential problems that might require intervention.</p> <p>Adjusts assessment and history taking to the life span, gender and cultural background of the person.</p> <p>Assesses patient's level of vulnerability because of disability or age.</p> <p>Acts on the specific legal and ethical implications of specialist interventions, treatments and therapies supported by a mentor/clinical supervisor.</p> <p>Uses knowledge of the side-effects and risks associated with implementing drug interventions, treatments and therapies commonly used with client group.</p> <p>Evaluates drug, treatment and therapy strategies in line with local and national policies and clinical guidelines.</p> <p>Implements actions and knowledge arising from own reflections and clinical supervision.</p> <p>Implements local action plans for patient-focused benchmarking.</p>	<p>EUSC_01: Take a presenting history from an individual to inform assessment (HWB6 level 3).</p> <p>EUSC_02: Obtain supporting information to inform patient assessment (HWB6 level 3).</p> <p>CHS92: Monitor and review a patient's nutritional wellbeing.</p> <p>CHS4: Identify the individual at risk of skin breakdown and undertake appropriate risk assessment.</p> <p>CHS60: Assess individuals with long-term conditions.</p>
<p>e) Considers and interprets all of the information available and makes a justifiable assessment of people's health, wellbeing and related needs. Explains the outcomes to those concerned.</p>	<p>Recognises and acts on patterns of signs and symptoms in patients with similar health and wellbeing needs, integrating this with knowledge of the specific patient.</p> <p>Uses patients own preferences as one of the sources of evidence to inform decision-making.</p>	<p>EUSC_01: Take a presenting history from an individual to inform assessment (HWB6 level 3).</p> <p>EUSC_02: Obtain supporting information to inform patient assessment (HWB6 level 3).</p> <p>EC_11A: Investigate and diagnose an individual who presents for emergency assistance with breathlessness (HWB6 level 4). (This is under review).</p> <p>CHS4: Identify the individual at risk of skin breakdown and undertake appropriate risk assessment.</p>

## KSF core dimension HWB2: Personal and people development

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

Indicators	Areas of application to nursing practice with examples (core)	Skills for Health www.skillsforhealth.org.uk NOS/NWC
<p>f) Develops and records care plans that are appropriate to the patient and:</p> <ul style="list-style-type: none"> <li>• are consistent with the outcomes of assessing their health and wellbeing needs</li> <li>• identify the risks that need to be managed</li> <li>• have clear goals</li> <li>• involve other practitioners and agencies when this is necessary to meet people's health and wellbeing needs and risks</li> <li>• are consistent with the resources available</li> <li>• note people's wishes and needs that it was not possible to meet.</li> </ul>	<p>Documents clear and accurate information about the patient arising from the assessment and care planning process. Communicates this information to others.</p> <p>Begins appropriate discharge and/or rehabilitation plan after discussion with patient and multidisciplinary team.</p>	<p>AG1: Develop, implement and review care plans for individuals (HWB2 level 3).</p> <p>EUSC_07: Prioritise individuals for further assessment, treatment and care (HWB6 level 3).</p> <p>AG2: Contribute to care planning and review (HWB2 level 2).</p> <p>GEN16: Inform an individual of discharge arrangements (core 1 level 2).</p> <p>CHS87: Agree rehabilitation plans with individuals, families, carers and other professionals (HWB2 level 3).</p> <p>HSC428: Develop, implement and review programmes of support for carers and families.</p> <p>HSC450: Develop risk management plans to support individual's independence to live in their own home.</p> <p>CHS61: Co-ordinate the care of individuals with long-term conditions.</p>
<p>g) Monitors the implementation of care plans and makes changes to meet people's needs.</p>	<p>Prioritises care required within available resources ensuring patient's needs are met.</p> <p>Acts as a key worker by co-ordinating the monitoring and evaluation of care plans.</p> <p>Maintains continuity of care and makes necessary changes in consultation with the multidisciplinary teams such as pain assessment, fluid and nutritional input and output.</p>	<p>MH26: Implement specific parts of individualised care programmes (HWB7 level 2).</p> <p>CHS89: Evaluate treatment plans with individuals and those involved in their care.</p>

**KSF core dimension HWB2: Personal and people development****Level 4: Assess complex health and wellbeing needs and develop, monitor and review care plans to meet those needs**

Indicators	Areas of application to nursing practice with examples (core)	Skills for Health www.skillsforhealth.org.uk NOS/NWC
a) Explains clearly to people: <ul style="list-style-type: none"> <li>• own role, responsibilities and accountability</li> <li>• the information that is needed from the assessment of health and wellbeing needs, and who might have access to it</li> <li>• the benefits and risks of the assessment process and alternative approaches</li> <li>• the outcomes of assessment</li> <li>• options in care plans and associated benefits and risks.</li> </ul>	Considers and applies legal, ethical and professional perspectives when planning care strategies.	HSC45: Develop practices that promote choice, wellbeing and protection of all individuals (core 6 level 4).
b) Respects people's dignity, wishes and beliefs, involves them in shared decision-making and obtains their consent.	Acts as a catalyst by creating harmony and understanding. Enables new ways of working, and influences colleagues' practice by: <ul style="list-style-type: none"> <li>• knowing the patient</li> <li>• demonstrating moral integrity.</li> </ul>	CHS76: Obtain informed consent for interventions or investigations (HWB5 level 3).
c) Plans and uses assessment methods that are appropriate for complex needs, and uses processes of reasoning that: <ul style="list-style-type: none"> <li>• are appropriate for the complex needs of the people concerned</li> <li>• they have the knowledge, skills and experience to use effectively</li> <li>• are based on available evidence</li> <li>• obtain sufficient information for decision-making that includes assessment information from other practitioners.</li> </ul>	Uses holistic practice knowledge to develop referral pathways for patients requiring other interventions. Enables patient-focused benchmarks to be integrated into patient assessment and care planning processes.	CHS99: Refer individuals to specialist sources of assistance to meet their health care needs (HWB6 level 3). EUSC_01: Take a presenting history from an individual to inform assessment (HWB6 level 3). EUSC_02: Obtain supporting information to inform the assessment of an individual (HWB6 level 3). EUSC_03: Co-ordinate an individual's further assessments and investigations prior to the start of treatment (HWB6 level 3).
d) Follows reasoning processes that: <ul style="list-style-type: none"> <li>• balance additional information against the overall picture of the individual's needs to confirm or deny developing hypotheses</li> <li>• are capable of justification given the available information at the time</li> <li>• are likely to result in the optimum outcome.</li> </ul>	Demonstrates clear lines of accountability in delivering services in established practice by demonstrating skilled know-how. Displays creative, innovative and challenging behaviour appropriate to the boundaries of professional conduct.	
e) Interprets all available information and makes a justifiable assessment of: <ul style="list-style-type: none"> <li>• people's health and wellbeing</li> <li>• their related complex needs and prognosis</li> <li>• risks to their health and wellbeing in the short and longer term.</li> </ul> Transfers and applies their skills and knowledge to address the complexity of people's needs.	Uses expert knowledge to inform relevant care provision that will enhance the experience of the user. For example, liaises with all stakeholders to ensure that all information is used to plan the care provided. Gets quickly to the heart-of-the-matter by interpreting all information in a knowledgeable way using skills of differential diagnosis.	HSC427: Assess the needs of carers and families. CHS40: Establish a diagnosis of an individual's health condition (HWB6 level 4).

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## KSF core dimension HWB2: Personal and people development

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

Indicators	Areas of application to nursing practice with examples (core)	Skills for Health www.skillsforhealth.org.uk NOS/NWC
f) Develops and records care plans that are appropriate to the people concerned and: <ul style="list-style-type: none"> <li>• are consistent with the outcomes of assessing their complex health and wellbeing needs</li> <li>• identify the risks that need to be managed</li> <li>• have clear goals</li> <li>• involve other practitioners and agencies to meet people's complex health and wellbeing needs and risks</li> <li>• are consistent with the resources available</li> <li>• note people's wishes and needs that it was not possible to meet.</li> </ul>	Uses analytical skills to understand and use data in clinical practice.	H119: Assess clinical information and evidence critically (IK2 level 2).
g) Co-ordinates the delivery of care plans, feeding in relevant information to support wider service planning.	Co-ordinates care planning by developing computer literacy. Co-ordinates the delivery of the planned care. Feed relevant information to inform the development of, for example, care pathways, clinical protocols.	HSC41: Use and develop methods and systems to communicate record and report (core 1 level 4). CHS170: Develop clinical protocols for the delivery of services (core 5 level 3). CHS173: Develop care pathways for patient management (core 5 level 3).
h) Monitors the implementation of care plans and makes changes to better meet people's complex health and wellbeing needs.	Monitors the quality of care plans to ensure the service user is being provided with person-centred, effective, evidence-based care. Monitor the quality of care implemented. Evaluate care delivered and review care plans to ensure complex health and wellbeing needs are met.	CHS85: Review and evaluate care management plans with individuals diagnosed with long-term conditions (HWB6 level 3).

## Health and wellbeing specific dimensions (HWB)

### Specific dimension HWB<sub>3</sub>: Protection of health and wellbeing

**Level 1** Recognise and report situations where there might be a need for protection.

**Level 2** Contribute to protecting people at risk.

**Level 3** Implement aspects of a protection plan and review its effectiveness.

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

#### KSF core dimension HWB<sub>3</sub>: Protection of health and wellbeing

#### Level 1: Recognise and report situations where there might be a need for protection

Indicators	Areas of application to nursing practice with examples (core)	Skills for Health www.skillsforhealth.org.uk NOS/NWC
a) Identifies signs that people are at risk and that there might be a need for protective measures.	Identifies patients who are at risk such as people who are suffering from pressure sores, malnutrition, drug abuse, falls, depression and abuse.	HSC240: Contribute to the identification of the risk of danger to individuals and others. HSC335 Contribute to the protection of individuals from harm and abuse (HWB <sub>3</sub> level 2).
b) Reports any suspicions of risk to the appropriate people and/or organisations in accordance with legislation, policies and procedures.	Reports any potential risks identified above to team leader or others, and jointly identify strategies to minimise them.	
c) Records and reports any information that is available on the risks.	Records accurately all aspects of care that affect risks such as manual handling needs and the actions taken to minimise them.	

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**KSF core dimension HWB3: Protection of health and wellbeing**  
**Level 2: Contribute to protecting people at risk**

Indicators	Areas of application to nursing practice with examples (core)	Skills for Health www.skillsforhealth.org.uk NOS/NWC
a) Contacts individuals who are at risk, taking the necessary action if difficulties are encountered.	Has protocols in place to ensure people at-risk are not excluded from follow-up care when discharged from secure environments.	HSC335: Contribute to the protection of individuals from harm and abuse. AB3: Contribute to the prevention and management of abusive and aggressive behaviour. HSC337: Provide frameworks to help individuals to manage challenging behaviour. HSC395: Contribute to assessing and act on risk of danger, harm and abuse.
b) Explains to people the purpose for the contact, relevant regulatory powers, whether information will be confidential or disclosed. Involves them in shared decision-making.	Ensures that all information is given to the person to enable shared decision-making.	HSC330: Support individuals to access and use services and facilities (HWB4 level 3).
c) Prepares for, and contributes to protective interventions in a manner that: <ul style="list-style-type: none"> <li>• is consistent with legislation, policies and procedures</li> <li>• is appropriate to the people concerned</li> <li>• is appropriate for the setting</li> <li>• maintains the health and safety of the individual concerned, self and others.</li> </ul>	Has knowledge and understanding of policies and procedures such as guidance around child protection issues and sectioning under the Mental Health Act.	M&L_B8: Ensure compliance with legal, regulatory, ethical and social requirements (core 5 level 3). HSC234: Ensure your own actions support the equality, diversity, rights and responsibilities of individuals (core 6 level 2).
d) Takes appropriate and immediate action in response to emergencies.	Knows what emergency plans are in place and who to contact in case of emergency.	
e) Records and reports the interventions in accordance with legislation and relevant policies and procedures.	Keeps records of all incidents and reports on correct documentation to the appropriate person.	

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**KSF core dimension HWB3: Protection of health and wellbeing****Level 3: Implement aspects of a protection plan and review its effectiveness**

Indicators	Areas of application to nursing practice with examples (core)	Skills for Health www.skillsforhealth.org.uk NOS/NWC
a) Works in partnership to identify and assess the nature, location and seriousness of the particular risks.	Works in partnership to identify the nature, location and seriousness of the particular risks. This should include the individual, their carers, the wider health care team and social services. Participates in risk assessment and alerts appropriate individuals and agencies. Seeks support and guidance as necessary.	PHP_19: Work in partnership to plan investigations to protect the public's health and wellbeing from specific risks. PHP_20: Work in partnership to identify how to apply plans that protect the public's health and wellbeing from specific risks. PHP_21: Undertake own role in a partnership to protect the public's health and wellbeing from specific risks. HSC335: Contribute to the protection of individuals from harm and abuse (HWB3 level 2).
b) Prioritises own work in line with areas of highest risk, co-ordinating own actions with colleagues.	Prioritises own work in relation to the highest risks. Work effectively with others in responding to the identified risk. Actions issues arising from risk assessments and document all changes.	HSC395: Contribute to assessment of danger, and act on risk, harm and abuse (HWB3 level 2).
c) Contacts people who are at risk, taking necessary action if there are difficulties.	Contacts those who are at risk, addressing issues/difficulties as they arise. Reports issues when they are outside own area of responsibility and sphere of influence.	PHP_18: Work in partnership to contact, assess and support individuals that are at risk from identified hazards to health and wellbeing.
d) Explains to people the purpose for the contact, any requirements for statutory enforcement, what people are required to do to comply with the statutory enforcement and what will happen if they fail to comply and involves them in shared decision-making.	Informs people, who are at risk, why they are being contacted, and ensures that they understand. Ensures shared decision-making in relation to compliance with statutory enforcement, and explains consequences for failing to comply.	HSC430: Support the protection of individuals, key people and others.
e) Prepares for, and undertakes the protective interventions that they are responsible for in the protection plan in a manner that: <ul style="list-style-type: none"> <li>• is consistent with evidence-based practice, legislation, policies and procedures</li> <li>• is appropriate for individuals</li> <li>• is appropriate for the setting</li> <li>• maintains health and safety.</li> </ul>	Assesses and implements appropriate protective interventions that apply to area of practice and responsibility. Adheres to guidelines and evidence-based practice. For example, radiation protection, manual handling regulations and infection control.	HSC337: Provide frameworks to help individuals to manage challenging behaviour (HWB3 level 2). IPC1: Minimise the risks of spreading infection by cleaning and maintaining environments in health and social care settings (core 3 level 1). IPC2: Perform hand hygiene to prevent the spread of infection (core 3 level 1). IPC3: Clean and remove spillages of blood and other body fluids (core 3 level 1). IPC4: Clean and store care equipment to minimise the risks of spreading infection (core 3 level 1). IPC5: Minimise the risks of exposure to blood-borne infections while providing care (core 3 level 1). IPC6: Use personal protective equipment to prevent spread of infection (core 3 level 1). IPC7: Safely dispose of health care waste, including sharps, to prevent the spread of infection (core 3 level 1). IPC8: Minimise the risk of infection when transporting and storing health care waste (core 3 level 1). IPC9: Minimise the risks of spreading infection when removing used linen (core 3 level 1). Gen2: Prepare and dress for work in clinical/therapeutic areas (core 3 level 1). CHS6: (HWB5 level 2).

**KSF core dimension HWB<sub>3</sub>: Protection of health and wellbeing****Level 3: Implement aspects of a protection plan and review its effectiveness**

<b>Indicators</b>	<b>Areas of application to nursing practice with examples (core)</b>	<b>Skills for Health</b> www.skillsforhealth.org.uk NOS/NWC
f) Undertakes own work in ways that manage risk and are consistent with statutory enforcement.	Undertakes risk management. Follows policies and procedures designed to manage risks, such as health and safety and radiation protection.	HSC430: Support the protection of individuals, key people and others. HSC395: Contribute to assessing and act on risk of danger, harm and abuse (HWB <sub>3</sub> level 2).
g) Works with other members of the protection team to plan, monitor and review the effectiveness of the protection plan.	Reviews changes and evaluates outcomes of the protection plan with protection team members, taking into account the patient point of view.	PHP_19: Work in partnership to plan investigations to protect the public's health and wellbeing from specific risks. PHP_20: Work in partnership to identify how to apply plans that protect the public's health and wellbeing from specific risks. PHP_21: Undertake own role in a partnership to protect the public's health and wellbeing from specific risks.
h) Records and reports on the legislation, policies and procedures that relate to the overall protection plan for which s/he is responsible.	Keeps accurate up-to-date records that are accessible by all agencies involved in the protection plan.	HSC434: Maintain and manage records and reports (IK1 level 2).

**KSF core dimension HWB3: Protection of health and wellbeing****Level 4: Develop and lead on the implementation of an overall protection plan**

Indicators	Areas of application to nursing practice with examples (core)	Skills for Health www.skillsforhealth.org.uk NOS/NWC
a) Works in partnership to identify and assess: <ul style="list-style-type: none"> <li>nature, location and seriousness of risks</li> <li>problems that need to be addressed</li> <li>factors that might be causing the problems</li> <li>priorities</li> <li>legislative, policy and procedural requirements.</li> </ul>	Works in a governance framework to address risk issues that reflect local and national requirements.	HSC431: Support individuals where abuse has been disclosed (HWB3 level 3).
b) Identifies and agrees a range of options for addressing agreed priorities with others. Selects those that have the best chance of success.	Presents collaborative action plans that set out priorities.	
c) Develops an overall protection plan with the help of others.	Initiates and facilitates others to develop health protection plans.	PHS_05: Plan, implement, monitor and evaluate strategies for protecting the health and wellbeing of the population. PHS_04: Plan, implement, monitor and evaluate disease prevention and screening programmes to improve the population's health and wellbeing.
d) Considers each specific case in the context of the overall protection plan and decides with others how to proceed.	Works in collaboration to action health protection the plans.	EC_31: Manage major emergency situations (under review).
e) Identifies and agrees in partnership: <ul style="list-style-type: none"> <li>who will be involved in the management of specific risks</li> <li>how the risks can be best managed</li> <li>who needs to be kept informed.</li> </ul>	Involves and informs all key stakeholders about the implementation of risk strategies.	
f) Co-ordinates with everyone involved to manage risks effectively and to facilitate swift and effective communication and support.	Knows who to contact in case of emergency such as when help is needed to support people at risk of self-harm.	
g) Undertakes any protective interventions that are necessary to manage complex risks for which s/he holds responsibility.	Ensures competence to deal with risk situations such as tackling violent and aggressive behaviour.	HSC430: Support the protection of individuals, key people and others (HWB3 level 3). PHP_21: Undertake own role in a partnership to protect the public's health and wellbeing from specific risks (HWB3 level 3).
h) Maintains an ongoing accurate record of risks, the actions taken and other investigations that have been put into effect.	Maintains up-to-date records of all actions and interventions such as completion of appropriate accident/incident forms.	HSC434: Maintain and manage records and reports (IK1 level 2).
i) Reviews the effectiveness of protection plans with others and any issues about implementation. Makes the necessary changes as a result.	Reviews and evaluates all responses and actions taken with those involved.	

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## Health and wellbeing specific dimensions (HWB)

### Specific dimension HWB<sub>4</sub>:

### Ability to address health and wellbeing needs

**Level 2** Enable people to meet ongoing health and wellbeing needs.

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

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

#### KSF core dimension HWB<sub>4</sub>: Ability to address health and wellbeing needs

#### Level 2: Enable people to meet ongoing health and wellbeing needs

Indicators	Areas of application to nursing practice with examples (core)	Skills for Health www.skillsforhealth.org.uk NOS/NWC
a) Offers information to the team on how to meet people's health and wellbeing needs, and effective ways of doing this based on observations and own experience.	Identifies and meets the information needs of individual patients/users through team briefings, case conferences and clinical governance procedure.	HSC241: Contribute to the effectiveness of teams (core 5 level 1).
b) Respects people's dignity, wishes and beliefs, and involves them in shared decision-making. Obtains their informed consent.	Supports patients to become self-sufficient in decision-making, including setting benchmarks and considering important issues such as 'do not resuscitate' orders.	CHS76: Obtain informed consent for interventions or investigations (HWB6 level 3).
c) Prepares and undertakes activities to enable people to meet their ongoing needs in accordance with the care plan, legislation, policies and procedures.	Acts as a resource to the patient/client family, carers and health care assistants throughout the patient's journey. Provides specific information to individual patients, families and carers on everyday health care issues such as the side-effects of medication, dietary information, rehabilitation and the management of chronic illness. Enables patients to access other resources for specialist information that is relevant to the client group and their rights.	AG1: Develop, implement and review care plans for individuals (HWB2 level 3). HSC27: Support individuals in their daily living. HSC330: Support individuals to access and use services and facilities (HWB4 level 3).
d) Alerts the team to any risks promptly.	Shows awareness of who to alert when there are risks to address.	
e) Reports and records activities undertaken and how health and wellbeing needs are changing. Feeds back on the appropriateness of the activities for the people concerned.	Uses person-centred records to inform the immediate clinical team about key health and wellbeing activities as well as ongoing progress. Does this within confidentiality guidelines.	HSC434: Maintain and manage records and reports (IK1 level 2).

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**KSF core dimension HWB4: Ability to address health and wellbeing needs****Level 3: Enable people to address specific needs in relation to health and wellbeing**

Indicators	Areas of application to nursing practice with examples (core)	Skills for Health www.skillsforhealth.org.uk NOS/NWC
a) Respects people's dignity, wishes and beliefs, and involves them in shared decision making. Obtains their informed consent.	Uses a full range of strategies to relieve the psychological and spiritual impact of ill health on individuals, family and supporters.	HSC351: Plan, agree and implement development activities to meet individual needs. HSC369: Support individuals with specific communication needs.
b) In partnership with clients identifies: <ul style="list-style-type: none"> <li>goals for specific activities in the overall care plan and their health and wellbeing needs</li> <li>the form that the activities should take</li> <li>the involvement of other people and/or agencies</li> <li>relevant evidence-based guidelines.</li> </ul>	Involves everyone in planning care based on best evidence and patient choices.	GEN14: Provide advice and information to individuals on how to manage their own condition. HSC350: Recognise, respect and support the spiritual wellbeing of individuals.
c) Enables people to address their specific needs in accordance with legislation, policies and procedures, and acts as a resource as and when clients need it.	Advocates on behalf of patients to enable choice within local guidelines.	HSC366: Support individuals to represent their own needs and wishes at decision-making forums. HSC330: Support individuals to access and use services and facilities.
d) Takes the appropriate action to address any issues or risks.	Undertakes risk assessments and acts on any issues arising.	HSC450: Develop risk management plans to support individual's independence and daily living in their home (HWB2 level 3).
e) Reviews the effectiveness of specific activities as they proceed, and makes any necessary modifications.	Reviews the actions taken and changes practice accordingly through team briefings and multidisciplinary case reviews.	CHS124: Manage and support the progress of individuals through patient care pathways.
f) Provides feedback to the person responsible for the overall care plan on its effectiveness, and the health and wellbeing and needs of clients.	Feeds back to named nurse all care provided.	CHS124: Manage and support the progress of individuals through patient care pathways.
g) Makes accurate records of the activities undertaken and any risks.	Keeps accurate care records in accordance with local guidelines.	HSC434: Maintain and manage records and reports (IK1 level 2).

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**KSF core dimension HWB4: Ability to address health and wellbeing needs****Level 4: Empower people to realise and maintain their potential in relation to health and wellbeing**

Indicators	Areas of application to nursing practice with examples (core)	Skills for Health www.skillsforhealth.org.uk NOS/NWC
a) Respects people's dignity, wishes and beliefs, and involves them in shared decision making. Obtains their informed consent.	Uses knowledge and experience to provide person-centred care.	HSC429: Work with groups to promote individual growth, development and independence.
b) In partnership with clients identifies: <ul style="list-style-type: none"> <li>goals for specific activities in the overall care plan and their complex health and wellbeing needs</li> <li>the form different activities should take</li> <li>the involvement of other people and/or agencies</li> <li>relevant evidence-based guidelines</li> <li>risks.</li> </ul>	Implements and facilitates joint care planning with all health professionals and other stakeholders, and bases care on best practice.	CM_D7: Empower individuals with long-term conditions to represent their views and organise their own support, assistance or action. CHS60: Assess individuals with long-term conditions (HWB2 level 3).
c) Enables people to realise and maintain their health potential in a manner that is consistent with: <ul style="list-style-type: none"> <li>evidence-based practice</li> <li>legislation, policies and procedures</li> <li>the management of risk.</li> </ul> Applies own skills, knowledge and experience and uses considered judgement to support people's needs.	Facilitates person-centred care that empowers the recipient to take responsibility, with supervision as needed.	HSC426: Empower families, carers and others to support the individual. HSC432: Enable families to address an individual's behaviour. CHS61: Co-ordinate the care of individuals with long-term conditions (HWB2 level 3).
d) Takes the appropriate action to address any issues or risks.	Undertakes risk assessments. For example, when encouraging patients to self-administer medication. Ensures safe practice using, for example, critical incident analysis to assess risk and action as needed.	
e) Evaluates the effectiveness of work with people and makes any necessary modifications.	Evaluates all sources of evidence-based care. Monitors effectiveness constantly by using patient stories, for example.	
f) Provides effective feedback to inform the overall care plan.	Uses all opportunities to feedback on care. For example, through team briefings. Use multidisciplinary opportunities to feedback such as multi-professional ward rounds that include the patient.	
g) Makes complete records of the work undertaken, people's health and wellbeing, needs and related risks.	Records all activity in a clear concise manner and on appropriate documentation such as local incident forms.	HSC434: Maintain and manage records and reports (IK1 level 2).

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## Health and wellbeing specific dimensions (HWB)

### Specific dimension HWB5: Provision of care to meet health and wellbeing needs

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

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

#### KSF core dimension HWB5: Provision of care to meet health and wellbeing needs

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

Indicators	Areas of application to nursing practice with examples (core)	Skills for Health www.skillsforhealth.org.uk NOS/NWC
a) Respects people's dignity, wishes and beliefs, and involves them in shared decision-making. Obtains their informed consent.	Places the person at the centre of health care in a way that meets patient-centred benchmarks and other matters important to the patient. Enables the person's own informed decision-making. Acts in ways that acknowledge a person's right to make own decisions, and recognises their responsibilities. Obtains informed consent prior to all activities, including assessment, and addresses any issues that people may have.	CHS76: Obtain informed consent for interventions or investigations (HWB2 level 3; HWB5 level 3; and HWB6 level 3). HSC234: Ensure your own actions support the equality, diversity, rights and responsibilities of individuals (core 6 level 2).
b) In partnership with clients identifies: <ul style="list-style-type: none"> <li>goals for specific activities in the overall care plan and their health and wellbeing needs</li> <li>the nature of the different aspects of care</li> <li>the involvement of other people and/or agencies</li> <li>relevant evidence-based practice and/or clinical guidelines.</li> </ul>	Liaises with the multidisciplinary team, participating in ward rounds, case conferences, and clinical governance procedures. Contributes to decision-making and disseminates changes to other members of the team as appropriate. Uses patients own preferences as one of many sources of evidence to inform decision-making.	M&L_D1: Develop productive working relationships with colleagues (core 5 level 3). HSC241: Contribute to promoting the effectiveness of teams (core 5 level 2).
c) Prepares appropriately for the care to be undertaken.	Uses a full range of nursing strategies to relieve the physical, psychological and spiritual impact of the physical and emotional aspects of illness on individuals and families. Uses technology to measure and monitor health care, and provide health care interventions, education and promotion. Ensures patients are cared for in an environment suited to their physical, psychological and social needs.	GEN4: Prepare individuals for clinical/therapeutic activities (HWB7 level 1).

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**KSF core dimension HWB5: Provision of care to meet health and wellbeing needs**

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

Indicators	Areas of application to nursing practice with examples (core)	Skills for Health www.skillsforhealth.org.uk NOS/NWC
<p>d) Undertakes care in a manner that is consistent with:</p> <ul style="list-style-type: none"> <li>• evidence-based practice and/or clinical guidelines</li> <li>• multidisciplinary team working</li> <li>• his/her own knowledge, skills and experience</li> <li>• legislation, policies and procedures.</li> </ul>	<p>Undertakes general interventions expected of a registered nurse that are consistent with evidence-based practice, own scope of practice and legislation. Applies skills and knowledge to meet peoples changing needs.</p> <p>Undertakes specialist interventions, treatments and therapies for the client group in partnership with mentor/clinical supervisor.</p> <p>Demonstrates working knowledge of the key specialist interventions, treatments and therapies appropriate to the client group.</p> <p>Acts on the specific legal and ethical implications of specialist interventions, treatments and therapies supported by a mentor/clinical supervisor.</p> <p>Recognises and acts on signs and symptoms of common conditions in patients in the same client group.</p> <p>Uses and acts on knowledge of normal and disordered physiology when caring for patients in client group.</p> <p>Acts on knowledge of the key interventions, treatments and therapies appropriate to the client group.</p> <p>Provides advice to patients on the effects and side-effects of commonly used drugs.</p>	<p>EUSC_49: Provide care for individuals as they recover from invasive interventions (under review).</p> <p>CHS124: Manage and support the progress of individuals through patient care pathways (HWB4 level 3).</p> <p>CHS5: Undertake agreed pressure area care (HWB5 level 2).</p> <p>CHS6: Move and position individuals (HWB5 level 2).</p> <p>CHS46: Undertake a risk assessment for a defined health need (HWB6 level 3).</p>
<p>e) Takes the appropriate action to address any issues or risks.</p>	<p>Contributes to local action plans for feedback from patient-focused benchmarking.</p> <p>Uses knowledge of the side-effects and risks associated with implementing drug and technical interventions, treatments and therapies commonly used with the client group.</p>	<p>CHS19: Undertake physiological measurements (HWB6 level 1).</p>
<p>f) Reviews the effectiveness of specific activities as they proceed and makes any necessary modifications.</p>	<p>Evaluates a care plan for and with the client group, using an evidence-based and patient-centred approach.</p> <p>Evaluates drug and technical interventions, treatments and therapies in line with local and national policies and clinical guidelines.</p> <p>Implements actions and learning arising from own reflections and clinical supervision.</p>	<p>AG1: Develop, implement and review care plans for individuals (HWB2 level 3).</p> <p>CHS89: Evaluate treatment plans with individuals and those involved in their care (HWB2 level 3).</p> <p>CHS53: Evaluate the delivery of care plans to meet the needs of individuals (HWB2 level 3).</p> <p>CHS97: Organise a programme of support following withdrawal from treatment.</p> <p>CHS122: Prepare a discharge plan with individuals (HWB6 level 3).</p>
<p>g) Provides feedback on the effectiveness of the care plan and the health and wellbeing and needs of clients to the person responsible.</p>	<p>Liaises with named nurse/key worker in relation to changes in care planning and ongoing assessment.</p>	<p>HSC25: Carry out and provide feedback on specific plan of care activities (HWB5 level 1).</p>
<p>h) Makes accurate records of the activities undertaken and any risks.</p>	<p>Documents care planning changes, ongoing assessment and evaluation.</p>	<p>HSC434: Maintain and manage records and reports (IK1 level 2).</p>

**KSF core dimension HWB5: Provision of care to meet health and wellbeing needs****Level 4: Plan, deliver and evaluate care to address people’s complex health and wellbeing needs**

Indicators	Areas of application to nursing practice with examples (core)	Skills for Health www.skillsforhealth.org.uk NOS/NWC
a) Respects people’s dignity, wishes and beliefs, and involves them in shared decision-making. Obtains their informed consent.	Provides person-centred care and demonstrates moral integrity.	CHS76: Obtain informed consent for interventions or investigations (HWB2 level 3; HWB5 level 3; and HWB6 level 3). HSC234: Ensure your own actions support the equality, diversity, rights and responsibilities of individuals (core 6 level 2).
b) In partnership with clients identifies: <ul style="list-style-type: none"> <li>goals for specific activities in the overall care plan and their complex health and wellbeing needs</li> <li>the nature of the different aspects of care needed to meet their complex needs</li> <li>the involvement of other people and/or agencies</li> <li>relevant evidence-based practice and/or clinical guidelines</li> <li>how to manage possible risks.</li> </ul>	Gets quickly to the heart-of-the-matter by providing expert specialist multi-skilled interventions, treatments and therapies. Prescribes either as independent or supplementary prescriber, or from patient group directives.	CHS97: Organise a programme of support following withdrawal from treatment. CHS84: Develop and agree care management plans with individuals diagnosed with long-term conditions (HWB6 level 3). M&L_D1: Develop productive working relationships with colleagues (core 5 level 3). HSC241: Contribute to promoting the effectiveness of teams (core 5 level 2).
c) Undertakes care in a manner that is consistent with: <ul style="list-style-type: none"> <li>evidence-based practice and/or clinical guidelines</li> <li>multidisciplinary team working</li> <li>his/her own knowledge, skills and experience</li> <li>legislation, policies and procedures.</li> </ul> Applies own skills, knowledge and experience, and uses considered judgment to meet people’s different care needs.	Uses holistic practice knowledge by applying analytical skills to understand and use data in clinical practice. Displays creative, innovative and challenging behaviour appropriately in the boundaries of professional conduct. Acts as a catalyst by creating harmony and understanding. Enables new ways of working, and influences colleagues.	GEN4: Prepare individuals for clinical/therapeutic activities (HWB7 level 1). CHS5: Undertake agreed pressure area care (HWB5 level 2). CHS6: Move and position individuals (HWB5 level 2).
d) Takes the appropriate action to address any issues or risks.	Undertakes risk assessments and acts on them.	CHS19: Undertake physiological measurements (HWB6 level 1). CHS46: Undertake a risk assessment in relation to a defined health need (HWB6 level 3).
e) Evaluates the effectiveness of care and makes any necessary modifications.	Evaluates the care provided and changes care as required using knowledge and expertise to inform clinical decision-making.	CHS53: Evaluate the delivery of care plans to meet the needs of individuals (HWB6 level 3). CHS97: Organise a programme of support following withdrawal from treatment. CHS89: Evaluate treatment plans with individuals and those involved in their care (HWB2 level 3). CHS122 Prepare a discharge plan with individuals (HWB6 Level 3).
f) Provides effective feedback to inform the overall care plan.	Involves the team and patient to inform the care planning process.	HSC25: Carry out and provide feedback on specific plan of care activities (HWB5 level 1). CHS61: Co-ordinate the care of individuals with long-term conditions (HWB2 level 3).
g) Makes complete records of the work undertaken, people’s health and wellbeing, needs and related risks.	Maintains accurate records of care. Develops computer literacy.	HSC434: Maintain and manage records and reports (IK1 level 2).

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## Health and wellbeing specific dimensions (HWB)

### Specific dimension HWB6: Assessment and treatment planning

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

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

#### KSF core dimension HWB6: Assessment and treatment planning

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

Indicators	Areas of application to nursing practice with examples (core)	Skills for Health www.skillsforhealth.org.uk NOS/NWC
a) Evaluates relevant information to plan the range and sequence of assessment required, and determines the: <ul style="list-style-type: none"> <li>• specific activities to be undertaken</li> <li>• risks to be managed</li> <li>• urgency with which assessments are needed.</li> </ul>	Undertakes a complete analysis of all information available to determine assessments required.	EUSC_01: Take a presenting history from an individual to inform assessment. EUSC_02: Obtain supporting information to inform the assessment of an individual. EUSC_04: Determine an individual's state of physical health and fitness.
b) Selects appropriate assessment approaches, methods, techniques and equipment, in line with: <ul style="list-style-type: none"> <li>• individual needs and characteristics</li> <li>• evidence of effectiveness</li> <li>• the resources available.</li> </ul>	Uses a range of assessment tools and approaches in relation to patient needs such as pain, wounds, nutritional status and sleep.	EUSC_03: Co-ordinate further assessments and investigations of an individual prior to initiation of an intervention.
c) Respects people's dignity, wishes and beliefs, and involves them in shared decision-making. Obtains their informed consent.	Involves patients in the decisions being made in the assessment and planning process, taking in to account their wishes and using the principles of informed consent.	CHS76: Obtain informed consent for interventions or investigations (HWB2 level 3; and HWB5 level 3).
d) Prepares, carries out and monitors assessments in line with evidence-based practice, legislation, policies and procedures, and/or established protocols, theories and models.	Adheres to local and national evidence-based guidelines and protocols such as infection control and administration of medicine.	CHS19: Undertake physiological measurements (HWB6 level 1).
e) Monitors individuals during assessments and takes the appropriate action in relation to any significant changes or possible risks.	Monitors changes in the patient during assessment and provides appropriate care as required such as conscious level, breathing, allergic reaction, mood and comfort.	CHS46: Undertake a risk assessment in relation to a defined health need. CHS19: Undertake physiological measurements (HWB6 level 1).
f) Evaluates assessment findings/results and takes appropriate action when there are issues.	Evaluates and acts on the physical, psychological and social assessment process.	EUSC_07: Prioritise individuals for further assessment, treatment and care (G5 level 3).
g) Considers and interprets all of the information available using systematic processes of reasoning to reach a justifiable assessment. Explains the outcomes to those concerned.	Involves others in the goal-planning for the patient. Explains the meaning of the assessment to the patient. Agrees the outcomes of the assessment process with the patient, relatives and the multidisciplinary team.	AG1: Develop, implement and review care plans for individuals (HWB2 level 3). CHS53: Evaluate the delivery of care plans to meet the needs of individuals (HWB2 level 3).

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**KSF core dimension HWB6: Assessment and treatment planning****Level 3: Assess physiological and/or psychological functioning and develop, monitor and review related treatment plans**

<b>Indicators</b>	<b>Areas of application to nursing practice with examples (core)</b>	<b>Skills for Health</b> www.skillsforhealth.org.uk NOS/NWC
<p>h) Determines and records diagnosis and treatment plans according to agreed protocols/pathways/models:</p> <ul style="list-style-type: none"> <li>• consistent with the outcomes of the assessment</li> <li>• consistent with the individual's wishes and views</li> <li>• including communications with other professions and agencies</li> <li>• involving other practitioners and agencies when this is necessary to meet people's health and wellbeing needs and risks</li> <li>• consistent with available resources</li> <li>• noting people's wishes and needs that it was not possible to meet.</li> </ul>	<p>Justifies and documents a care plan in light of the assessment, identifying specific interventions and goals.</p> <p>Adheres to protocols and guidelines for recording in care plans, and maintains a person-centred focus.</p>	<p>AG1: Develop, implement and review care plans for individuals (HWB2 level 3).</p>
<p>i) Monitors and reviews the implementation of treatment plans and makes changes within agreed protocols/pathways/models for clinical effectiveness, and to meet people's needs and views.</p>	<p>Implements and monitors all changes to care and its effectiveness, drawing on the patient's own experience and feedback from the multidisciplinary team.</p>	<p>AG1: Develop, implement and review care plans for individuals (HWB2 level 3).</p> <p>EUSC_07: Prioritise individuals for further assessment, treatment and care.</p>
<p>j) Identifies individuals whose needs fall outside protocols/pathways/models and makes referrals to the appropriate practitioners with the necessary degree of urgency.</p>	<p>Refers to other agencies when required and in discussion with the patient and multidisciplinary team.</p>	<p>CHS99: Refer individuals to specialist sources of assistance in meeting their health care needs.</p>

## KSF core dimension HWB6: Assessment and treatment planning

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

Indicators	Areas of application to nursing practice with examples (core)	Skills for Health www.skillsforhealth.org.uk NOS/NWC
a) Identifies and evaluates : <ul style="list-style-type: none"> <li>particular factors that contribute to the complex nature of the cases</li> <li>evidence from similar cases that may inform the approach to be taken</li> <li>nature and urgency of the case.</li> </ul>	Uses evidence from multiple sources to underpin decisions made about individuals.	EC_11A: Investigate and diagnose an individual presenting for emergency assistance with breathlessness (under review). EC_11B: Investigate and diagnose an individual presenting for emergency assistance with bleeding and fluid loss (under review). EC_11C: Investigate and diagnose an individual presenting for emergency assistance with pain (under review). CM_A3: Investigate and diagnose an unwell individual as part of the clinical management of long-term conditions.
b) Determines and plans the range and sequence of assessments that evidence suggests are most likely to provide answers to the clinical questions, including: <ul style="list-style-type: none"> <li>specific activities to be undertaken</li> <li>any modification to standard procedures/protocols</li> <li>methods, techniques and equipment to be used</li> <li>risks to be managed.</li> </ul>	Uses knowledge to plan care based on clinical decision-making skills.	EUSC_05: Review presenting conditions and determine the appropriate intervention for the individual. CM_A3: Investigate and diagnose an unwell individual as part of the clinical management of long-term conditions. EUSC_52: Assess an individual's needs for psychological, emotional or social rehabilitation (under review).
c) Respects people's dignity, wishes and beliefs, and involves them in shared decision-making. Obtains their informed consent.	Practices in a person-centred way that respects the individual, involving them at all times.	CHS76: Obtain informed consent for interventions or investigations (HWB2 level 3; HWB5 level 3; and HWB6 level 3).
d) Carries out assessments in line with evidence-based practice, legislation, policies and procedures and/or established protocols/established theories and models. Monitors individuals and adjusts the approach to care in the light of arising information and any significant changes or risks.	Uses all forms of evidence to provide best care, and monitors the effect and makes changes accordingly. Assess care based on best evidence and influence the development of local and national guidelines to improve practice.	EUSC_52: Assess an individual's needs for psychological, emotional or social rehabilitation (under review). EUSC_53: Conduct a pre-intervention assessment of an individual (under review).
e) Considers and interprets all of the information available using systematic processes and reasoning. Reaches justifiable conclusions, including making a differential diagnosis and lists and ranks possible alternatives if appropriate. Explains the outcomes to individuals.	Uses experience to inform diagnosis and decision-making, and informs the patient of potential outcomes. Use knowledge to influence differential diagnosis and inform the patient of all alternatives. For example, when patients need to make decisions about resuscitation interventions.	CHS40: Establish a diagnosis of an individual's health condition.
f) Develops and records treatment plans: <ul style="list-style-type: none"> <li>appropriate to the clinical context</li> <li>consistent with the outcomes of assessment and the most probable diagnosis</li> <li>identifying the risks that need to be managed</li> <li>with clear goals</li> <li>involving other practitioners and agencies as and when necessary</li> <li>consistent with available resources</li> <li>noting peoples wishes and needs that it was not possible to meet.</li> </ul>	Maintains records that are patient-focused and multidisciplinary. Ensures records are accurate and up to date.	HSC434: Maintain and manage records and reports (IK1 level 2).

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

Indicators	Areas of application to nursing practice with examples (core)	Skills for Health www.skillsforhealth.org.uk NOS/NWC
g) Co-ordinates the delivery of treatment plans feeding in relevant information to support wider service planning.	Leads the team that is providing care. Co-ordinates the patient's journey by using pathways.	EUSC_03: Co-ordinate further assessments and investigations of an individual prior to initiation of an intervention (HWB6 level 3). CHS124: Manage and support the progress of individuals through patient care pathways (HWB4 level 3).
h) Monitors the implementation of treatment plans and makes changes as a result of emerging information.	Monitors changes and alters care accordingly by, for example, monitoring pain and changes to medication based on guidelines and patient group directives. Monitors the implementation of care and treatment plans, making necessary changes appropriate to the patient's needs and information gathered from assessments.	EUSC_05: Review presenting conditions and determine the appropriate intervention for the individual. CHS19: Undertake physiological measurements (HWB6 level 1). CHS53: Evaluate the delivery of care plans to meet the needs of individuals (HWB2 level 3).
i) Identifies individuals whose needs fall outside own expertise and makes referrals to the appropriate practitioners with the necessary degree of urgency.	Involves other practitioners who will help the patient such as physiotherapists, occupational therapists, pharmacists and social workers. Identifies where the individual's needs fall outside own sphere of expertise and competence. Refers patients to appropriate practitioners to meet identified need with the required degree of urgency.	CHS99: Refer individuals to specialist sources of assistance in meeting their health care needs (HWB6 level 3).

## Health and wellbeing specific dimensions (HWB)

### Specific dimension HWB7: Interventions and treatments

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

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

#### KSF core dimension HWB7: Interventions and treatments

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

Indicators	Areas of application to nursing practice with examples (core)	Skills for Health www.skillsforhealth.org.uk NOS/NWC
a) Respects individual's dignity, wishes and beliefs, and involves them in shared decision-making. Obtains their informed consent.	Uses a person-centred approach when implementing the agreed plan in partnership with the patient, respecting their dignity, privacy and choices.  Agrees the goals with the patient and also appropriate time frames.	CHS76: Obtain informed consent for interventions or investigations (HWB2 level 3; HWB5 level 3; and HWB6 level 3).  HSC234: Ensure your own actions support the equality, diversity, rights and responsibilities of individuals (core 6 level 2).
b) In partnership with clients identifies: <ul style="list-style-type: none"> <li>goals for specific activities in the overall treatment plan and the individual's physiological and/or psychological functioning</li> <li>the nature of the different aspects of the intervention/treatment</li> <li>the involvement of other people and/or agencies</li> <li>relevant evidence-based practice and/or clinical guidelines</li> <li>any specific precautions or contraindications to the proposed interventions/treatments, and takes the appropriate action.</li> </ul>	Identifies with the patient the factors that might influence achievement of the treatment plan such as mobility, mood, continence and fears.  Liaises with other agencies in relation to achieving the plan and minimising the risks. For example, GPs, district nurses, discharge planners, physiotherapists and occupational therapists.	HSC414: Assess individual needs and preferences (HWB2 level 3).  CHS89: Evaluate treatment plans with individuals and those involved in their care (HWB2 level 3).
c) Prepares appropriately to undertake the intervention/treatment.	Prepares the environment and the patient physically and psychologically for the treatment/intervention.	GEN4: Prepare individuals for clinical/therapeutic activities (HWB7 level 1).  GEN22: Communicate effectively with individuals (core 1 level 2).  GEN2: Prepare and dress for work in clinical/therapeutic areas (core 3 level 1).  EUSC_03: Co-ordinate further assessments and investigations of an individual prior to initiation of an intervention (HWB6 level 3).
d) Undertakes the intervention/treatment in a manner that is consistent with: <ul style="list-style-type: none"> <li>evidence-based practice and/or clinical guidelines/established theories and models</li> <li>multidisciplinary team working</li> <li>their own knowledge and experience</li> <li>legislation, policies and procedures and/or established protocols.</li> </ul>	Applies standard precautions drawing on evidence-based protocols and guidelines to minimise treatment side-effects.	CHS124: Manage and support the progress of individuals through patient pathways (HWB4 level 3).

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**KSF core dimension HWB7: Interventions and treatments****Level 3: Plan, deliver and evaluate interventions and/or treatments**


Indicators	Areas of application to nursing practice with examples (core)	Skills for Health www.skillsforhealth.org.uk NOS/NWC
e) Monitors individuals' reactions to interventions/treatments and takes the appropriate action to address any issues or risks.	Monitors and acts on changes in the patient during the treatment/intervention. For example, conscious level, breathing, allergic reaction, fluid balance, anxiety, comfort and mood.	PCS5: Assist in the support and monitoring of patients in the perioperative care environment (HWB7 level 2). EUSC_49: Provide care for individuals as they recover from invasive interventions (HWB5 level 3 - under review). CHS19: Undertake physiological measurements (HWB6 level 1). CHS36 Provide basic life support.
f) Reviews the effectiveness of the interventions/treatments as they proceed and makes any necessary modifications.	Evaluates interventions continually in partnership with the patient and multidisciplinary team, making changes as appropriate.	AG1: Develop, implement and review care plans for individuals (HWB2 level 3). CHS89: Evaluate treatment plans with individuals and those involved in their care (HWB2 level 3). CHS97: Organise a programme of support following withdrawal from treatment (HWB5 level 3).
g) Provides feedback on the effectiveness of the overall treatment plan and the health and wellbeing and needs of clients to the person responsible.	Provides feedback to named nurse/key worker and multidisciplinary team on treatment plan and changes.	HSC25: Carry out and provide feedback on specific plan of care activities (HWB5 level 1).
h) Makes accurate records of the interventions/treatments undertaken and outcomes.	Records interventions, treatments, dosages and outcomes in patient documentation.	HSC434: Maintain and manage records and reports (IK1 level 2).
i) Responds, records and reports any adverse events or incidents relating to the intervention/treatment with an appropriate degree of urgency.	Records and reports adverse reactions in patient records according to local policy and responds promptly with appropriate action. For example, to allergic reaction to blood, sudden change in mood, conscious level and decreased respirations.	EUSC_49: Provide care for individuals as they recover from invasive interventions (HWB5 level 3 - under review).



## KSF core dimension HWB7: Interventions and treatments

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

Indicators	Areas of application to nursing practice with examples (core)	Skills for Health www.skillsforhealth.org.uk NOS/NWC
a) Respects individuals' dignity, wishes and beliefs, and involves them in shared decision-making. Obtains their informed consent.	Uses person-centred approaches to care.	CHS76: Obtain informed consent for interventions or investigations (HWB5 level 3; HWB2 level 3; and HWB6 level 3). HSC234: Ensure your own actions support the equality, diversity, rights and responsibilities of individuals (core 6 level 2).
b) In partnership with clients identifies: <ul style="list-style-type: none"> <li>goals for specific activities in the overall treatment plan and the individual's physiological and/or psychological functioning</li> <li>the nature of the different interventions/treatments given the complexity of the issues and/or the seriousness of the illness</li> <li>relevant care pathways</li> <li>the involvement of other people and/or agencies</li> <li>relevant evidence-based practice and/or clinical guidelines/theories and models</li> <li>any specific precautions or contraindications to the proposed interventions/treatment, and takes the appropriate action</li> <li>how to manage potential risks.</li> </ul>	Provides appropriate intervention, treatments and therapies for a specific client group. Provides expert specialist multi-skilled interventions, treatments and therapies relevant to the specialism.	HSC414: Assess individual needs and preferences (HWB2 level 3). CHS89: Evaluate treatment plans with individuals and those involved in their care (HWB2 level 3).
c) Undertakes interventions/treatments in a manner that is consistent with: <ul style="list-style-type: none"> <li>evidence-based practice and/or clinical guidelines/theories and models</li> <li>multidisciplinary team working</li> <li>his/her own knowledge, skills and experience</li> <li>legislation, policies and procedures.</li> </ul> Applies own skills, knowledge and experience and using considered judgment to meet individual's complex needs.	Prescribes either as an independent or supplementary prescriber from patient group directives or local protocol.	CM_A7: Prescribe medications for individuals with a long-term condition. CHD_HK1: Prepare prescriptions for prescription-only medicines. GEN4: Prepare individuals for clinical/therapeutic activities (HWB7 level 1). GEN22: Communicate effectively with individuals (core 1 level 2). GEN2: Prepare and dress for work in clinical/therapeutic areas (core 3 level 1). CHS124: Manage and support the progress of individuals through patient pathways (HWB4 level 3).
d) Takes the appropriate action to address any issues or risks.	Acts on issues arising from risk assessments.	EUSC_17: Manage emergency situations that occur as a result of an EUSC (emergency, urgent or scheduled care) intervention. CHS123: Perform advanced life support for an adult. PCS5: Assist in the support and monitoring of patients in the perioperative care environment (HWB7 level 2). EUSC_49: Provide care for individuals as they recover from invasive interventions (HWB5 level 3 - under review). CHS19: Undertake physiological measurements (HWB6 level 1) CHS36: Provide basic life support (HWB7 level 3).

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

<b>Indicators</b>	<b>Areas of application to nursing practice with examples (core)</b>	<b>Skills for Health</b> www.skillsforhealth.org.uk NOS/NWC
e) Evaluates the effectiveness of the intervention/treatments and makes any necessary modifications.	Evaluates nursing care interventions. Provides and evaluates interventions in relation to body systems and functions.	CHS89: Evaluate treatment plans with individuals and those involved in their care (HWB2 level 3). CHS97: Organise a programme of support following withdrawal from treatment (HWB5 level 3).
f) Provides effective feedback to inform the overall treatment plan.	Uses team briefings/ward rounds to provide feedback.	HSC25: Carry out and provide feedback on specific plan of care activities (HWB5 level 1).
g) Makes complete records of the interventions/treatments undertaken, people's health and wellbeing, needs and related risks.	Keeps accurate, up-to-date records of care.	HSC434: Maintain and manage records and reports (IK1 level 2).
h) Responds to, records and reports any adverse events or incidents relating to the intervention/treatment with an appropriate degree of urgency.	Manages any adverse event/emergency arising as a result of, or during the intervention/treatment. Records all adverse incidents appropriately and follows up the incident with action to remedy the issue.	EUSC_17: Manage emergency situations that occur as a result of an EUSC intervention.

## Information and knowledge specific dimensions (IK)

### Specific dimension IK1: Information processing

**Level 2** Modify, structure, maintain and present data and information.

**Level 3** Monitor the processing of data and information.

**Level 4** Develop and modify data and information management models and processes.

#### Specific dimension IK1: Information processing

#### Level 2: Modify, structure, maintain and present data and information

Indicators	Areas of application to nursing practice with examples (core)	Skills for Health www.skillsforhealth.org.uk NOS/NWC
a) Inputs, amends, deletes and modifies data and information accurately and completely consistent with legislation, policies and procedures.	Keeps data according to the data protection act and local guidelines.	HSC3115: Receive, analyse, process, use and store information.
b) Establishes requirements and finds requested data/information using agreed procedures and appropriate sources.	Maintains confidentiality and gathers information as needed from appropriate sources such as GPs.	
c) Collates, structures and presents data/information as requested using agreed systems and formats.	Keeps accurate data required in the context of practice such as bed occupancy.	CfA214: Use word processing software (IT users). CfA224: Produce documents.
d) Maintains the integrity of data/information consistent with legislation, policies and procedures.	Only accesses the data required, and only shares information once consent is given.	HSC434: Maintain and manage records and reports. CfA224: Produce documents.
e) Assures the quality of data during modification, structuring and presentation.	Ensures that the quality of information is good for example hand written records are legible.	ES_DB2: Database software at level 2. CfA224: Produce documents.
f) Stores data and information safely and in a way that allows for retrieval in appropriate timescales.	Stores all data appropriately. For example, does not leave information regarding individuals anywhere that other people could access.	CfA209: Store, retrieve and archive information CfA224: Produce documents.
g) Keeps the data/information system up to date.	Maintains up-to-date records either written or on computer in line with local guidelines.	HSC434: Maintain and manage records and reports. CfA224: Produce documents.

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**Specific dimension IK1: Information processing****Level 3: Monitor the processing of data and information**

Indicators	Areas of application to nursing practice with examples (core)	Skills for Health www.skillsforhealth.org.uk NOS/NWC
<p>a) Monitors and confirms that others are:</p> <ul style="list-style-type: none"> <li>• receiving data and information in a timely way</li> <li>• receiving data and information in a meaningful format</li> <li>• providing data and information at agreed times and in agreed formats</li> <li>• processing data and information accurately to an appropriate level of detail in an agreed format</li> <li>• storing data and information securely</li> <li>• maintaining the currency of the data/information system</li> <li>• transmitting data/information in a way that maintains its confidentiality</li> <li>• complying with relevant legislation, policies and procedures.</li> </ul>	<p>As an experienced nurse ensures that all members of the team are adhering to guidelines relevant to data and information. For example, ensures that all team members are maintaining confidentiality,</p> <p>Ensures records are stored and maintained in an easy-to-use way that allows appropriate access to relevant information about the patient's care plan. For example, to follow organisational procedures in relation to records accompanying patients for various procedures.</p> <p>Ensures records in the clinical area are storage and access to relevant information – such as policies, procedures and protocols.</p>	<p>H13: Identify and specify data and information requirements.</p> <p>CfA224: Produce documents (IK1 level 2).</p>
<p>b) Monitors and confirms that appropriate systems, controls and processes are in place to:</p> <ul style="list-style-type: none"> <li>• maintain the efficient flow of information</li> <li>• assure the quality of processed data and information.</li> </ul>	<p>Ensures that all clients receive necessary information in an appropriate format. For example, in visual, audio, written and IT formats.</p>	<p>LLUK_IL3/1: Provide information and material to users.</p> <p>LLUK_IL3/5: Organise information and material.</p> <p>CfA224: Produce documents (IK1 level 2).</p>
<p>c) Identifies and investigates problems and queries relating to data/information processing and management, and takes the appropriate action in response.</p>	<p>Displays the knowledge and skills to identify and address problems when monitoring the processing of data and information.</p>	

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**Specific dimension IK1: Information processing**

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

Indicators	Areas of application to nursing practice with examples (core)	Skills for Health www.skillsforhealth.org.uk NOS/NWC
a) Establishes data and information requirements for particular target audiences, confirming that these requirements: <ul style="list-style-type: none"> <li>• take full account of user needs and knowledge base</li> <li>• can be met effectively and efficiently.</li> </ul>	Provides information for groups of patients/clients appropriately. For example, ensures that information is available on communicable diseases for public health workers.	HI3: Identify and specify data and information requirements (IK1 level 3).
b) Selects sources of data and information that will best meet agreed needs.	Uses data and information that is current, and informs care provision.	LLUK_IL4/2: Determine the requirements for information and materials.
c) Identifies and modifies existing models/processes that are capable of meeting requirements.	Ensures that data and information is provided in plain English or relevant language when necessary. Ensures that information is available in formats that meet the needs of individuals who are partially sighted and hard of hearing.	HI2: Develop models for processing new data and information. HI6: Monitor, evaluate and improve the management of data and information.
d) Designs and develops appropriate new models and processes that comply with legislation, policies and procedures.	Updates ways of working in line with legislation, policies and procedures continually.	CfA410: Create and manage information systems. BE1: Establish information management and communication systems.
e) Tests new and modified data and information management models and processes. Confirms their fitness for purpose and establishes them in the organisation.	Tests new ways of working such as computerised care plans. Ensures that they are appropriate to the context.	ENTO_WRV11: Develop and maintain an effective management information system.
f) Identifies new and emerging strategies and technologies for processing and managing data and information. Evaluates their relevance and potential benefits to the organisation.	Evaluates new ways of working such as computerised care planning.	

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## Information and knowledge specific dimensions (IK)

### Specific dimension IK2: Information collection and analysis

**Level 2** Gather, analyse and report a limited range of data and information.

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

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

#### Specific dimension IK2: Information collection and analysis

#### Level 2: Gather, analyse and report a limited range of data and information

Indicators	Areas of application to nursing practice with examples (core)	Skills for Health www.skillsforhealth.org.uk NOS/NWC
<p>a) Identifies and agrees the:</p> <ul style="list-style-type: none"> <li>question/issue to be addressed by the data/information</li> <li>nature and quantity of data/information to be collected</li> <li>quality criteria that the data/information should meet.</li> </ul>	<p>Works in partnership with colleagues to identify the information needed for collection such as other professionals involved in care.</p> <p>Identifies questions to ask about the data. For example:</p> <ul style="list-style-type: none"> <li>what is the patient's experience of care?</li> <li>what is the length of stay?</li> <li>what is the re-admission rate?</li> <li>what are the standards to be audited?</li> </ul> <p>Identifies the type of data necessary to provide answers.</p> <p>Quantitative data such as:</p> <ul style="list-style-type: none"> <li>occupancy rate</li> <li>length of stay</li> <li>NHS surveys</li> <li>audit data.</li> </ul> <p>Qualitative data such as:</p> <ul style="list-style-type: none"> <li>patients' stories</li> <li>lifestyle</li> <li>observations.</li> </ul>	<p>HI3: Identify and specify data and information requirements (IK1 Level 3).</p> <p>HI4: Collect and validate data and information.</p>
<p>b) Uses appropriate methods and sources for collecting and recording the data/information effectively.</p>	<p>Uses guidelines to ensure methods of data collection are appropriate such as care pathways.</p> <p>Selects and uses evidence-based tools that inform clinical decision-making.</p> <p>Develops standards to enable clinical audit such as patient-focused benchmarking, infection and hygiene issues, and documentation audit.</p>	<p>CfA310: Research, analyse and report information (Ik2 level 3).</p> <p>HSC41: Use and develop methods and systems to communicate record and report (core 1 level 4).</p> <p>HI18: Search for clinical information and evidence according to an accepted methodology.</p> <p>HI19: Appraise clinical information and evidence critically.</p>
<p>c) Confirms that the data/information meets the agreed quality criteria and takes appropriate action if it does not.</p>	<p>Ensures that data and information is improved if it is inadequate. For example, ensures that care plans are written in an appropriate manner.</p> <p>Ensures informed consent and anonymity when data is gathered and used for audit.</p> <p>Acts to remove sources of error that might influence the quality of the information used to inform decision-making.</p>	<p>GEN62: Collate and communicate information to individuals (core 1 level 3).</p>

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**Specific dimension IK2: Information collection and analysis****Level 2: Gather, analyse and report a limited range of data and information**

Indicators	Areas of application to nursing practice with examples (core)	Skills for Health www.skillsforhealth.org.uk NOS/NWC
d) Collates and analyses the data/information using methods appropriate to: <ul style="list-style-type: none"> <li>• initial questions that the data/information is intended to answer</li> <li>• nature of the data/information.</li> </ul>	Evaluates the data/information from evidence-based tools critically, and uses clinical audit to assist decision-making. Collects, collates and reports a range of clinical data and other electronic information in line with best practice. Keeps records that inform data collection such as bed occupancy numbers.	PHP_01: Collect data and information about health and wellbeing and/or stressors to health and wellbeing (IK2 level 3). PHP_02: Form data and information about health and wellbeing and/or their stressors for later analysis (IK2 level 3). PHP_03: Obtain and link data and information about health and wellbeing and/or their stressors (IK2 level 3). R&D_9: Collate and analyse research data.
e) Reports the data and information at the agreed time using presentation, layout, tone, language, content and images appropriate to: <ul style="list-style-type: none"> <li>• its purpose</li> <li>• the people for whom it is intended</li> <li>• agreed formats and protocols.</li> </ul>	Presents data such as patient records to colleagues. For example, a multidisciplinary case conference. Presents patient-related data at case conferences, local clinical governance mechanisms and to the health care team. Presents data/information on aspects of work-based research and evaluation projects to local and directorate departmental meetings.	CfA210: Research and report information (IK2 level 1). CfA318: Design and produce documents.
f) Complies with relevant legislation, policies and procedures.	Complies with legislation, policies and procedures in relation to the management of information, confidentiality, privacy and dignity, equality and diversity, anonymity and informed consent.	

**Specific dimension IK2: Information collection and analysis****Level 3: Gather, analyse, interpret and present extensive and/or complex data and information**

<b>Indicators</b>	<b>Areas of application to nursing practice with examples (core)</b>	<b>Skills for Health</b> www.skillsforhealth.org.uk NOS/NWC
a) Formulates and agrees with others the: <ul style="list-style-type: none"> <li>• questions to answer and issues to address using the data/information</li> <li>• concepts to use for data and information collection, management, analysis, interpretation and reporting.</li> </ul>	Participates in practice research that arises from questions such as following action learning. Undertakes small local evaluation/research projects in the workplace.	BE3: Undertake research for the service and its clients. R&D_1: Determine a research and development topic worthy of investigation. R&D_3: Design and formulate a research and development proposal. PHS_22: Appraise, plan and manage research related to improving health and wellbeing.
b) Identifies appropriate and valid sources that can provide data and information of sufficient quality and quantity.	Links to others who can provide information such as cross-organisational links.	
c) Identifies, develops and implements a range of valid, reliable, cost-effective and ethical methods to address the agreed questions and issues. Minimises disruption to the people providing the data/ information and complies with relevant legislation, policies and procedures.	Identifies, develops and uses evaluative processes such as audit tools.	H118: Search for clinical information and evidence using an accepted methodology (IK2 level 2).
d) Defines and implements search strategies for reviewing data and information and summarising the results.	Maintains local action plans for reviewing actions from audit and evaluation.	PHP_02: Form data and information about health and wellbeing and/or their stressors for later analysis. PHP_03: Obtain and link data and information about health and wellbeing and/or their stressors.
e) Monitors the quality and quantity of the data and information and takes necessary action to deal with any problems and maintain data quality.	Identifies the most up-to-date data and deals with poor quality information such as illegible patient notes.	
f) Collates and analyses data and information using methods appropriate to the: <ul style="list-style-type: none"> <li>• initial questions/issues to address</li> <li>• nature of the data and information.</li> </ul>	Keeps systematic records of patient care and audits done.	H14: Collect and validate data and information (IK2 level 2). CfA310: Research, analyse and report information. H15: Analyse data information and present outputs of analysis. PHP_01: Collect data and information about health and wellbeing and/or their stressors. R&D_9: Collate and analyse research data.
g) Interprets, appraises and synthesises data and information appropriately and identifies: <ul style="list-style-type: none"> <li>• consistency and inconsistency in outcomes</li> <li>• limitations in the analyses used</li> <li>• ensures issues raised are always open to question.</li> </ul>	Challenges the care provided if felt to be inappropriate and when there is evidence to support the challenge.	PHP_02: Form data and information about health and wellbeing and/or their stressors for later analysis. R&D_10: Interpret results of research and development activities. H119: Appraise clinical information and evidence critically (IK2 level 2).
h) Develops justifiable and realistic conclusions and recommendations to deadline, and presents them using format, layout, images and structure appropriate to : <ul style="list-style-type: none"> <li>• needs and interests of the intended audience(s)</li> <li>• accepted conventions and protocols</li> <li>• intended purpose of the presentation.</li> </ul>	Presents conclusions and the reasons and arguments underpinning them. Identify recommendations drawn from a logical argument. Presents data in an appropriate way as required by the target audience and local/national guidelines.	SfjH12: Develop and maintain an overview of developments in knowledge and practice. R&D_11: Record conclusions and recommendations of research and development activities. R&D_12: Present findings of research and development activities in written form.



**Specific dimension IK2: Information collection and analysis****Level 4: Plan, develop and evaluate methods and processes for gathering, analysing, interpreting and presenting data and information**

<b>Indicators</b>	<b>Areas of application to nursing practice with examples (core)</b>	<b>Skills for Health</b> www.skillsforhealth.org.uk NOS/NWC
a) Gathers and analyses sufficient information to: <ul style="list-style-type: none"> <li>• evaluate current performance and capacity in data and information analysis and presentation</li> <li>• identify compliance with legislation, policies, and procedures</li> <li>• identify current problems/issues</li> <li>• predict future needs</li> <li>• assess capacity to meet future needs</li> <li>• identify possible solutions.</li> </ul>	Collaborates in multi-professional research programmes.	R&D_9: Collate and analyse data relating to research (IK2 level 2). CHS83: Interpret and report on the findings of investigations (IK2 level 3). CfA310: Research, analyse and report information (IK2 level 3).
b) Determines and implements appropriate ways of improving data and information analysis and presentation. Takes into account relevant factors.	Use the research data to improve data and information analysis.	
c) Produces realistic and justifiable proposals for improving data and information analysis and presentation.	Produces proposals to improve data analysis relevant to the work context.	
d) Develops, tests and finalises proposed improvements.	Develops, tests and finalises proposed improvements. For example, by ensuring that computerised care planning meets the needs of the context.	
e) Ensures that data, information analysis and presentation users are given the appropriate support in their effective use.	Facilitates colleagues to improve their skills.	
f) Monitors and evaluates the effectiveness of improvements to data and information analysis and presentation.	Monitors and evaluates effectiveness. For example, by using staff stories.	
g) Uses own knowledge, skills and experience to influence how colleagues collect and manage information.	Ensures that personal knowledge and skills are sufficient to influence colleagues.	


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## Information and knowledge specific dimensions (IK)

### Specific dimension IK3: Knowledge and information resources

**Level 2** Maintain knowledge and information resources and help others to access and use them.

**Level 3** Organise knowledge and information resources and provide information to meet needs.

**Level 4** Develop the acquisition, organisation, provision and use of knowledge and information.

#### Specific dimension IK3: Knowledge and information resources

### Level 2: Maintain knowledge and information resources and help others to access and use them

Indicators	Areas of application to nursing practice with examples (core)	Skills for Health www.skillsforhealth.org.uk NOS/NWC
a) Organises knowledge and information resources using agreed methods and frameworks.	Organises knowledge and information arising from individual patient assessment and evaluation. Organises patient information resources available for all patients/users. Organises staff learning resources, evidence-based protocols and guidelines, and literature related to the care of a specific client group.	LLUK_IL3/5: Organise information and material.
b) Keeps knowledge and information systems up-to-date using set procedures.	Keeps patient classification information, health promotion information and educational and evidence-based resources up-to-date. For example, ensures that protocols and guidelines are dated and reviewed on given dates, and conducts periodic review of learning resources.	
c) Establishes users' requirements and enables them to access the knowledge and information in line with legislation, policies and procedures.	Assesses user's knowledge, understanding and needs. For example, patients, users or staff.	HI88: Enable individuals to access and use information.
d) Provides knowledge and information requested by users, explaining any difficulties in meeting their needs.	Provides knowledge and information to patients, users and staff, recognising its strengths and weaknesses. Fills in the knowledge gaps for the identified needs of users.	LLUK_IL3/1: Provide information and material to users. GEN69: Capture and transmit information using electronic communication media.
e) Refers users to colleagues or other information sources if they can meet their needs better.	Signposts and refers to other resources and sources of information and support when appropriate such as charities and user groups.	

**Specific dimension IK3: Knowledge and information resources****Level 3: Organise knowledge and information resources and provide information to meet needs**

Indicators	Areas of application to nursing practice with examples (core)	Skills for Health www.skillsforhealth.org.uk NOS/NWC
a) Establishes and agrees users' requirements for knowledge/information.	Uses a person-centred approach to plan care for the patient. Provides all relevant information personally or collaboratively with other team members.	LLUK_IL4/1: Identify a strategy to meet user's complex information needs.
b) Identifies and evaluates potentially relevant knowledge and information resources, and selects those most likely to meet agreed needs.	Ensures that the information resources provided are at an appropriate level to meet the needs of the patient.	GEN32: Search information, evidence and knowledge resources and communicate the results.
c) Determines and implements the most appropriate method of locating, extracting and presenting the required knowledge/information.	Evaluates the knowledge required by the patient and the methods of providing it continually.	H110: Capture, organise and disseminate information and knowledge.
d) Provides requested information to users, proposing suitable alternatives if their needs cannot be met.	Keeps users informed of all other members of the team that can be of help as well as voluntary agencies such as Age Concern.	
e) Facilitates access to knowledge/information by developing and implementing appropriate and effective ways of organising resources.	Keeps up-to-date information to hand, updates printed literature and knows relevant web sites to contact.	
f) Acts in accordance with legislation, policies and procedures.	Maintains confidentiality at all times and only involves others with users consent.	

**Specific dimension IK3: Knowledge and information resources****Level 4: Organise knowledge and information resources and provide information to meet needs**

Indicators	Areas of application to nursing practice with examples (core)	Skills for Health www.skillsforhealth.org.uk NOS/NWC
a) Gathers and evaluates information on the organisations' use and need for knowledge and information resources. Identifies any current or potential future issues and opportunities, including the extent to which they support legislation, policies and procedures.	Provides resources appropriately such as evidence-based guidelines to inform care.	CJH12: Develop and maintain a strategic overview of developments in knowledge and practice.
b) Determines and implements appropriate ways of addressing issues and capitalising on opportunities.	Uses experience to identify different opportunities that will develop knowledge such as work-based learning opportunities.	LLUK_IL4/2: Determine the requirements for information and material.
c) Scans the environment to identify new and emerging knowledge/information resources and technologies. Evaluates their relevance and potential benefits to the organisation.	Uses all forms of evidence to inform practice.	H111: Appraise information and knowledge resources.
d) Acquires additional knowledge/information resources and technologies, and integrates them appropriately into the overall system/service.	Keeps up-to-date with knowledge and passes information to the rest of the team.	
e) Promotes and facilitates the use of knowledge and information throughout the organisation.	Creates a culture that uses knowledge and information to inform care. For example, encourages participation in benchmarking.	H112: Promote and facilitate the use of information and knowledge.

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## General specific dimensions (G)

### Specific dimension G1: Learning and development

**Level 1** Assist with learning and development activities.

**Level 2** Enable people to learn and develop.

**Level 3** Plan, deliver and review interventions to enable people to learn and develop.

**Level 4** Design, plan, implement and evaluate learning and development programmes.

#### Specific dimension G1: Learning and development

#### Level 1: Assist with learning and development activities

Indicators	Areas of application to nursing practice with examples (core)	Skills for Health www.skillsforhealth.org.uk NOS/NWC
a) Identifies with the relevant people the activities to be undertaken to support learning and development.	Identifies learning and development needs for self and others with mentor/supervisor such as healthcare assistants, students and other learners. Prepares learning resources to use in practice such as equipment and evidence-based guidelines. Uses the clinical environment as an opportunity for learning such as teaching through the patient and role modelling. Prepares evaluation strategies for learning activities with patients, users and staff.	LLUK_L3: Identify individual learning aims and programmes (G1 level 3). LLUK_L11: Enable learning through demonstrations and instruction (G1 level 2). LLUK_L10: Enable learning through presentations (G1 level 3).
b) Undertakes the task effectively and to deadlines in line with legislation, policies and procedures.	Uses learning opportunities appropriately within the specified time limit and resources available. Ensures flexibility with teaching/learning approaches that suit the situation formally or informally.	LLUK_L11: Enable learning through demonstrations and instruction (G1 level 2). LLUK_L3: Identify individual learning aims and programmes (G1 level 3).
c) Reports any difficulties or problems at an appropriate time to a team member.	Identifies the learning needs and styles of patients, users and staff to match them with chosen strategies. Reports on a regular basis to team leader to enable the provision of the best care. Reflects and reviews the teaching/learning strategies used with patients, users and staff through peer review and clinical supervision.	LLUK_L3: Identify individual learning aims and programmes (G1 level 3). LLUK_L15: Support and advise individual learners (G1 Level 3).

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**Specific dimension G1: Learning and development****Level 2: Enable people to learn and develop**

<b>Indicators</b>	<b>Areas of application to nursing practice with examples (core)</b>	<b>Skills for Health</b> www.skillsforhealth.org.uk NOS/NWC
a) Agrees the purpose, aims and content of the learning and development with the team, and own role in the process.	Develops a common vision to determine the learning and development needs of the team.	
b) Prepares thoroughly for own role and addresses any issues in advance.	Uses critical reflection and supervision to determine own action plan.	
c) Supports learning: <ul style="list-style-type: none"> <li>• recognising individuals' particular needs, interests and styles</li> <li>• using the agreed methods and approaches</li> <li>• in a manner that stimulates individual's interest, promotes development and encourages their involvement</li> <li>• by developing an environment that supports learning</li> <li>• in line with legislation, policies, and procedures.</li> </ul>	Facilitates the development of a learning culture that meets everyone's needs.	LLUK_L9: Create a climate that promotes learning (core 2 level 3). LLUK_L10: Enable learning through presentations (G1 level 3). LLUK_L11: Enable learning through demonstrations and instruction. LLUK_L13: Enable group learning. LLUK_L20: Support competence achieved in the workplace.
d) Obtains feedback from learners and others on the effectiveness of learning and development, and their ideas for improvements.	Facilitates an open door approach that supports and encourages challenge, and takes all feedback into account.	
e) Reflects on and evaluates the effectiveness of learning and development using feedback from learners and others.	Accepts feedback and acts on it continuously.	
f) Discusses own evaluation with the team, and agrees how learning and development might be improved in the future.	Uses some form of action-learning to improve self and as a team member.	

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**Specific dimension G1: Learning and development****Level 3: Plan, deliver and review interventions to enable people to learn and develop**

Indicators	Areas of application to nursing practice with examples (core)	Skills for Health www.skillsforhealth.org.uk NOS/NWC
a) Identifies the: <ul style="list-style-type: none"> <li>• purpose and aims of learning and development interventions</li> <li>• learning and development needs of the individuals involved</li> <li>• time and resources available.</li> </ul>	Facilitates others to produce personal development plans.	LLUK_L3: Identify individual learning aims and programmes. LLUK_L13: Enable group learning (G1 level 2).
b) Develops and agrees a plan of how learning and development will be facilitated.	Engages all in planning learning and development relevant to enable learning and development.	LLUK_L4: Design learning programmes. LLUK_L7: Prepare and develop resources to support learning.
c) Undertakes own role in supporting learning and development to: <ul style="list-style-type: none"> <li>• develop an environment conducive to learning</li> <li>• recognise individual's particular needs, interests and styles</li> <li>• use the agreed learning and development methods and approaches</li> <li>• stimulate individual's interest in a manner that promotes development and encourages their involvement</li> <li>• comply with legislation, policies and procedures</li> <li>• support and promote others' contribution</li> <li>• reflect the significance of the work and related decisions.</li> </ul>	Acts as a mentor/supervisor. Use a variety of methods to aid learning and development such as presentations, demonstrations and instruction.	LLUK_L10: Enable learning through presentations. LLUK_L11: Enable learning through demonstrations and instruction (G1 level 2). LLUK_L15: Support and advise individual learners. CJ_ZE2: Facilitate individual learning and development through mentoring (G1 level 2).
d) Makes any necessary adjustments to the plan as the work proceeds. Promotes learning and development to meet learners' needs better.	Reviews learning to ensure it meets the needs of the service. For example, by conducting a training needs analysis.	ENTO_L16: Monitor and review progress with learners.
e) Obtains feedback from learners and others on the effectiveness of learning and development, and their ideas for improvements.	Evaluates forms. Conducts educational audits. Evaluates student placements.	LLUK_L17: Evaluate and improve learning and development programmes (G1 level 4).
f) Evaluates the effectiveness of learning and development informed by learners and others in the team and own reflections. Uses the evaluation to inform future practice.	Uses reflective practice to promote learning conducive to the environment. For example, by facilitating action learning sets.	LLUK_V1: Conduct internal quality assurance of the assessment process.

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### Specific dimension G1: Learning and development

## Level 4: Design, plan, implement and evaluate learning and development programmes

Indicators	Areas of application to nursing practice with examples (core)	Skills for Health www.skillsforhealth.org.uk NOS/NWC
<p>a) Identifies with colleagues commissioning learning and development programmes the:</p> <ul style="list-style-type: none"> <li>• purpose and aims of programmes</li> <li>• relationship of one programme to another, and to related learning needs</li> <li>• starting points and learning needs of learners</li> <li>• time and resources available</li> <li>• any contextual factors that need to be taken into account in learning designs.</li> </ul>	<p>Liaises with commissioners of learning and development programmes to ensure that programmes meet the needs of patients and staff.</p>	<p>LLUK_L1: Develop a strategy and plan for learning and development. LLUK_L2: Identify the learning and development needs of the organisation.</p>
<p>b) Designs overall learning and development programmes that:</p> <ul style="list-style-type: none"> <li>• are appropriate to the interests of the commissioners and the needs of learners</li> <li>• contain phased and inter-related objectives, methods and approaches</li> <li>• make best use of the resources available</li> <li>• are consistent with good learning practice</li> <li>• identify how programmes and their component parts will be evaluated</li> <li>• specify relevant legislation, policies and procedures.</li> </ul>	<p>Uses knowledge of context to design programmes that are fit for purpose and appropriate learning resources. For example, makes use of work-based learning opportunities. Develops patient education programmes to support them to develop the knowledge and skills to manage their own health condition.</p>	<p>PE7: Develop learning tools and methods for individuals and groups with a defined health condition.</p>
<p>c) Details the relationships between the different learning and development components.</p>	<p>Details the relationship of theory to practice.</p>	
<p>d) Agrees the designs of overall programmes and individual components with relevant colleagues. Makes any necessary modifications as a result.</p>	<p>Ensures that the programmes meet the needs of the target audience.</p>	<p>PE4: Agree a plan to enable individuals to manage their health condition.</p>
<p>e) Agrees how programmes will be implemented with the team, and supports them throughout the process responding to any issues that arise.</p>	<p>Ensures that the programme meets the needs of those taking part in the best way. For example, by using on-site work-based learning or traditional teaching methods.</p>	
<p>f) Monitors the delivery of programmes for their effectiveness in meeting their aims and objectives.</p>	<p>Monitors the delivery of the programmes to ensure their effectiveness.</p>	<p>LLUK_L16: Monitor and review progress with learners (G1 level 3).</p>
<p>g) Evaluates the effectiveness of programmes and uses the outcomes to improve future programmes.</p>	<p>Uses information gathered to improve practice.</p>	<p>LLUK_L17: Evaluate and improve learning and development programmes.</p>

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## General specific dimensions (G)

### Specific dimension G2: Development and innovation

**Level 1** Appraise concepts, models, methods, practices, products and equipment developed by others.

**Level 3** Test and review new concepts, models, methods, practices, products and equipment.

**Level 4** Develop new and innovative concepts, models, methods, practices, products and equipment.

#### Specific dimension G2: Development and innovation

#### Level 1: Appraise concepts, models, methods, practices, products and equipment developed by others

Indicators	Areas of application to nursing practice with examples (core)	Skills for Health www.skillsforhealth.org.uk NOS/NWC
a) Identifies new developments made by others that might be relevant to own area of work.	Benchmarks practice against recognised standards.	HI4: Collect and validate data and information (IK2 level 2). SfjHI2: Develop and maintain an overview of developments in knowledge and practice (IK2 level 3).
b) Evaluates and reviews developments critically to determine if and how they could be applied in own area of work.	Uses all types of evidence to determine the best practice for the service being provided.	HI9: Appraise clinical information and evidence critically (IK2 level 2). R&D_9: Collate and analyse data relating to research (IK2 level 2).
c) Proposes the adoption of relevant developments in own work area to relevant decision-makers.	Encourages evidence-based practice with the support and guidance of the team.	

#### Specific dimension G2: Development and innovation

#### Level 3: Test and review new concepts, models, methods, practices, products and equipment

Indicators	Areas of application to nursing practice with examples (core)	Skills for Health www.skillsforhealth.org.uk NOS/NWC
a) Identifies new and emerging developments of potential relevance to their work.	Keeps up-to-date with ongoing changes in practice. For example, by promoting journal clubs.	
b) Appraises developments and identifies the benefits they could bring and any potential risks.	Informs practice of current changes/developments and the consequences of not providing evidence-based care.	GEN32: Search information, evidence and knowledge resources and communicate the results (IK3 level 3). CfA310: Research, analyse and report information (IK2 level 3). HI5: Analyse data and information and present outputs of analysis (IK2 level 3).
c) Determines with others those developments that are worthy of testing and how this can be achieved.	Uses expertise to determine best practice.	R&D_1: Determine a research and development topic worthy of investigation (IK2 level 3). R&D_2: Identify and recommend sources of funding for selected research and development topics (IK2 level 3). R&D_3: Design and formulate a research and development proposal (IK2 level 3).

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**Specific dimension G2: Development and innovation****Level 3: Test and review new concepts, models, methods, practices, products and equipment**

Indicators	Areas of application to nursing practice with examples (core)	Skills for Health www.skillsforhealth.org.uk NOS/NWC
d) Tests and reviews developments in a way that: <ul style="list-style-type: none"> <li>is ethically and methodologically sound</li> <li>enables a rigorous evaluation of their feasibility, benefits and risks</li> <li>involves all relevant parties in the process</li> <li>complies with legislation, policies and procedures.</li> </ul>	Puts the rights of the patient first, ensuring safe practice and engages in new developments appropriate to the environment.	R&D_8: Conduct investigations in selected research and development topics (G5 level 2). R&D_14: Translate research and development findings into practice.
e) Evaluates the outcomes of testing and reports them in the correct format to the people who need them.	Evaluates on an ongoing way all changes made.	R&D_15: Evaluate and report on the applications of research and development findings in practice.
f) Makes recommendations to appropriate people regarding the implementation of developments.	Informs the multidisciplinary team of any recommended changes.	R&D_15: Evaluate and report on the applications of research and development findings in practice.

**Specific dimension G2: Development and innovation****Level 4: Develop new and innovative concepts, models, methods, practices, products and equipment**

Indicators	Areas of application to nursing practice with examples (core)	Skills for Health www.skillsforhealth.org.uk NOS/NWC
a) Scans the environment to identify new and emerging developments of potential relevance to their work and priorities for further development.	Keeps up-to-date with developments such as taking part in a benchmarking project.	SfjH12: Develop and maintain a strategic overview of developments in knowledge and practice (IK2 level 3).
b) Designs, develops and tests new and innovative concepts/models/methods/practices/products/equipment in a way that: <ul style="list-style-type: none"> <li>is ethically, technically and methodologically sound for the nature of the innovation</li> <li>enables a rigorous evaluation of their feasibility, benefits and risks</li> <li>involves all relevant parties in the process</li> <li>complies with legislation, policies and procedures.</li> </ul>	Uses knowledge to initiate and facilitate development such as evidence-based guidelines that are fit for purpose.	R&D_8: Conduct investigations in selected research and development topics (G5 level 2). R&D_9: Collate and analyse data relating to research (IK2 level 2). R&D_14: Translate research and development findings into practice (G2 level 3).
c) Evaluates the outcomes of testing and modifies innovations to improve their quality.	Evaluates the benefits of using such guidelines and protocols, and how they effect care.	R&D_15: Evaluate and report on the application of research and development findings in practice (G2 level 3).
d) Publicises the innovations in the appropriate places to inform the development of others' knowledge and practice.	Promotes good practice by publication and presentations and provides information locally.	R&D_12: Present findings of research and development activities in written form (IK2 level 3). R&D_13: Present oral findings of research and development activities (core 1 level 3).
e) Evaluates feedback on the innovations and uses it to improve future developments.	Uses feedback for further developments.	

## General specific dimensions (G)

### Specific dimension G3: Procurement and commissioning

**Level 2** Assist in commissioning, procuring and monitoring goods and/or services.

**Level 4** Develop, review and improve commissioning and procurement systems.

#### Specific dimension G3: Procurement and commissioning

### Level 2: Assist in commissioning, procuring and monitoring goods and/or services

Indicators	Areas of application to nursing practice with examples (core)	Skills for Health www.skillsforhealth.org.uk NOS/NWC
a) Maintains effective communication with those responsible for the overall commissioning and procurement process.	Maintains communication with appropriate people/stakeholders.	
b) Undertakes delegated activities effectively and in line with legislation, policies and procedures.	Participates in commissioning of educational programmes to support a learning culture and work based learning opportunities. Participates in planning and development local/national educational events and relevant courses in collaboration with local university.	ECITB_PM25: Review and select tenders. ECITB_PM26: Verify contract arrangements are in place.
c) Monitors the delivery of goods/services that are under his/her control at regular intervals using appropriate methods	Monitors stock and reports to management or delegates the task to another.	
d) Identifies problems with the delivery of procured goods/services and takes appropriate action.	Acts when goods are not received and services not provided.	
e) Maintains accurate, legible and complete records of the commissioning, procurement and delivery of goods/services. Makes them available to the relevant people.	Keeps accurate records of goods and services.	

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### Specific dimension G3: Procurement and commissioning

## Level 4: Develop, review and improve commissioning and procurement systems

Indicators	Areas of application to nursing practice with examples (core)	Skills for Health www.skillsforhealth.org.uk NOS/NWC
<p>a) Works in partnership to identify and agree appropriate aspects of commissioning and procurement systems that:</p> <ul style="list-style-type: none"> <li>• are supportive of the direction, strategies and policies of the organisation</li> <li>• are in line with legislation, policies and procedures</li> <li>• take account of the context in which the commissioning and procurement takes place.</li> </ul>	Works strategically using governance frameworks to identify and agree aspects of commissioning and procurement systems.	ECITB_PM22: Select and agree a procurement strategy and procedure(s).
b) Negotiates and agrees with relevant colleagues clear and effective plans for taking forward commissioning and procurement.	Develops a common vision to take forward these plans.	
c) Negotiates with colleagues to put sufficient supporting mechanisms in place to ensure that commissioning and procurement takes place effectively.	Supports colleagues in this process.	
d) Works with others to take forward the implementation of effective commissioning and procurement.	Maintains a constant focus on provision of effective service provision.	
e) Obtains sufficient information on the effectiveness and efficiency of commissioning and procurement to make adjustments as necessary.	Adjusts plans according to need.	
f) Evaluates the effectiveness and efficiency of commissioning and procurement at key intervals to identify the need for further fundamental improvements.	Improves service provision by using evaluation.	GEN50: Monitor and evaluate the quality, outcomes and cost-effectiveness of health care services (G3 level 3).

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## General specific dimensions (G)

### Specific dimension G4: Financial management

**Level 1** Monitor expenditure.

**Level 2** Co-ordinate and monitor the use of financial resources.

**Level 3** Co-ordinate, monitor and review the use of financial resources.

#### Specific dimension G4: Financial management

##### Level 1: Monitor expenditure

Indicators	Areas of application to nursing practice with examples (core)	Skills for Health www.skillsforhealth.org.uk NOS/NWC
a) Monitors expenditure against agreed budgets to support effective financial management in line with legislation, policies and procedures.	Works within the service allocated budget. For example, when engaging bank nursing staff.	BG5: Making and recording payments.
b) Identifies any actual or potential deviations from budgets and reports these to the appropriate person.	Reports to manager any budget issues as they arise such as when financing study days for staff.	
c) Provides information to the relevant person on the current spend against budget.	Keeps manager up-to-date with spending patterns.	

#### Specific dimension G4: Financial management

##### Level 2: Co-ordinate and monitor the use of financial resources

Indicators	Areas of application to nursing practice with examples (core)	Skills for Health www.skillsforhealth.org.uk NOS/NWC
a) Gives relevant people opportunities to provide information on the use of financial resources.	Engages service staff in budget-setting and priorities.	
b) Makes and presents recommendations about financial resource use to relevant colleagues that: <ul style="list-style-type: none"> <li>take account of relevant past experience</li> <li>take account of trends and developments</li> <li>are consistent with sound financial management</li> <li>are in line with legislation, policies and procedures.</li> </ul>	Works within the service budget. Monitors expenditure against budget such as in staffing and using agency nurses.	
c) Plans and schedules how to use agreed budgets.	Keeps budget records and action issues.	M&L_E1: Manage a budget.
d) Identifies any actual or potential deviations from budgets and recommends corrective action to the appropriate person.	Reports to budget holder when changes to budget are required.	

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### Specific dimension G4: Financial management

## Level 3: Co-ordinate, monitor and review the use of financial resources

Indicators	Areas of application to nursing practice with examples (core)	Skills for Health www.skillsforhealth.org.uk NOS/NWC
a) Gives relevant colleagues opportunities to provide information on the use of financial resources.	Collaborates with key people to provide information on financial resources.	BE4: Supply information for management control.
b) Presents recommendations and requests to relevant colleagues about the use of financial resources that: <ul style="list-style-type: none"> <li>take account of relevant past experience</li> <li>take account of trends and developments</li> <li>are consistent with organisational objectives and policies</li> <li>are realistic, justifiable and of clear benefit</li> <li>are sufficient to support the activities in his/her control.</li> </ul>	Presents relevant recommendations and requests for the services provided for a particular client group. Works to organisational objectives.	BE6: Prepare reports and returns.
c) Negotiates and agrees the allocation of financial resources.	Allocates financial resources with colleagues to where they are most needed such as training budgets.	CfA405: Negotiate and agree budgets.
d) Supports and encourages budget holders to make efficient and effective use of financial resources.	Suggests areas that would benefit from financial resource input.	M&L_F3: Manage business processes (G7 level 3).
e) Plans, schedules, controls and monitors the use of financial resources against agreed budgets.	Guides resource allocation to appropriate areas such as where it is most needed.	BG6: Maintain financial records and prepare accounts. M&L_E2: Manage finance for the area of responsibility.
f) Identifies any actual or potential deviations from budgets and works with the budget holder to find effective ways of handling it.	Works with practitioners to use resources efficiently. For example, by raising awareness of costs.	
g) Reviews the allocation and use of financial resources and agrees appropriate improvements.	Ensures finances do not always get allocated on a first-come, first-served basis, but on need.	GEN55: Obtain and monitor the use of the funds needed to implement plans to meet local health care service needs.
h) Provides appropriate support to colleagues to improve their knowledge and understanding of financial resource management.	Role models financial budgeting to colleagues.	M&L_E1: Manage a budget (G4 level 2).

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## General specific dimensions (G)

### Specific dimension G5: Services and project management

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

**Level 4** Plan, co-ordinate and monitor the delivery of services and/or projects.

#### Specific dimension G5: Services and project management

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

Indicators	Areas of application to nursing practice with examples (core)	Skills for Health www.skillsforhealth.org.uk NOS/NWC
<p>a) Identifies and assesses for operational planning:</p> <ul style="list-style-type: none"> <li>the ways in which services/projects contribute to the achievement of organisational/partnership direction, aims and objectives</li> <li>what needs to be achieved in services/projects</li> <li>the relationships between different parts including critical paths</li> <li>who needs to be involved in the planning and implementation of services/projects</li> <li>potential risks</li> <li>priorities and targets</li> <li>the impact of legislation, policies, procedures</li> <li>methods and processes for reporting, controlling and communicating.</li> </ul>	<p>Prioritises care for a group of patients.</p> <p>Works in collaboration with patients and other team members to make decisions about priorities of care for a range of patients.</p> <p>Monitors the assessment and care planning processes provided by the team for a range of patients in a client group.</p> <p>Identifies and acts on the information technology implications for new service interventions and ways of working.</p> <p>Works with others to ensure continuity of service provision across professional boundaries.</p>	<p>M&amp;L_F1: Manage a project.</p> <p>BC5: Manage a service that achieves best possible outcomes for the patient.</p> <p>HSC412: Ensure individuals and groups are supported appropriately when experiencing significant life events and transitions.</p> <p>HSC413: Manage requests for health and care services.</p> <p>HSC415: Produce, evaluate and amend service delivery plans to meet individual needs and preferences.</p> <p>HSC435: Manage the development and direction of a provision.</p> <p>PHS_24: Manage the development and direction of work.</p> <p>PHS_25: Manage services that are aimed at improving health and wellbeing.</p>
<p>b) Enables people delivering services/projects to understand their role and its relationship to others.</p>	<p>Supports team members in providing a conducive environment for patients and staff.</p> <p>Facilitates and develops groups to develop a shared vision/value base across organisational boundaries.</p>	<p>M&amp;L_B5: Provide leadership for your team (G6 level 2).</p> <p>M&amp;L_D5: Allocate and check work in your team (G6 level 2).</p> <p>HSC48: Demonstrate a style of leadership that ensures an organisational culture of open and participatory management and practice.</p>
<p>c) Provides advice and support to people on day-to-day priorities, risks and issues.</p>	<p>Ensures supplies and services are maintained for safe and effective care by the team.</p> <p>Identifies areas of the environment that require improvement for both patients and staff in collaboration with senior colleagues.</p> <p>Supports team members on identified risks and issues.</p>	<p>HSC48: Demonstrate a style of leadership that ensures an organisational culture of open and participatory management and practice.</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>Maintains an action plan to address plans to identify and address issues.</p>	<p>HSC413: Manage request for health care services.</p>
<p>e) Determines and implements the most appropriate ways of addressing issues taking account of any relevant factors.</p>	<p>Implements action plan and revisits on a regular basis.</p> <p>Uses local guidelines to address issues of service and project management.</p>	<p>HSC415: Produce, evaluate and amend service delivery plans to meet individual needs and preferences.</p>

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### Specific dimension G5: Services and project management

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

Indicators	Areas of application to nursing practice with examples (core)	Skills for Health www.skillsforhealth.org.uk NOS/NWC
f) Obtains feedback on how to improve service/project delivery and uses it to improve future practice.	Asks for team feedback relevant to service improvement, and acts on this. Reviews and analyses the information gained and uses it to evaluate the service. Is involved in developing action plans to meet the desired/required improvements.	HSC435: Manage the development and direction of provision.
g) Provides information about services/projects which appear to be ineffective or inefficient in meeting requirements to the people with overall responsibility.	Liaises with all stakeholders to keep informed of service provision. Liaises with manager/project lead to advise on management issues.	

### Specific dimension G5: Services and project management

#### Level 4: Plan, co-ordinate and monitor the delivery of services and/or projects

Indicators	Areas of application to nursing practice with examples (core)	Skills for Health www.skillsforhealth.org.uk NOS/NWC
a) Works with colleagues to identify and produce plans that contain all the necessary detail for managing and delivering services and/or projects that are: <ul style="list-style-type: none"> <li>in line with legislation, policies and procedures</li> <li>supportive of the organisation's/partnership's direction, strategy and objectives.</li> </ul>	Assesses local demand for health care critically. Develops a service that is responsive to local needs, national legislation and policy initiatives in primary and secondary care. Works collaboratively to produce/facilitate the development of a project plan with key objectives, time frames and evaluation points based on a common vision of the operation of new service roles. Enables colleagues to understand the links between the project/new role and organisational objectives.	BC1: Develop, negotiate and agree proposals to offer services and products.
b) Negotiates and agrees with colleagues how to put in place sufficient supporting mechanisms to ensure that services and/or projects are managed and delivered effectively.	Works collaboratively to develop mechanisms to achieve project accountability, support those involved and minimise risk.	M&L_B10: Manage risk. GEN65: Make recommendations for the use of physical resources.
c) Works with colleagues to put in place methods, processes and systems for implementing service/project plans.	Works collaboratively to agree project plans and review mechanisms. Plans and co-ordinates the delivery of nursing services to meet agreed service/project plans.	CfA411: Manage projects. M&L_B1: Develop and implement operational plans for the area of responsibility (G6 level 2).
d) Monitors the delivery and management of services and/or projects to: <ul style="list-style-type: none"> <li>evaluate performance against plans</li> <li>identify issues</li> <li>predict future needs and shortfalls</li> <li>identify trends and developments</li> <li>assess capacity to meet future needs.</li> </ul>	Facilitates the identification of indicators of project achievement and progress by which the project will be judged.	CfA411: Manage projects. GEN30: Manage patient flow.
e) Reviews plans, methods, processes and systems for managing services and/or projects and modifies them to improve effectiveness.	Reviews periodically progress and makes changes informed by evaluation.	
f) Provides appropriate support to colleagues to improve their knowledge and understanding of service and/or project management.	Supervises and supports others in the project planning process. Supervises and supports colleagues to develop project management skills across the service.	

## General specific dimensions (G)

### Specific dimension G6: People management

**Level 1** Supervise people's work.

**Level 4** Plan, develop, monitor and review the recruitment, deployment and management of people.

#### Specific dimension G6: People management

#### Level 1: Supervise people's work

Indicators	Areas of application to nursing practice with examples (core)	Skills for Health www.skillsforhealth.org.uk NOS/NWC
a) Gives people opportunities to contribute to the planning and organisation of their work.	Engages team members in working towards achieving corporate and service objectives such as through team meetings.	M&L_B5: Provide leadership for your team (G6 level 2). M&L_B6: Provide leadership in your area of responsibility (G6 level 3).
b) Develops and explains plans and work activities to people. Enables them to carry out their work effectively in accordance with legislation, policies and procedures.	Monitors and evaluates the care provided by the team to a range of patients working to local/national guidelines such as through audit and patient surveys.	M&L_D5: Allocate and check work in your team (G6 level 2). M&L_B8: Ensure compliance with legal, regulatory, ethical and social requirements (core 5 level 3).
c) Gives people support and opportunities to assess their own work and gives them clear, sensitive and appropriate feedback in a way that helps them improve and develop.	Acts as a role model, is self aware and motivates others. Contributes towards building an effective team by enabling team members to develop a common vision and direction. Celebrates successes and takes informed risks. Develops a shared vision for the team and service. Develops the leadership potential of team members. Celebrates achievements of others.	CM_F1: Provide clinical leadership and take responsibility for the continuing professional development of self and others (core 2 level 3).
d) Supports people effectively during the NHS KSF development review process.	Listens effectively, provides feedback supportively and constructively to enable the review process. Provides safe and effective supervision to team members.	M&L_D5: Allocate and check work in your team (G6 level 2).
e) Reports poor performance to a relevant person for them to take action.	Provides feedback from various sources on team activity and acts on poor performance such as individual performance reviews.	

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### Specific dimension G6: People management

## Level 4: Plan, develop, monitor and review the recruitment, deployment and management of people

Indicators	Areas of application to nursing practice with examples (core)	Skills for Health www.skillsforhealth.org.uk NOS/NWC
<p>a) In consultation with relevant colleagues, develops clear plans for the recruitment, deployment and management of staff that:</p> <ul style="list-style-type: none"> <li>• support the organisation's vision, values, strategies and objectives</li> <li>• take account of current and potential future constraints and opportunities</li> <li>• comply with legislation, policies and procedures.</li> </ul>	<p>Uses local policies to recruit new staff and retain those in post by offering appropriate development opportunities that meet the needs of the individual and the service.</p>	<p>M&amp;L_D4: Plan the workforce. WP6: Contribute to assessing workforce demand and supply (core 4 level 3). WP9: Contribute to developing and implementing a workforce plan (core 4 level 3).</p>
<p>b) Implements methods, processes and systems for recruiting, deploying and managing staff that:</p> <ul style="list-style-type: none"> <li>• support the organisation's vision, values, strategies and objectives</li> <li>• comply with legislation, policies and procedures.</li> </ul>	<p>Adheres to the vision of the organisation and guides processes when reviewing the vision. For example, by conducting a values clarification exercise.</p>	<p>M&amp;L_B1: Develop and implement operational plans for your area of responsibility (G6 level 2). HSC444: Contribute to the selection, recruitment and retention of staff to develop a quality service (G6 level 2). M&amp;L_D3: Recruit, select and keep colleagues (G6 level 3).</p>
<p>c) Monitors the recruitment, deployment and management of staff to:</p> <ul style="list-style-type: none"> <li>• evaluate performance in these areas</li> <li>• identify current problems/issues</li> <li>• identify trends</li> <li>• predict future needs</li> <li>• assess capacity to meet future needs.</li> </ul>	<p>Monitors staff movement and is involved with exit interviews when staff leave posts.</p>	
<p>d) Reviews plans, methods, processes and systems related to the recruitment, deployment and management of people and modifies them to improve their effectiveness.</p>	<p>Reviews staff movement and addresses issues through reflective practice/critical incident analysis.</p>	<p>M&amp;L_D6: Allocate and monitor the progress and quality of work in the area of responsibility (G6 level 3).</p>
<p>e) Provides appropriate support to colleagues to improve their knowledge and understanding of people management.</p>	<p>Acts as a role model when recruiting, deploying and managing staff.</p>	<p>M&amp;L_B6: Provide leadership in the area of responsibility (G6 level 3).</p>

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## General specific dimensions (G)

### Specific dimension G7: Capacity and capability

**Level 1** Sustain capacity and capability.

**Level 2** Facilitate the development of capacity and capability.

**Level 4** Work in partnership to develop and sustain capacity and capability.

#### Specific dimension G7: Capacity and capability

#### Level 1: Sustain capacity and capability

Indicators	Areas of application to nursing practice with examples (core)	Skills for Health www.skillsforhealth.org.uk NOS/NWC
a) Understands and values others' roles and contributions enabling them to make effective contributions working in line with legislation, policies and procedures.	Develops collaborative ways of working that link all contributors such as multidisciplinary team meetings.	M&L_D1: Develop productive working relationships with colleagues (core 5 level 3).
b) Acknowledges the nature and context in which others work and live and the value of their differing perspectives and experiences.	Accepts the differences of individuals and be non-judgemental.	
c) Shares and takes account of own and others' culture, knowledge, skills, experiences and values.	Develops and maintains effective networks both internal and external to the organisation to inform practice.	M&L_A3: Develop your personal networks (core 5 level 2).
d) Takes the appropriate action to build on others' knowledge, skills, experiences and values. Builds them into the development of joint ideas, practice and work so that capacity and capability can be sustained.	Develops a culture that encompasses all views and builds on their values and beliefs.	GEN12: Reflect on and evaluate your own values, priorities, interests and effectiveness (core 2 level 2). HSC3116: Contribute to promoting a culture that values and respects the diversity of individuals (HWB1 level 2).

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### Specific dimension G7: Capacity and capability

## Level 2: Facilitate the development of capacity and capability

Indicators	Areas of application to nursing practice with examples (core)	Skills for Health www.skillsforhealth.org.uk NOS/NWC
a) Identifies and promotes the purpose, advantages and disadvantages of developing capacity and capability.	Demonstrates formal skills in the consultancy process and its stages to include contracting, evaluating and so on.	M&L_F3: Manage business processes (G7 level 3).
b) Appraises different options for facilitating capacity and capability development in line with legislation, policies and procedures.	Facilitates the development programmes for staff in relation to changing strategic objectives and national drivers.	MH79: Enable workers and agencies to work collaboratively.
c) Discusses and agrees the most appropriate options with the people concerned, taking account of the particular context and the specific purpose of the development.	Facilitates and develops groups to develop a shared vision/value base across organisational boundaries. Identifies and establishes an appropriate workforce for safe and effective service provision. Acts as a resource to the organisation in relation to specialist needs of the client group. Provides specialist consultancy to the organisation on specialist services.	CJAD1: Develop and sustain effective working relationships with staff in other agencies. MH5: Enable support networks to develop their effectiveness.
d) Identifies and seizes opportunities to develop and improve relationships with others.	Demonstrates an ability to build, develop and manage effective relationships across teams and the service. Uses team building skills to achieve effective teams across the service. Provides process consultancy to teams to enable them to become self-sufficient in their own problem-solving.	CJAD1: Develop and sustain effective working relationships with staff in other agencies. GEN27: Develop, sustain and evaluate collaborative working with other agencies.
e) Takes forward capacity and capability development approaches effectively and as agreed.	Provides expert and process consultancy on the establishment and strategic development of services in and across organisations/pathways.	LLUK_CDB5: Create opportunities for learning from practice and experience.
f) Accepts joint responsibility for any problems and tensions that arise modifying approaches as a result.	Creates and sustains support mechanisms in clinical settings.	
g) Evaluates with colleagues the effectiveness of the approaches and the extent to which they have contributed to the development of capacity and capability.	Evaluates with all stakeholders the effectiveness of approaches.	
h) Agrees the next steps with people and who will take them forward.	Develops action plans with all concerned.	

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**Specific dimension G7: Capacity and capability****Level 4: Work in partnership to develop and sustain capacity and capability**

Indicators	Areas of application to nursing practice with examples (core)	Skills for Health www.skillsforhealth.org.uk NOS/NWC
a) Works collaboratively to identify and agree: <ul style="list-style-type: none"> <li>• anticipated future demands that make it necessary to build capacity and capability</li> <li>• an analysis of the current position</li> <li>• the purpose of capacity and capability development</li> <li>• appropriate processes</li> <li>• relevant legislation, policies and procedures.</li> </ul>	Works strategically with colleagues to analyse the capacity and capability of the service provision.	CJAD1: Develop and sustain effective working relationships with staff in other agencies (G7 level 2). GEN27: Develop, sustain and evaluate collaborative working with other agencies (G7 level 2).
b) Works collaboratively to produce plans to meet the purpose of capacity and capability development. Uses innovative solutions where these are appropriate.	Works strategically to produce appropriate plans.	M&L_F3: Manage business processes (G7 level 3).
c) Negotiates with others to put in place resources and mechanisms to implement and support effective capacity and capability development.	Works strategically to put in mechanisms and resources.	PHS_21: Develop capacity and capability to improve health and wellbeing (G7 level 3).
d) Obtains sufficient information on the effectiveness of the capacity and capability development to make adjustments as and when they are necessary.	Obtains information to ensure that demands are met.	
e) Evaluates the effectiveness of capacity and capability development with colleagues and agrees the way forward.	Evaluates the effectiveness of the changes made.	

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## General specific dimensions (G)

### Specific dimension G8: Public relations and marketing

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

#### Specific dimension G8: Public relations and marketing

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

Indicators	Areas of application to nursing practice with examples (core)	Skills for Health www.skillsforhealth.org.uk NOS/NWC
a) Analyses information on public relations and marketing and identifies relevant factors for future work.	Analyses relevant factors in the specialty that will benefit from public relations and marketing.	M&L_F9: Build your organisation's understanding of its market and customers.
b) Works with others to develop and record realistic promotion and marketing plans that are in line with: <ul style="list-style-type: none"> <li>organisational strategy, policies and direction</li> <li>legislation, policies and procedures.</li> </ul>	Works with key stakeholders to develop marketing plans such as with voluntary agencies to promote care of older people services.	LLUK_IL4/6: Market and promote the service (G8 level 3). M&L_F4: Develop and review a framework for marketing.
c) Ensures that plans and agreements are disseminated promptly to the relevant people.	Communicates all plans and agreements promptly with all stakeholders.	
d) Agrees with the public relations and marketing team how plans will be implemented. Supports them throughout, responding to issues that arise.	Works with colleagues in key positions that will enhance public relations and marketing.	
e) Monitors the delivery of plans for the effectiveness in meeting their aims.	Monitors effectiveness.	
f) Evaluates with the team and other relevant colleagues the effectiveness of public relations and marketing. Uses the outcomes to improve future plans.	Evaluates effectiveness.	

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# Appendices

## Appendix 1: Role level descriptors

Role level descriptors have been taken from:

Skills for Health (2006) *Career framework for health methodology testing report*, DH: London.

Level	Skills and knowledge	Supervision	Regulation, professional and vocational competence
1	Recall basic general knowledge and use basic skills to carry out simple tasks.	Complete work or study tasks under direct supervision and demonstrate personal effectiveness in simple and stable contexts.	Not regulated, but usually subject to police check if working with children. Accept guidance on learning. Demonstrate awareness of procedures for solving problems.
2	Recall and comprehend basic knowledge of a field, the range of knowledge involved is limited to facts and main ideas. Use skills and key competences to carry out tasks where action is governed by rules defining routines and strategies. Select and apply basic methods, tools and strategies.	Work under close but not continuous supervision Take limited responsibility for improvement in performance in work or study in simple contexts and within familiar, homogeneous groups.	Not regulated, but usually subject to police check if working with children. Seek guidance on learning. Solve problems using information provided.
3	Apply knowledge to a field that includes processes, techniques, materials, instruments, equipment, terminology and some theoretical ideas. Use a range of field-specific skills to carry out tasks and show personal interpretation through selection and adjustment of methods, tools and materials. Evaluate different approaches to tasks.	Take responsibility for completion of tasks and demonstrate some independence in role in work or study where contexts are generally stable but where some factors change.	Not regulated, but usually subject to police check if working with children. Take responsibility for own learning. Solve problems using well known information sources taking account of some social issues.
4	Use a wide range of field-specific practical and theoretical knowledge. Develop strategic approaches to tasks that arise in work or study by applying specialist knowledge and using expert sources of information. Evaluate outcomes in terms of strategic approach used.	Manage role under guidance in work or study contexts that are usually predictable and where there are many factors involved that cause change and where some factors are interrelated. Make suggestions for improvement to outcomes. Supervise routine work of others and take some responsibility for training of others.	Not regulated, but usually subject to police check if working with children. Demonstrate self-directed learning. Solve problems by integrating information from expert sources taking account of relevant social and ethical issues.
5	Use broad theoretical and practical knowledge that is often specialised in a field and show awareness of limits to knowledge base. Develop strategic and creative responses in researching solutions to well defined concrete and abstract problems. Demonstrate transfer of theoretical and practical knowledge in creating solutions to problems.	Manage projects independently that require problem-solving where there are many factors some of which interact and lead to unpredictable change. Show creativity in developing projects. Manage people and review performance of self and others. Train others and develop team performance.	Clinical staff will be regulated health care professionals. Evaluate own learning and identify learning needs necessary to undertake further learning. Formulate responses to abstract and concrete problems. Demonstrate experience of operational interaction within a field. Make judgements based on knowledge of relevant social and ethical issues.

Level	Skills and knowledge	Supervision	Regulation, professional and vocational competence
6	<p>Use detailed theoretical and practical knowledge of a field. Some knowledge is at the forefront of the field and will involve a critical understanding of theories and principles.</p> <p>Demonstrate mastery of methods and tools in a complex and specialised field and demonstrate innovation in terms of methods used. Devise and sustain arguments to solve problems.</p>	<p>Demonstrate administrative design, resource and team management responsibilities in work and study contexts that are unpredictable and require that complex problems are solved where there are many interacting factors.</p> <p>Show creativity in developing projects and show initiative in management processes that includes the training of others to develop team performance.</p>	<p>Clinical staff will be regulated health care professionals.</p> <p>Consistently evaluate own learning and identify learning needs. Gather and interpret relevant data in a field to solve problems.</p> <p>Demonstrate experience of operational interaction in a complex environment.</p> <p>Make judgements based on social and ethical issues that arise in work or study.</p>
7	<p>Use highly specialised theoretical and practical knowledge some of which is at the forefront of knowledge in the field. This knowledge forms the basis for originality in developing and/or applying ideas. Demonstrate critical awareness of knowledge issues in the field and at the interface between different fields. Create a research based diagnosis to problems by integrating knowledge from new or interdisciplinary fields and make judgements with incomplete or limited information.</p> <p>Develop new skills in response to emerging knowledge and techniques.</p>	<p>Demonstrate leadership and innovation in work and study contexts that are unfamiliar, complex and unpredictable and that require solving problems involving many interacting factors.</p> <p>Review strategic performance of teams.</p>	<p>Clinical staff will be regulated health care professionals.</p> <p>Demonstrate autonomy in the direction of learning and a high level understanding of learning processes. Solve problems by integrating complex knowledge sources that are sometimes incomplete and in new and unfamiliar contexts.</p> <p>Demonstrate experience of operational interaction in managing change in a complex environment. Respond to social, scientific and ethical issues that are encountered in work or study.</p>
8	<p>Use specialised knowledge to critically analyse, evaluate and synthesise new and complex ideas that are at the most advanced frontier of a field.</p> <p>Extend or redefine existing knowledge and/or professional practice in a field or at the interface between fields. Research, conceive, design, implement and adapt projects that lead to new knowledge and new procedural solutions.</p>	<p>Demonstrate substantial leadership, innovation and autonomy in work and study contexts that are novel and require the solving of problems that involve many interacting factors.</p>	<p>Clinical staff will be regulated health care professionals. Demonstrate capacity for sustained commitment to development of new ideas or processes and a high level understanding of learning processes.</p> <p>Critical analysis, evaluation and synthesis of new and complex ideas and strategic decision making based on these processes.</p> <p>Demonstrate experience of operational interaction with strategic decision making capacity in a complex environment.</p> <p>Promote social and ethical advancement through actions.</p>
9	Enhanced from level 8.	Enhanced from level 8.	<p>Enhanced from level 8.</p> <p>Clinical staff will be regulated health care professionals.</p>



## Appendix 2: Overview of core competences for nursing

# RCN Competences for Nursing

(Based on KSF dimensions)

### Learning & development

- Personal and people development (Core 2)
- Learning and development (G1)

### Knowledge & information

- Information processing (IK1)
- Information collection and analysis (IK2)
- Knowledge and information resources (IK3)

### Nursing practice for safe, effective & person-centred care

- Assessment and care planning to meet health and wellbeing needs (HWB2)
- Promotion of health and wellbeing and prevention of adverse effects on health and wellbeing (HWB1)
- Protection of health and wellbeing (HWB3)
- Enablement to address health and wellbeing needs (HWB4)
- Assessment and treatment planning (HWB6)
- Provision of care to meet health and wellbeing needs (HWB5)
- Interventions and treatments (HWB7)
- **Communication (Core 1)**
- **Health, safety, security (Core 3)**
- **Equity, diversity and rights (Core 6)**

### Quality, improvement, innovation

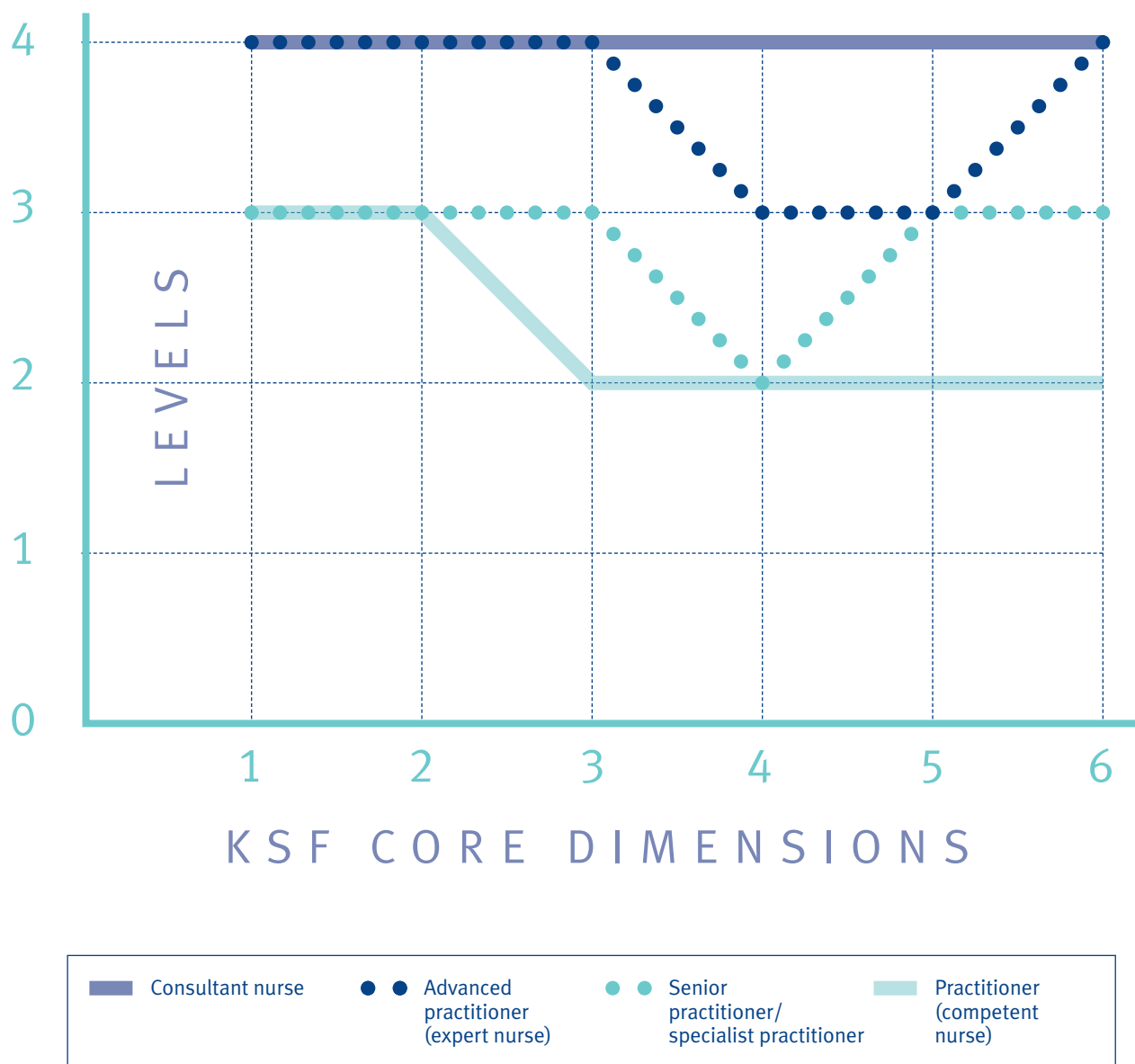
- Development and innovation (G2)
- **Service improvement (Core 4)**
- **Quality (Core 5)**

### Managing care & services

- Procurement and commissioning (G3)
- Financial Management (G4)
- Services and project management (G5)
- People management (G6)
- Capacity and capability (G7)
- Public relations and marketing (G8)

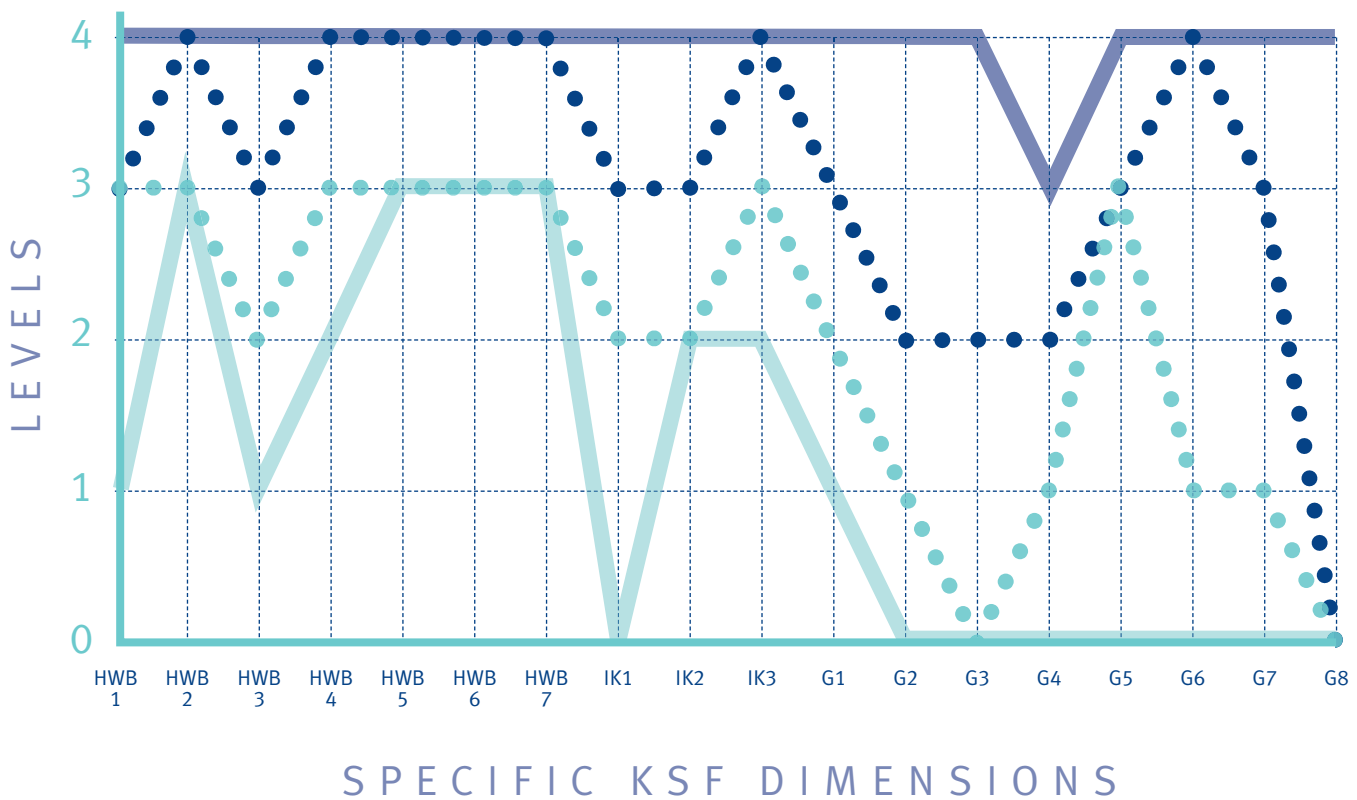
## Appendix 2: Overview of core competences for nursing

### Core KSF dimensions for nursing at different career benchmarks



## Appendix 2: Overview of core competences for nursing

All possible KSF dimensions for nursing at different career benchmarks







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