



Postoutline: Staff Nurse (Caswell Clinic) band 5

Created On: 17/04/2007

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Post Outline is Approved

Purpose: To assist Charge Nurse/Ward manager to manage and clinically supervise the staff, patients and resources of a designated ward. To take charge of the ward on a regular basis, act as a primary nurse to allocated patient/s.

Pay Band: Band 5

Reporting To: Ward Manager band 7

KSF Dimensions, Levels And Indicators

Dimension Type	Dimension Number	Dimension Name	Second Gateway (Full Outline)		Foundation Gateway (Subset Outline)	
			Level	Indicator	Level	Indicator
Core	C1	COMMUNICATION	3	A,B,C,D,E,F	2	A,B,C,D,E
Core	C2	PERSONAL AND PEOPLE DEVELOPMENT	3	A,B,C,D,E,F,G	2	A,B,C,D,E,F
Core	C3	HEALTH, SAFETY AND SECURITY	2	A,B,C,D,E,F	2	A,B,C,D,E,F
Core	C4	SERVICE IMPROVEMENT	2	A,B,C,D,E,F	2	A,B,C,D,E,F
Core	C5	QUALITY	2	A,B,C,D,E,F	2	A,B,C,D,E,F
Core	C6	EQUALITY AND DIVERSITY	2	A,B,C,D	2	A,B,C,D
Specific	HWB1	PROMOTION OF HEALTH AND WELLBEING AND PREVENTION OF ADVERSE EFFECTS ON HEALTH AND WELLBEING	2	A,B,C,D,E,F,G	2	A,B,C,D,E,F,G
Specific	HWB2	ASSESSMENT AND CARE PLANNING TO MEET HEALTH AND WELLBEING NEEDS	3	A,B,C,D,E,F,G	2	A,B,C,D,E,F
Specific	HWB3	PROTECTION OF HEALTH AND WELLBEING	3	A,B,C,D,E,F,G,H	2	A,B,C,D,E
Specific	HWB4	ENABLEMENT TO ADDRESS HEALTH AND WELLBEING NEEDS	3	A,B,C,D,E,F,G	2	A,B,C,D,E
Specific	HWB5	PROVISION OF CARE TO MEET HEALTH AND WELLBEING NEEDS	3	A,B,C,D,E,F,G,H	2	A,B,C,D,E,F,G

Specific	HWB7	INTERVENTIONS AND TREATMENTS	3	A,B,C,D,E,F,G,H,I	2	A,B,C,D,E,F,G
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Second Gateway (Full Outline)

Level: 3

Level Indicators:

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

Foundation Gateway (Subset Outline)

Level: 2

Level Indicators:

- a) communicates with a range of people on a range of matters in a form that is appropriate to them and the situation
- b) improves the effectiveness of communication through the use of communication skills
- c) constructively manages barriers to effective communication
- d) keeps accurate and complete records consistent with legislation, policies and procedures
- e) communicates in a manner that is consistent with relevant legislation, policies and procedures

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

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

Communication differences might be in relation to:

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

Communication might take a number of forms including:

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

Purpose of communication might include:

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

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- managers
- workers from other agencies
- visitors
- the media.

Matters might relate to:

- establishing and maintaining contact with different people
- explaining how to do something
- making arrangements
- reporting any changes that are needed
- sharing information and opinions

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Communication skills might include:

- listening skills
- non-verbal skills and body language
- questioning skills

Barriers to communication may be:

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

Managing barriers might include:

- changing the environment or context
- changing the form of communication
- helping others' communication

- sharing decision making with others including users of services
 - sharing information
 - supporting people in difficult circumstances.
- Barriers to communication may be:
- environmental (eg noise, lack of privacy)
 - personal (eg the health and wellbeing of the people involved)
 - social (eg conflict, violent and abusive situations, ability to read and write in a particular language or style).
- Modifies communication through, for example:
- deciding what information / advice to give / not give as the communication proceeds
 - modifying the content and structure of communication
 - modifying the environment
 - modifying the methods of communicating
 - using another language
 - using different communication aids
- Legislation, policies and procedures may be international, national or local and may relate to:
- complaints and issue resolution
 - confidentiality
 - data protection (including the specific provisions relating to access to health records)
 - disability
 - diversity
 - employment
 - equality and good relations
 - human rights (including those of children)
 - information and related technology
 - language.

- modifying the style and/or form of communication
 - monitoring the effectiveness of own communication
 - presenting a positive image of her/himself and the service
 - simplifying the content
 - using communication aids.
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 - confidentiality
 - data protection (including the specific provisions relating to access to health records)
 - disability
 - diversity
 - employment
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 - information and related technology
 - language.

Second Gateway (Full Outline)

Level: 3

Level Indicators:

- a) reflects on and evaluates how well s/he is applying knowledge and skills to meet current and emerging work demands and the requirements of the KSF outline for his/her post
- b) identifies own development needs and sets own personal development objectives in discussion with his/her reviewer
- c) takes responsibility for own personal development and maintains own personal development portfolio
- d) makes effective use of learning opportunities within and outside the workplace evaluating their effectiveness and feeding back relevant information
- e) enables others to develop and apply their knowledge and skills in practice
- f) contributes to the development of others in a manner that is consistent with legislation, policies and procedures
- g) contributes to developing the workplace as a learning environment.

Foundation Gateway (Subset Outline)

Level: 2

Level Indicators:

- a) assesses and identifies:
 - feedback from others on own work
 - how s/he is applying knowledge and skills in relation to the KSF outline for the post
 - own development needs and interests in the current post
 - what has been helpful in his/her learning and development to date
- b) takes an active part in the development review of own work against the KSF outline for the post with their reviewer and suggests areas for learning and development in the coming year
- c) takes responsibility for own personal development and takes an active part in learning opportunities
- d) evaluates the effectiveness of learning opportunities and alerts others to benefits and problems
- e) keeps up-to-date records of own development review process
- f) offers information to others when it will help their development and/or help them meet work demands.

Examples Of Application: Own development needs might include:

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

Personal development includes taking part in:

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

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

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

Enabling others to develop might include:

- acting as a coach to others
- acting as a mentor to others
- acting as a role model
- acting in the role of reviewer in the development review process
- demonstrating to others how to do something effectively
- discussing issues with others and suggesting solutions
- facilitating networks of practitioners to learn from each other (eg electronic forums, bulletin boards)
- providing feedback and encouragement to others

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Offering information to others might be:

- during induction
- during ongoing work
- when changes are being made to work practices.

- providing feedback during assessment in the workplace (eg for NVQs/SVQs, student placements)
- providing information and advice
- providing professional supervision
- 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

Legislation, policies and procedures may be international, national or local and may 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.

Second Gateway (Full Outline)

Level: 2

Level Indicators:

- a) identifies and assesses the potential risks involved in work activities and processes for self and others
- b) identifies how best to manage the risks
- c) undertakes work activities consistent with:
 - legislation, policies and procedures
 - the assessment and management of risk
- d) takes the appropriate action to manage an emergency summoning assistance immediately when this is necessary
- e) reports actual or potential problems that may put health, safety and security at risk and suggests how they might be addressed
- f) supports others in maintaining health, safety and security.

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- f) supports others in maintaining health, safety and security.

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

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

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

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

Risks to health, safety and security might be related to:

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

Emergencies might be related to:

- the environment
- health
- information
- security.

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Emergencies might be related to:

- the environment

Supporting others in maintaining health, safety and security might include:

- acting as a role model
- alerting others when there are specific risks
- enabling individuals to learn healthier, safer and more secure ways of working
- intervening to protect others from risk
- moving and handling people and/or goods with others using equipment as appropriate
- offering information and advice on how to reduce risk

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Second Gateway (Full Outline)

Level: 2

Level Indicators:

- a) discusses and agrees with the work team
 - the implications of direction, policies and strategies on their current practice
 - the changes that they can make as a team
 - the changes s/he can make as an individual
 - how to take the changes forward
- b) constructively makes agreed changes to own work in the agreed timescale seeking support as and when necessary
- c) supports others in understanding the need for and making agreed changes
- d) evaluates own and other's work when required to do so completing relevant documentation
- e) makes constructive suggestions as to how services can be improved for users and the public
- f) constructively identifies issues with direction, policies and strategies in the interests of users and the public.

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Examples Of Application: Direction, policies and strategies might relate to any aspect of the NHS and the activities within it including:

- buildings, structures and grounds
- cleaning and catering
- development and innovation
- education, training and development
- equality and diversity
- financial services
- financial management
- health and social care services
- health and wellbeing
- health, safety and security
- human resources – selection, recruitment, retention, deployment
- information and knowledge
- public relations and marketing
- other services that effect people’s health and wellbeing (eg transport, education, housing)
- procurement and commissioning
- promotion of equality and diversity
- resource use
- service effectiveness
- systems and equipment
- transport and logistics
- user involvement.

Evaluating own and other’s work might be through:

- audit
- appraising own and team practice in the light of research findings
- comparisons of own services against those of others following benchmarking exercises
- satisfaction surveys.

Constructive suggestions might be related to:

- bright ideas
- feedback from users
- good practice elsewhere
- how to apply changes in legislation, policies and procedures
- how to implement recommendations
- how to respond effectively to evaluations
- own reflections and observations
- team discussion.

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- own reflections and observations
- team discussion.

Second Gateway (Full Outline)

Level: 2

Level Indicators:

- a) acts consistently with legislation, policies, procedures and other quality approaches and encourages others to do so
- b) works within the limits of own competence and levels of responsibility and accountability in the work team and organisation
- c) works as an effective and responsible team member
- d) prioritises own workload and organises own work to meet these priorities and reduce risks to quality
- e) uses and maintains resources efficiently and effectively and encourages others to do so
- f) monitors the quality of work in own area and alerts others to quality issues.

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

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

Being an effective team member would include such aspects as:

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

Resources would include:

- environments
- equipment and tools

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- information
- materials.

Quality issues might relate to:

- complaints
- data and information gaps
- health, safety and security
- incidents
- lack of knowledge or evidence on which to base the work
- mistakes and errors
- poor communication
- resources
- team working
- workload

- seeking and reflecting on feedback from the team and adapting as necessary

- supporting other team members
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Second Gateway (Full Outline)

Level: 2

Level Indicators:

- a) recognises the importance of people's rights and acts in accordance with legislation, policies and procedures
- b) acts in ways that:
 - acknowledge and recognise people's expressed beliefs, preferences and choices
 - respect diversity
 - value people as individuals
- c) takes account of own behaviour and its effect on others
- d) identifies and takes action when own or others' behaviour undermines equality and diversity.

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

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

People's expressed beliefs, preferences and choices might relate to:

- food and drink
- how they like to be addressed and spoken to
- personal care - living or deceased
- privacy and dignity
- the information they are given
- the support they would like
- their faith or belief.

Identifying and taking action when others' behaviour undermines equality and diversity would include on a day-to-day basis being prepared to:

- recognise when equality and diversity is not being promoted and doing something about it
- recognise when someone is being discriminated against and doing something about it

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Identifying and taking action when others' behaviour undermines equality and diversity would include on a day-to-day basis being prepared to:

- recognise when equality and diversity is not being promoted and doing something about it
- recognise when someone is being discriminated against and doing something about it

Second Gateway (Full Outline)

Level: 2

Level Indicators:

- a) works effectively with people to identify their concerns about health and wellbeing and the target groups for any approaches
- b) identifies how the health and wellbeing of the target group can be improved through promotion and/or prevention approaches consistent with legislation, policies and procedures
- c) involves people in the target group in the planning and development of the approaches
- d) designs approaches that are based on evidence and the interests of the target group
- e) enables people to participate effectively in the promotion of their health and wellbeing and the prevention of adverse effects
- f) acts as a resource for improving health to the people in the target group keeping a record of what has been done
- g) reviews with people from the target group the effectiveness of the approaches in improving their health and wellbeing.

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- d) designs approaches that are based on evidence and the interests of the target group
- e) enables people to participate effectively in the promotion of their health and wellbeing and the prevention of adverse effects
- f) acts as a resource for improving health to the people in the target group keeping a record of what has been done
- g) reviews with people from the target group the effectiveness of the approaches in improving their health and wellbeing.

Examples Of Application: Policies, programmes, approaches and activities that are designed to promote health and wellbeing or prevent adverse effects on health and wellbeing might relate to:

- awareness raising
- broader aspects of the environment that affect people's lives and their health and wellbeing (eg housing, transport, education, employment)
- enabling people to adopt healthy lifestyles
- enabling people to learn how to look after their own health and wellbeing / become expert in managing conditions that affect their health and wellbeing
- enabling people to maintain their mobility
- enabling people to maintain and develop their self-management skills
- involving people in decision making about their health and wellbeing
- improving people's resistance
- limiting people's exposure to risks to health and wellbeing
- providing information and advice on health and wellbeing and stressors to health and wellbeing
- reducing risks in lifestyles
- reducing the stressors that effect people's health and wellbeing
- screening.

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

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

Acting as a resource might include:

- being there for people
- listening
- providing information
- referring people to other colleagues or agencies.

Examples of Application: Policies, programmes, approaches and activities that are designed to promote health and wellbeing or prevent adverse effects on health and wellbeing might relate to:

- awareness raising
- broader aspects of the environment that affect people's lives and their health and wellbeing (eg housing, transport, education, employment)
- enabling people to adopt healthy lifestyles
- enabling people to learn how to look after their own health and wellbeing / become expert in managing conditions that affect their health and wellbeing
- enabling people to maintain their mobility
- enabling people to maintain and develop their self-management skills
- involving people in decision making about their health and wellbeing
- improving people's resistance
- limiting people's exposure to risks to health and wellbeing
- providing information and advice on health and wellbeing and stressors to health and wellbeing
- reducing risks in lifestyles
- reducing the stressors that effect people's health and wellbeing
- screening.

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

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

Acting as a resource might include:

- being there for people
- listening
- providing information
- referring people to other colleagues or agencies.

Second Gateway (Full Outline)

Level: 3

Level Indicators:

- a) plans the assessment of people's health and wellbeing needs and prepares for it to take place
- b) explains clearly to people:
 - own role, responsibilities and accountability
 - the information that is needed from the assessment and who might have access to it
 - the benefits and risks of the assessment process and alternatives approaches
- c) respects people's dignity, wishes and beliefs; involves them in shared decision making; and obtains their consent
- d) uses assessment methods and processes of reasoning that
 - are based on available evidence
 - are appropriate for the people concerned
 - obtain sufficient information for informed decision making
 - s/he has the knowledge, skills and experience to use effectively
 - are consistent with legislation, policies and procedures
- e) considers and interprets all of the information available and makes a justifiable assessment of people's health and well-being, related needs and risks and explains the outcomes to those concerned
- f) develops and records care plans that are appropriate to the people concerned and:
 - are consistent with the outcomes of assessing their health and wellbeing needs
 - identify the risks that need to be managed
 - have clear goals
 - involve other practitioners and agencies when this is necessary to meet people's health and wellbeing needs and risks
 - are consistent with the resources available
 - note people's wishes and needs that it was not possible to meet
- g) monitors the implementation of care plans and makes changes to meet people's needs

Foundation Gateway (Subset Outline)

Level: 2

Level Indicators:

- a) explains the purpose of assessing health and wellbeing needs to the people concerned
- b) respects people's dignity, wishes and beliefs; involves them in shared decision making; and obtains their consent
- c) assists in the assessment of people's health and wellbeing and related needs and risks as agreed with the care team and consistent with legislation, policies and procedures
- d) records and reports back accurately and fully on the assessments undertaken and risks identified
- e) offers to the team his/her own insights into the health and well-being needs and wishes of the people concerned
- f) makes suggestions on the care, protection and support that will be needed and how this might relate to his/her own work.

Examples Of Application: Health and wellbeing needs may be:

- emotional
- mental
- physical
- social
- spiritual.

Assessment methods include the use of:

- checklists
- discussions and conversations
- frameworks
- observations
- questioning
- specific tests
- specific activities

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

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

Risks to health and wellbeing might arise from:

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

Examples of Application: Health and wellbeing needs may be:

- emotional
- mental
- physical
- social
- spiritual.

Assisting in the assessment might include:

- preparation for specific activities and tests
- observations
- obtaining specific information from the people concerned
- undertaking specific assessment activities
- undertaking specific tests.

Risks to health and wellbeing might arise from:

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

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

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

Reports might be:

- in writing
- verbally
- by other means

Second Gateway (Full Outline)

Level: 3

Level Indicators:

- a) works in partnership with others to identify and assess the nature, location and seriousness of the particular risks
- b) prioritises own work in line with areas of highest risk coordinating own actions with anyone else involved
- c) contacts people who are at risk taking the necessary action if difficulties are encountered
- d) explains to people the purpose for the contact, any requirements for statutory enforcement, what people are required to do to comply with statutory enforcement and what will happen if they fail to comply and involves them in shared decision making
- e) prepares for and undertakes the protective interventions that s/he is responsible for as part of the protection plan in a manner that
 - is consistent with evidence-based practice, legislation, policies and procedures
 - is appropriate to the people concerned
 - is appropriate for the setting
 - maintains health and safety
- f) undertakes own work in ways which manage risk and are consistent with statutory enforcement
- g) works with other members of the protection team to plan, monitor and review the effectiveness of the protection plan
- h) records and reports on the aspects of the overall protection plan for which s/he is responsible consistent with legislation, policies and procedures.

Foundation Gateway (Subset Outline)

Level: 2

Level Indicators:

- a) contacts people who are at risk taking the necessary action if difficulties are encountered
- 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
- c) prepares for and contributes to protective interventions in a manner that
 - is consistent with legislation, policies and procedures
 - is appropriate to the people concerned
 - is appropriate for the setting
 - maintains the health and safety of the people themselves, self and others
- d) takes appropriate and immediate action in response to contingencies
- e) records and reports the interventions consistent with legislation and relevant policies and procedures.

Examples Of Application: Risks to health and wellbeing include:

- risks to emotional health and wellbeing
- risks to mental health and wellbeing
- risks to physical health and wellbeing
- risks to social health and wellbeing
- risks to spiritual health and wellbeing
- risks to the environment which in turn affects people's health and wellbeing.

Protective interventions might be:

- advising / requiring other staff to carry out interventions (eg radiation protection)
- assessment and monitoring of systems and cultures
- assessment and monitoring of the environment
- assessment and monitoring of the people concerned
- ongoing contact and follow-up.
- specific interventions / protective measures

Protection plan might focus on risks to:

- individuals who
- have been identified as being in danger of / are being harmed and/or abused
- have been identified as being in danger of / are neglecting or harming themselves
- put others at risk
- individuals or groups who
- who are at risk due to the systems and cultures in which they work or live
- have been in contact with someone with an infectious disease or condition
- in the future are likely to be in contact with infectious diseases or conditions
- individuals, groups or populations whose health and wellbeing 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 wellbeing may be at risk from the interventions/treatments that they need.

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

- child protection
- control of infectious and communicable disease
- domestic violence
- duty of care
- environmental protection
- health and safety at work
- human rights (including the specific rights of children)
- infection control
- ionising radiation protection measures
- mental health
- ports
- protection of vulnerable adults

Examples of Application: People might include:

- individuals who
- have been identified as being in danger of / are being harmed and/or abused
- have been identified as being in danger of / are neglecting or harming themselves
- put others at risk
- individuals or groups who
- are at risk due to the systems and cultures in which they work or live
- have been in contact with someone with an infectious disease or condition
- in the future are likely to be in contact with infectious diseases or conditions
- individuals, groups or populations whose health and wellbeing 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 wellbeing may be at risk from the interventions/treatments that they need.

Risks to health and wellbeing include:

- risks to emotional health and wellbeing
- risks to mental health and wellbeing
- risks to physical health and wellbeing
- risks to social health and wellbeing
- risks to spiritual health and wellbeing
- risks to the environment which in turn affects people's health and wellbeing.

Protective interventions might be:

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

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

- child protection
- control of infectious and communicable disease
- domestic violence
- duty of care
- environmental protection
- health and safety at work
- human rights (including the specific rights of children)
- infection control

- substances hazardous to health.

- ionising radiation protection measures
- mental health
- ports
- protection of vulnerable adults
- substances hazardous to health.

Second Gateway (Full Outline)

Level: 3

Level Indicators:

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

Foundation Gateway (Subset Outline)

Level: 2

Level Indicators:

- 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
- b) respects people's dignity, wishes and beliefs; involves them in shared decision making; and obtains their consent
- c) effectively prepares for and undertakes activities to enable people to meet their ongoing needs consistent with the care plan, legislation, policies and procedures
- d) promptly alerts the team to any risks
- e) reports and records activities undertaken and how health and wellbeing needs are changing and feeds back on the appropriateness of the activities for the people concerned

Examples Of Application: Health and wellbeing needs may be:

- emotional
- mental
- physical
- social
- spiritual.

Enabling people to address specific needs might include:

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

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

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

Risks to health and wellbeing might arise from:

- abuse
- incidents/accidents

Examples of Application: Health and wellbeing needs may be:

- emotional
- mental
- physical
- social
- spiritual.

Activities to enable people to meet their ongoing needs might include:

- acting in the role of a parent or responsible adult
- developing children and young people through play
- enabling people to take part in prayer and worship and other spiritual activities
- helping people back into education
- helping people into employment
- helping people take part in leisure activities
- helping people to take prescribed medicines as in the care plan
- helping people understand how to use simple equipment
- maintaining individuality and relationships
- maintaining mobility and exercising
- maintaining social interaction
- mentoring
- promoting emotional development
- promoting intellectual development
- promoting people's psychological health and wellbeing
- promoting social development
- providing learning support
- supporting people with their personal care

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

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

Risks to health and wellbeing might arise from:

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

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

Second Gateway (Full Outline)

Level: 3

Level Indicators:

- a) respects people's dignity, wishes and beliefs; involves them in shared decision making; and obtains their consent
- b) identifies with the people concerned:
 - goals for the specific activities to be undertaken within the context of their overall care plan and their health and wellbeing needs
 - the nature of the different aspects of care
 - the involvement of other people and/or agencies
 - relevant evidence-based practice and/or clinical guidelines
- c) prepares appropriately for the care to be undertaken
- d) undertakes care in a manner that is consistent with:
 - evidence-based practice and/or clinical guidelines
 - multidisciplinary team working
 - his/her own knowledge, skills and experience
 - legislation, policies and procedures
- e) takes the appropriate action to address any issues or risks
- f) reviews the effectiveness of specific activities as they proceed and makes any necessary modifications
- g) provides feedback to the person responsible for the overall care plan on its effectiveness and the health and wellbeing and needs of people
- h) makes accurate records of the activities undertaken and any risks.

Foundation Gateway (Subset Outline)

Level: 2

Level Indicators:

- a) discusses individuals' care plans and their health and wellbeing needs with the care team and understands his/her own role in delivering care to meet those needs
- b) offers information to the team on how to meet people's needs and effective ways of doing this based on observations and own experience
- c) respects people's dignity, wishes and beliefs; involves them in shared decision making; and obtains their consent for the care to be undertaken
- d) prepares for, undertakes and records care activities as delegated and consistent with legislation, policies and procedures and the management of risk
- e) supports and monitors people throughout enabling them to address their own health and wellbeing as far as it is possible for them to do so
- f) promptly alerts the relevant person when there are unexpected changes in individuals' health and wellbeing or risks
- g) provides information to the team on how individuals' needs are changing and feedback on the appropriateness of the care plan for the people concerned.

Examples Of Application: Health and wellbeing needs may be:

- emotional health and wellbeing needs
- mental health and wellbeing needs
- physical health and wellbeing needs
- social health and wellbeing needs
- spiritual health and wellbeing needs.

Care might be to meet:

- emotional health and wellbeing needs
- psychological health and wellbeing needs
- psychosocial health and wellbeing needs
- physical health and wellbeing needs
- social health and wellbeing needs
- spiritual health and wellbeing needs

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

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

Risks to health and wellbeing might arise from:

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

Examples of Application: Health and wellbeing needs may be:

- emotional health and wellbeing needs
- mental health and wellbeing needs
- physical health and wellbeing needs
- social health and wellbeing needs
- spiritual health and wellbeing needs.

Care activities include:

- administration of medication as prescribed in the care plan
- personal care
- care of wounds that require simple dressings
- extended feeding techniques
- bowel and bladder care
- passive movements
- pressure area care
- supporting people during clinical procedures

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

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

Risks to health and wellbeing might arise from:

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

Second Gateway (Full Outline)

Level: 3

Level Indicators:

- a) respects individuals' dignity, wishes and beliefs; involves them in shared decision making; and obtains their consent
- b) identifies with the individuals concerned:
 - goals for the specific activities to be undertaken within the context of the overall treatment plan and the individual's physiological and/or psychological functioning
 - the nature of the different aspects of the intervention / treatment
 - the involvement of other people and/or agencies
 - relevant evidence-based practice and/or clinical guidelines
 - any specific precautions or contraindications to the proposed interventions / treatments and takes the appropriate action
- c) prepares appropriately for the intervention / treatment to be undertaken
- d) undertakes the intervention / treatment in a manner that is consistent with:
 - evidence-based practice and/or clinical guidelines / established theories and models
 - multidisciplinary team working
 - his/her own knowledge, skills and experience
 - legislation, policies and procedures and/or established protocols
- e) monitors individuals' reactions to interventions/treatment and takes the appropriate action to address any issues or risks
- f) reviews the effectiveness of the interventions/treatments as they proceed and makes any necessary modifications
- g) provides feedback to the person responsible for the overall treatment plan on its effectiveness and the health and wellbeing and needs of people
- h) makes accurate records of the interventions/treatment undertaken and outcomes
- i) responds to, records and reports any adverse events or incidents relating to the intervention/treatment with an appropriate degree of urgency.

Foundation Gateway (Subset Outline)

Level: 2

Level Indicators:

- a) discusses the individual's treatment plan and their related condition/illness with the care team and understands his/her own role in delivering interventions and/or treatments within the plan
- b) respects individuals' dignity, wishes and beliefs; involves them in shared decision making; and obtains their consent for the interventions and/or treatments to be undertaken
- c) identifies any specific precautions or contraindications to the proposed interventions / treatments and takes the appropriate action
- d) prepares for, undertakes and records interventions/treatments correctly, and in line with legislation, policies and procedures and/or established protocols
- e) supports and monitors people throughout promptly alerting the relevant person when there are unexpected changes in individuals' health and wellbeing or risks
- f) provides information to the team on how individuals' needs are changing and feedback on the appropriateness of the individual's treatment plan when there are issues
- g) responds to, records and reports any adverse events or incidents relating to the intervention/treatment with an appropriate degree of urgency.

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

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

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

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

Risks might be from:

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

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

- advice, explanation and reassurance
- application of energy (eg radiation)
- application of materials and substances
- exercise
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- surgery
- therapeutics (not included above).

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

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

- the environment.

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