

## Knowledge & Skills Framework (NHS KSF) - Practical Application of Knowledge & Skills

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

Indicators	Application
<p>The worker:</p> <ul style="list-style-type: none"> <li>a. Identifies:               <ul style="list-style-type: none"> <li>- The range of <u>people</u> involved in the communication.</li> <li>- Potential <u>communication differences</u>.</li> <li>- Relevant contextual factors.</li> <li>- Broader <u>situational factors, issues and risks</u>.</li> </ul> </li> <li>b. Communicates with people in a <u>form</u> 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 <u>purpose of the communication</u> and its longer-term importance.</li> <li>- Is appropriate to the complexity of the context.</li> <li>- Encourages effective communication between all involved.</li> <li>- Enables a constructive outcome to be achieved.</li> </ul> </li> <li>c. Anticipates <u>barriers</u> to communication and <u>takes action to improve communication</u>.</li> <li>d. Is proactive in seeking out different styles and methods of communicating to assist longer-term needs and aims.</li> <li>e. Takes a proactive role in producing accurate and complete records of the communication consistent with <u>legislation, policies and procedures</u>.</li> <li>f. Communicates in a manner that is consistent with legislation,</li> </ul>	<ul style="list-style-type: none"> <li>a. The <u>people</u> with whom the individual is communicating:               <ul style="list-style-type: none"> <li>• users of services e.g. patient, clients</li> <li>• carers</li> <li>• groups (including families)</li> <li>• the public and their representatives</li> <li>• colleagues and co-workers</li> <li>• managers (including first line)</li> <li>• workers from other agencies</li> <li>• visitors</li> <li>• the media.</li> </ul> </li> <li><u>Communication differences</u> relate to:               <ul style="list-style-type: none"> <li>• contexts and cultures of the different parties</li> <li>• degree of confusion or clarity</li> <li>• first/ preferred language</li> <li>• levels of familiarity with the subject of the communication/ context in which the communication is taking place</li> <li>• level of knowledge and skills</li> <li>• sense of reality</li> </ul> </li> <li><u>Situational factors, issues and risks</u> include:               <ul style="list-style-type: none"> <li>• changes affecting the people concerned which are outside their control</li> <li>• history of poor communication and misunderstandings</li> <li>• complexity of the issues and associated political issues and risks</li> </ul> </li> </ul>

policies and procedures

- clashes in personal and/ or organisational styles and approach that cause difficulties in ongoing communication

b. Communication takes a number of forms including:

- oral communication
- signing
- written communication
- electronic communication e.g. email, databases, electronic results and reports
- the use of third parties e.g. interpreters & translators
- the use of communication aids e.g. charts, pictures, symbols, electronic output devices, specially adapted computers
- the use of total communication systems.

Purpose of communication includes:

- advocating on behalf of others
- asserting a particular position or view and maintaining it in adversity
- breaking bad news and supporting those receiving it
- contributing to decision making balancing a number of different interests
- delivering presentations without a script actively encouraging participation from the audience
- explaining strategy and organisational decisions to everyone in an organisation
- facilitating progress
- motivating people
- negotiating outcomes involving a number of different parties
- presenting and explaining complex concepts, ideas and issues to others who are unfamiliar with them
- providing advice on how complex issues or in difficult situations
- representing and articulating different viewpoints testing out others' understanding
- resolving complex issues
- seeking consent
- sharing decision making with others including users of services

c. Barriers to communication are:

- environmental e.g. noise, lack of privacy
- personal e.g. health and well-being of the people involved
- social e.g. conflict, violent & abusive situations, ability to read and write in a particular language or style
- crossing professional and organisational boundaries

Taking action to improve communication includes:

- assessing responses and acting in response
- changing the content and structure of communication
- changing the environment
- changing the methods of communicating
- deciding what information and advice to give and what to withhold
- using a range of skills to influence, inspire and champion people and issues
- using communication aids
- using interpreters
- developing compatible electronic materials for multi agencies to use

e. Legislation, policies and procedures are international, national, local and Trust and relate to:

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

## Knowledge & Skills Framework (NHS KSF) - Practical Application of Knowledge & Skills

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

Indicators	Application
<p>The worker:</p> <ol style="list-style-type: none"> <li>a. evaluates the currency and sufficiency of own knowledge and practice against the KSF outline for the post and identifies <u>own development needs and interests</u></li> <li>b. develops and agrees own <u>personal development</u> plan with feedback from others</li> <li>c. generates and uses appropriate learning opportunities and applies own learning to the future development of practice</li> <li>d. encourages others to make realistic self assessments of their application of knowledge and skills challenging complacency and actions which are not in the interest of the public and/or users of services</li> <li>e. enables others to develop and apply their knowledge and skills</li> <li>f. actively promotes the workplace as a learning environment encouraging everyone to learn from each other and from external good practice</li> <li>g. alerts managers to <u>resource issues</u> which affect learning,</li> </ol>	<ol style="list-style-type: none"> <li>a. <u>Own development needs and interests</u> include:               <ul style="list-style-type: none"> <li>• Critically appraising new and changing theoretical models, policies and the law</li> <li>• developing new knowledge and skills in a new area</li> <li>• developing new knowledge and skills in own work area</li> <li>• developing strategies to manage emotional and physical impact of work</li> <li>• keeping up-to-date with evidence-based practice</li> <li>• keeping up-to-date with information technology</li> <li>• maintaining work-life balance and personal well-being</li> <li>• managing stress</li> <li>• updating existing knowledge and skills in own work area</li> </ul> </li> <li>b. <u>Personal development</u> includes taking part in:               <ul style="list-style-type: none"> <li>• the development review process – reviewing what I am doing well now and areas for development</li> <li>• identifying own learning needs and interests and how to address these</li> <li>• on-job learning and development including: learning through doing, reflective practice, participating in specific areas of work concerned with health facilitation and the health needs of people with learning disability, learning from others on the job, learning from developing others, professional supervision, undertaking qualifications in the workplace, networking on a local, National and International level</li> <li>• off-job learning and development on my own including: e-learning, private study, distance learning</li> <li>• off-job learning and development with others including: induction,</li> </ul> </li> </ol>

development and performance

- h. develops others in a manner that is consistent with legislation, policies and procedures

formal courses, scenario-based learning, role play, learning sets, undertaking qualifications in education settings including PG Dip/ MSc in Advanced Practice Nursing and Midwifery

- evaluating the effectiveness of learning and its effect on own work.

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

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

Resource issues includes:

- pressure of service delivery affecting the development of individuals and groups in the short and longer term
- lack of funding for development – raising governance issues
- broader workforce issues which cannot be managed by training and development of current team members e.g. high turnover, inability to attract people of the necessary calibre

Enabling others to develop include:

- acting as a mentor to others
- acting as a role model
- acting in the role of reviewer in the development review process
- demonstrating to others how to do something effectively
- discussing issues with others and suggesting solutions
- facilitating networks of practitioners to learn from each other e.g. electronic forums, bulletin boards
- providing feedback and encouragement to others
- providing feedback during assessment in the workplace (eg for NVQ's or student placements)
- providing information and advice
- providing pre-registration or post-registration placements
- providing professional supervision

- providing protected learning time
- sharing own knowledge, skills and experience
- supporting individuals who are focusing on specific learning to improve their work and practice
- supporting others on work placements, secondments and projects
- providing pre and post graduate training to individuals on the health needs of people with learning disabilities and Integrated Care Pathways

h. Legislation, policies and procedures are international, national, local and Trust and relate to:

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

## Knowledge & Skills Framework (NHS KSF) - Practical Application of Knowledge & Skills

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

Indicators	Application
<p>The worker:</p> <ul style="list-style-type: none"> <li>a) evaluates the extent to which legislation, policies and procedures are implemented in the environment, culture and practices of own sphere of activity</li>   <li>b) identifies processes and systems that do not promote own and others' health, safety and security</li>   <li>c) regularly assesses risks to health, safety and security using the results to promote and improve practice</li>   <li>d) takes the appropriate action when there are issues with health, safety and security</li>   <li>e) investigates any potential or actual breaches of legal, professional or organisational requirements and takes the necessary action to deal with them appropriately</li> </ul>	<p>a. Evaluating the extent to which legislation is implemented in the environment, culture and practices of own sphere of activity would include analysing the whole environment and behaviours within it and recognising risks to health, safety and security. This relates to:</p> <ul style="list-style-type: none"> <li>• confirming that the culture is conducive to good health, safety and security practice</li> <li>• confirming individuals maintain good health, safety and security practices</li> <li>• confirming that equipment and estates support health, safety and security</li> <li>• ensuring that appropriate education and training is offered to the staff who need it</li> <li>• ensuring that information is processed and used securely and legally</li> <li>• ensuring that people are able to feedback on any concerns they have</li> <li>• ensuring that people are aware of their rights and responsibilities</li> <li>• ensuring that people know of factors that may adversely affect their health, safety and security</li> <li>• evaluating the detail of policies, people's access to them, their understanding and use the allocation of resources</li> <li>• the availability of services to support health, safety and security.</li> </ul> <p>Legislation, policies and procedures are international, national, local and Trust relate to:</p>

- accident / incident reporting
- building regulations and standards
- clinical negligence
- data and information protection and security
- emergencies
- hazardous substances
- health and safety at work
- infection control
- moving and handling
- protection of vulnerable adults
- risk management
- working time
- workplace ergonomics e.g. display screen equipment

b. The others for whom a worker has responsibility for their health, safety and security are:

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

c. Risks to health, safety and security relate to:

- individuals e.g. personal health and well-being
- information and its use e.g. sharing passwords, sharing information with other agencies
- physical interactions e.g. abuse, aggression, violence, theft
- psychological interactions e.g. bullying, harassment
- social interactions e.g. discrimination, oppression, lone working

d. Taking appropriate action when there are issues with health, safety and security includes:

- providing support to others to enable them to improve their practice
- issuing warnings when there are persistent issues which put health, safety and security at risk
- securing appropriate resourcing for education and training
- engaging in appropriate exercises, training and investigations to update and extend knowledge and skills

## Knowledge & Skills Framework (NHS KSF) - Practical Application of Knowledge & Skills

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

Indicators	Application
<p>The worker:</p> <p>a) effectively engages the public, users of services and other interested parties in an open and effective discussion on values, <u>direction, policies and strategies</u> for the organisation/services</p> <p>b) works effectively with others to clearly define values, direction and policies including guidance on how to respond when these are under pressure or interests are in conflict</p> <p>c) works effectively with <u>others</u> to continually review values, direction and policies in the light of changing circumstances</p> <p>d) works effectively with others to formulate strategies and associated objectives that:</p> <ul style="list-style-type: none"> <li>– are consistent with values, direction and policies</li> <li>– are attainable given available resources and timescales</li> <li>– contain sufficient detail for the operational planning of services, projects and programmes</li> <li>– take account of constraints</li> <li>– realistically balance competing interests and tensions whilst maintaining values and direction</li> </ul> <p>e) communicates values, direction, policies and strategies effectively to relevant people and enables them to:</p> <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> <p>f) works effectively with everyone affected by direction, policies and strategies to evaluate their impact and effectiveness and feed this information into ongoing improvements</p>	<p>a. <u>Direction, policies and strategies</u> relate to any aspect of the NHS and the activities within it including:</p> <ul style="list-style-type: none"> <li>• development and innovation</li> <li>• education, training and development</li> <li>• equality and diversity</li> <li>• health and social care services</li> <li>• health and wellbeing</li> <li>• health, safety and security</li> <li>• human resources – selection, recruitment, retention, deployment</li> <li>• information and knowledge</li> <li>• public relations and marketing</li> <li>• other services that effect people’s health and wellbeing (eg transport, education, housing)</li> <li>• promotion of equality and diversity</li> <li>• resource use</li> <li>• service effectiveness</li> <li>• systems and equipment</li> <li>• user involvement.</li> </ul> <p>c. <u>Others</u> include:</p> <ul style="list-style-type: none"> <li>• users of services</li> <li>• the wider public</li> <li>• colleagues and co-workers</li> <li>• people in other parts of the organisation</li> <li>• other agencies</li> </ul>

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## Knowledge & Skills Framework (NHS KSF) - Practical Application of Knowledge & Skills

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

Indicators	Application
<p>The worker:</p> <ol style="list-style-type: none"> <li>a. acts consistently with legislation, policies, procedures and other quality approaches and alerts others to the <u>need for improvements to quality</u></li> <li>b. <u>works effectively in own team</u> and as part of the whole organisation</li> <li>c. prioritises, organises and carries out own work effectively</li> <li>d. enables others to understand, and address <u>risks to quality</u></li> <li>e. actively promotes quality in all areas of work</li> <li>f. initiates and takes forward the introduction and maintenance of quality and governance systems and processes across the organisation and its activities</li> <li>g. continuously monitors quality and takes effective action to address quality issues and promote quality.</li> </ol>	<ol style="list-style-type: none"> <li>a. <u>Legislation, policies and procedures</u> are international, national, local or Trust and relate to:               <ul style="list-style-type: none"> <li>• accident / incident reporting</li> <li>• anti-discriminatory practices</li> <li>• building regulations and standards</li> <li>• data and information protection and security (including the specific provisions relating to access to medical records)</li> <li>• employment</li> <li>• equality and diversity</li> <li>• health, safety and security</li> <li>• human rights</li> <li>• language</li> <li>• mental health</li> <li>• protection of vulnerable adults</li> <li>• risk management</li> </ul> <p><u>The need for improvements to quality</u> are identified by:</p> <ul style="list-style-type: none"> <li>• analysis of legislation and other emerging requirements and standards</li> <li>• auditing</li> <li>• benchmarking exercises</li> <li>• monitoring of service quality/outcome</li> <li>• observation of practice</li> <li>• setting standards for clinical practice</li> </ul> </li> <li>b. <u>Being an effective team member</u> includes:               <ul style="list-style-type: none"> <li>• arriving and leaving promptly and working effectively during agreed hours</li> <li>• developing the necessary knowledge and skills needed by and in the team</li> <li>• enabling others to solve problems and address issues</li> </ul> </li> </ol>

- identifying issues at work and taking action to remedy them
- presenting a positive impression of the team and the service
- reacting constructively to changing circumstances
- recognising, respecting and promoting the diversity of the team
- seeking and reflecting on feedback from the team and adapting as necessary
- supporting other team members
- taking a shared approach to team work  
understanding own role in the team and the wider organisation

d. Risks to quality include:

- failure to comply with legislation, published standards and guidelines
- individual's state of health
- ineffective quality systems and approaches
- out of date quality systems and approaches
- people being unable to access legislation, policies and procedures on the ground
- people's lack of knowledge and understanding about legislation, policies and procedures
- prevailing culture
- quality systems and approaches that are not capable of use by the intended users
- user dissatisfaction
- workload pressures and stress

## Knowledge & Skills Framework (NHS KSF) - Practical Application of Knowledge & Skills

### Core 6/ Level 3: Promote equality and value diversity

Indicators	Application
<p>The worker:</p> <p>a) interprets equality, diversity and rights in accordance with <u>legislation, policies, procedures</u> and relevant standards</p> <p>b) <u>evaluates the extent to which legislation is applied in the culture and environment of own sphere of activity</u></p> <p>c) <u>identifies patterns</u> of discrimination and takes action to overcome discrimination and promote diversity and equality of opportunity</p> <p>d) <u>enables others to promote equality and diversity and a non-discriminatory culture</u></p> <p>e) <u>supports people who need assistance</u> in exercising their rights.</p>	<p>a. <u>Legislation, policies and procedures</u> may be international, national, local or Trust and may relate to:</p> <ul style="list-style-type: none"> <li>• age</li> <li>• complaints and issue resolution (including harassment and bullying)</li> <li>• employment</li> <li>• equality</li> <li>• dependents – people who have caring responsibilities and those who do not</li> <li>• disability</li> <li>• gender</li> <li>• human rights (including those of children)</li> <li>• language</li> <li>• marital status</li> <li>• mental health</li> <li>• mental incapacity</li> <li>• political opinion</li> <li>• racial group</li> <li>• religious belief</li> <li>• sexual orientation</li> </ul> <p>b. Evaluating the extent to which legislation is applied in the</p>

culture and environment of own sphere of activity might relate to:

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

c. Patterns of discrimination might relate to:

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

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

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

e. Supporting people who need assistance might relate to:

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

## Knowledge & Skills Framework (NHS KSF) - Practical Application of Knowledge & Skills

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

Indicators	Application
<p>The worker:</p> <p>a) evaluates the content and thrust of <u>policies</u> and identifies:</p> <ul style="list-style-type: none"> <li>- the impact they will have on health and well-being</li> <li>- their consistency</li> <li>- their inclusiveness</li> <li>- evidence of effectiveness</li> </ul> <p>b) alerts decision makers to issues that:</p> <ul style="list-style-type: none"> <li>- will affect health and well-being</li> <li>- are inconsistent with evidence</li> </ul> <p style="padding-left: 20px;">and offers constructive solutions to tackle these issues</p> <p>c) produces clear and concise arguments for decision makers that outline the benefits of improving health and well-being and the risks of not doing so</p> <p>d) drafts inputs to policy documents that are consistent with evidence and relevant <u>legislation</u> and help decision makers move forward</p> <p>e) uses a range of different methods that are capable of achieving change in others' policies</p>	<p>a. <u>Policies, programmes, approaches and activities</u> that are designed to promote health and well-being or prevent adverse effects on health and well-being relate to:</p> <ul style="list-style-type: none"> <li>• awareness raising</li> <li>• broader aspects of the environment that affect people's lives and their health and well-being e.g. housing, transport, education, employment</li> <li>• enabling people to adopt healthy lifestyles</li> <li>• enabling people to learn how to look after their own health and well-being/become expert in managing conditions that affect their health and well-being</li> <li>• enabling people to maintain their mobility</li> <li>• enabling people to maintain and develop their self-management skills</li> <li>• involving people in decision making about their health and well-being</li> <li>• improving people's resistance</li> <li>• limiting people's exposure to risks to health and well-being</li> <li>• providing information and advice on health and well-being and stressors to health and well-being</li> <li>• reducing risks in lifestyles</li> <li>• reducing the stressors that effect people's health and well-being</li> </ul>

f) agrees how to take forward the implementation of policies at a local level and undertake own role effectively

g) evaluates the impact of policies on improving the health and well-being of the population concerned.

- screening

d. Legislation is international and national and relates to:

- consent
- health improvement
- public health
- shared decision making

e. Methods include:

- attendance at meetings
- partnership working
- reasoned arguments
- written responses to consultations including proposed redrafting

g. Evaluation of the impact of policies are:

- both qualitative and quantitative

## Knowledge & Skills Framework (NHS KSF) - Practical Application of Knowledge & Skills

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

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

relevant policies and procedures.

- risks to mental health and well-being
- risks to physical health and well-being
- risks to social health and well-being
- risks to spiritual health and well-being
- risks to the environment which in turn affects people's health and well-being

c. Protective interventions are:

- assessment and monitoring of systems and culture
- assessment and monitoring of the people concerned
- ongoing contact and follow-up.
- specific interventions/protective measures

c. Legislation, policies and procedures are international, national, local and Trust and may relate to:

- control of infectious and communicable disease
- duty of care
- environmental protection
- health and safety at work
- human rights (including the specific rights of children)
- infection control
- mental health
- protection of vulnerable adults
- substances hazardous to health

## Knowledge & Skills Framework (NHS KSF) - Practical Application of Knowledge & Skills

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

Indicators	Application
<p>The worker:</p> <p>a) formulates and agrees with others:</p> <ul style="list-style-type: none"> <li>• the questions to be answered and issues to be addressed by the <u>data/information</u></li> <li>• the concepts to be used for data and information collection, management, analysis, interpretation and reporting</li> </ul> <p>b) identifies appropriate and valid sources which can provide data and information of sufficient quality and quantity</p> <p>c) identifies, develops and implements a range of valid, reliable, cost-effective and ethical methods for addressing the agreed questions and issues, minimising disruption to the people providing the data/information and complying with relevant <u>legislation, policies and procedures</u></p> <p>d) defines and implements search strategies for reviewing data and information and summarising the results</p> <p>e) monitors the quality and quantity of the data and information and takes the necessary action to deal with any <u>problems</u> and maintain data quality</p> <p>f) collates and analyses data and information using methods appropriate to:</p>	<p>a. <u>Data and information</u> is:</p> <ul style="list-style-type: none"> <li>• qualitative</li> <li>• quantitative</li> </ul> <p><u>Data and information</u> is held in systems which are:</p> <ul style="list-style-type: none"> <li>• electronic</li> <li>• paper-based</li> </ul> <p><u>Data and information</u> relates to:</p> <ul style="list-style-type: none"> <li>• assessment, diagnosis, care and treatment of patients/clients i.e. data and information about patients and clients</li> <li>• buildings and environments</li> <li>• development and innovation</li> <li>• education, training and development</li> <li>• effectiveness of specific treatments, forms of care, lifestyles that promote health and well-being etc i.e. information for the public and users of services</li> <li>• health and well-being</li> <li>• management of finances, people, projects or services</li> <li>• marketing and public relations</li> <li>• promotion of equality and diversity</li> <li>• resource use</li> <li>• service effectiveness</li> </ul> <p>c. Legislation, policies and procedures are international, national, local and Trust and relate to</p> <ul style="list-style-type: none"> <li>• consent</li> </ul>

- the initial questions/issues to be addressed
- the nature of the data and information

g) interprets, appraises and synthesises data and information appropriately and identifies:

- consistency and inconsistency in outcomes
- any limitations in the analyses used

and continually holds issues raised open to question

h) develops justifiable and realistic conclusions and recommendations to time and presents them using format, layout, images and structure appropriate to:

- the needs and interests of the intended audience(s)
- accepted conventions and protocols
- the intended purpose of the presentation

- data protection and confidentiality
- information

e. Problems with data and information are related to:

- inconsistencies/conflicts between different aspects of the data/information
- insufficient quality/quantity for valid analysis
- limitations of the data/information in addressing the original question/issue

h. Formats include:

- articles/content for electronic information systems
- reports generated from computer based information management systems
- verbal and/or audio-visual presentations
- written reports, papers, articles etc
- financial accounts
- statistical analyses

Images include:

- charts
- diagrams
- maps
- pictures

## Knowledge & Skills Framework (NHS KSF) - Practical Application of Knowledge & Skills

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

Indicators	Application
<p>The worker:</p> <p>a) establishes and agrees users' <u>requirements</u> for knowledge/information</p> <p>b) identifies and evaluates potentially relevant <u>knowledge and information resources</u> and selects those most likely to meet agreed needs</p> <p>c) determines and implements the most appropriate method of locating, extracting and presenting the required knowledge/information</p> <p>d) provides requested information to users, proposing suitable alternatives if their needs cannot be met</p> <p>e) facilitates access to knowledge/information by developing and implementing appropriate and effective ways of <u>organising</u> resources</p> <p>f) acts consistently with <u>legislation, policies and procedures</u>.</p>	<p>a. Requirements relate to:</p> <ul style="list-style-type: none"> <li>• content</li> <li>• equality and diversity issues</li> <li>• format</li> <li>• frequency/timing of provision</li> <li>• quality</li> <li>• quantity</li> <li>• resource(s) to be used</li> <li>• timescales/deadlines</li> </ul> <p>b. <u>Knowledge and information resources</u> are accessed, developed and organised for the purposes of:</p> <ul style="list-style-type: none"> <li>• identifying best practice</li> <li>• identifying trends and developments in areas of work</li> <li>• organisational decision making</li> <li>• personal development</li> <li>• providing advice to others/answering questions from others</li> <li>• supporting evidence based decision making.</li> </ul> <p><u>Knowledge and information resource</u> is:</p> <ul style="list-style-type: none"> <li>• electronic e.g. databases, websites, e-books, e-journals</li> <li>• printed/written e.g. books, journals</li> <li>• recorded e.g. audio tapes, videos, CDs</li> </ul> <p>and they are:</p> <ul style="list-style-type: none"> <li>• produced outside the organisation</li> <li>• produced within the organisation</li> </ul>

Knowledge and information is:

- quantitative
- qualitative

e. Ways of organising knowledge/information resources include:

- abstracting
- cataloguing
- classifying
- indexing

f. Legislation, policies and procedures are international, national, local and Trust and relate to:

- copyright
- data protection
- equality and diversity
- freedom of information

## Knowledge & Skills Framework (NHS KSF) - Practical Application of Knowledge & Skills

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

Indicators	Application
<p>The worker:</p> <p>a) identifies:</p> <ul style="list-style-type: none"> <li>• the purpose and aims of <u>learning and development</u> interventions</li> <li>• the learning and development needs of the individuals who are to be involved</li> <li>• the time and resources available</li> </ul> <p>b) develops and agrees a <u>plan of how learning and development will be facilitated</u></p> <p>c) undertakes own role in supporting learning and development</p> <ul style="list-style-type: none"> <li>• developing an environment conducive to learning</li> <li>• recognising individuals' particular needs, interests and styles</li> <li>• using the agreed learning and development methods and approaches</li> <li>• in a manner that stimulates individuals' interest, promotes development and encourages their involvement</li> <li>• consistent with <u>legislation, policies and procedures</u></li> <li>• supporting and promoting others' contribution</li> <li>• in a manner that reflects the criticality of the work and the related decisions</li> </ul> <p>d) makes any necessary adjustments to the plan as the work proceeds to promote learning and development and better meet learners' needs</p> <p>e) gains feedback from learners and relevant others on the effectiveness of learning and development and their ideas for how it can be improved</p>	<p>a. <u>Learning and development</u> includeS:</p> <ul style="list-style-type: none"> <li>• advice, guidance and counselling on learning and development and related opportunities</li> <li>• assessment of competence and/or for qualifications</li> <li>• education and training courses</li> <li>• structured approaches to learning in the workplace (eg mentoring, supervision)</li> <li>• structured self-study approaches</li> <li>• support networks</li> <li>• verification of assessment decisions made by others.</li> </ul> <p>b. <u>Plan of how learning and development will be facilitated</u> includes:</p> <ul style="list-style-type: none"> <li>• aims and objectives</li> <li>• content and timing</li> <li>• design of learning materials</li> <li>• methods and approaches to be used</li> <li>• who will be involved and their respective roles</li> <li>• resources</li> <li>• how the environment will support learning</li> <li>• assessment purposes and methods</li> <li>• methods of evaluation</li> </ul> <p>c. <u>Legislation, policies and procedures</u> are international, national, local &amp; Trust and relate to:</p> <ul style="list-style-type: none"> <li>• data protection</li> <li>• education and training including Key Skills</li> <li>• employment</li> </ul>

f) evaluates the effectiveness of learning and development by informed by learners, others in the team and own reflections and use the evaluation to inform future practice.

- information
- the practices and requirements for specific professions