

Postoutline: Band 6 District Nurse

Created On: 08/12/2011

Created By: Julie Lloyd

Originating Organisation: Abertawe Bro Morgannwg University Health Board

Post Outline is Approved

Purpose: : Please refer to individual Job Description.

Pay Band: Band 6

Reporting To: Line Manager

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	3	A,B,C,D,E,F
Core	C2	PERSONAL AND PEOPLE DEVELOPMENT	3	A,B,C,D,E,F,G	3	A,B,C,D,E,F,G
Core	C3	HEALTH, SAFETY AND SECURITY	3	A,B,C,D,E	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	4	A,B,C,D,E,F,G,H	3	A,B,C,D,E,F,G
Specific	HWB3	PROTECTION OF HEALTH AND WELLBEING	2	,A,B,C,D,E	2	,A,B,C,D,E
Specific	HWB5	PROVISION OF CARE TO MEET HEALTH AND WELLBEING NEEDS	4	A,B,C,D,E,F,G	3	A,B,C,D,E,F,G,H
Specific	G6	PEOPLE MANAGEMENT	2	A,B,C,D,E,F	2	A,B,C,D,E,F

Second Gateway (Full Outline)

Foundation Gateway (Subset Outline)

COMMUNICATION - Level: 3

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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.

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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
- sharing decision making with others including users of services
- sharing information

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- 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.

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Second Gateway (Full Outline)

Foundation Gateway (Subset Outline)

PERSONAL AND PEOPLE DEVELOPMENT - Level: 3

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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.

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

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- 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
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Second Gateway (Full Outline)

Foundation Gateway (Subset Outline)

HEALTH, SAFETY AND SECURITY - Level: 3

HEALTH, SAFETY AND SECURITY - Level: 2

Level Indicators:

- a) identifies:
 - the risks involved in work activities and processes
 - how to manage the risks
 - how to help others manage risk
- b) undertakes work activities consistent with:
 - legislation, policies and procedures
 - the assessment and management of risk
- c) monitors work areas and practices and ensures they:
 - are safe and free from hazards
 - conform to health, safety and security legislation, policies, procedures and guidelines
- d) takes the necessary action in relation to risks
- e) identifies how health, safety and security can be improved and takes action to put this into effect.

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.

Examples Of Application: 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).

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)

Monitoring work areas and practices includes:

- confirming individuals maintain good health, safety and security practices
- ensuring individuals wear protective clothing and equipment
- monitoring aspects of the environment
- monitoring and reporting on compliance.

Taking the necessary action in relation to risks might include:

- accident or incident reporting

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

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Emergencies might be related to:

- the environment
- health
- information
- security.

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

- acting as a role model

- apprehending or expelling people consistent with organisational and statutory requirements
 - challenging people who put themselves or others at risk
 - contributing to maintaining and improving organisational policies and procedures
 - evacuating buildings during emergencies
 - initiating practice exercises for emergencies
 - maintaining and improving the environment
 - supporting others to manage risks more effectively
- Identifying how health, safety and security can be improved might include:
- acting as a role model
 - identifying the need for expert advice and support
 - identifying training needs
 - negotiating resources for training and development in health, safety and security
 - reporting and recording lack of resources to act effectively .

- 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

Second Gateway (Full Outline)

Foundation Gateway (Subset Outline)

SERVICE IMPROVEMENT - Level: 2

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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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Second Gateway (Full Outline)

Foundation Gateway (Subset Outline)

QUALITY - Level: 2

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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
- information
- materials.

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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

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- workload

Second Gateway (Full Outline)

Foundation Gateway (Subset Outline)

EQUALITY AND DIVERSITY - Level: 2

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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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- d) identifies and takes action when own or others' behaviour undermines equality and diversity.

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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- 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
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Second Gateway (Full Outline)

PROMOTION OF HEALTH AND WELLBEING AND PREVENTION OF ADVERSE EFFECTS ON HEALTH AND WELLBEING - 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.

Foundation Gateway (Subset Outline)

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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.

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Second Gateway (Full Outline)

Foundation Gateway (Subset Outline)

ASSESSMENT AND CARE PLANNING TO MEET HEALTH AND WELLBEING NEEDS - Level: 4

ASSESSMENT AND CARE PLANNING TO MEET HEALTH AND WELLBEING NEEDS - Level: 3

Level Indicators:

- a) explains clearly to people:
 - own role, responsibilities and accountability
 - the information that is needed from the assessment of health and wellbeing needs and who might have access to it
 - the benefits and risks of the assessment process and alternative approaches
 - the outcomes of assessment
 - options within care plans and associated benefits and risks
- b) respects people's dignity, wishes and beliefs; involves them in shared decision making; and obtains their consent
- c) plans and uses assessment methods that are appropriate for complex needs, and uses processes of reasoning that
 - are appropriate for the complex needs of the people concerned
 - s/he has the knowledge, skills and experience to use effectively
 - are based on available evidence
 - obtain sufficient information for decision making including gaining assessment information from other practitioners
- d) follows processes of reasoning which:
 - balance additional information against the overall picture of the individual's needs to confirm or deny developing hypotheses
 - are capable of justification given the available information at the time
 - are likely to result in the optimum outcome
- e) interprets all of the information available and makes a justifiable assessment of:
 - people's health and wellbeing
 - their related complex needs and prognosis
 - risks to their health and wellbeing in the short and longer term
 transferring and applying her/his skills and knowledge to address the complexity of people's needs
- f) develops and records care plans that are appropriate to the people concerned and:
 - are consistent with the outcomes of assessing their complex health and wellbeing needs
 - identify the risks that need to be managed
 - have clear goals
 - involve other practitioners and agencies to meet people's complex health and wellbeing needs and risks
 - are consistent with the resources available
 - note people's wishes and needs that it was not possible to meet

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

g) coordinates the delivery of care plans, feeding in relevant information to support wider service planning
h) monitors the implementation of care plans and makes changes to better meet people's complex health and wellbeing needs.

Examples Of Application: Health and wellbeing needs may be:

- emotional
- mental
- physical
- social
- spiritual.

Assessment methods that are appropriate for complex needs include the use of:

- checklists
- discussions and conversations
- frameworks
- observations
- questioning
- specific tests
- specific activities
- specially designed methods to assess the particular needs of the people concerned.

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.

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Second Gateway (Full Outline)

Foundation Gateway (Subset Outline)

PROTECTION OF HEALTH AND WELLBEING - Level: 2

PROTECTION OF HEALTH AND WELLBEING - 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.

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

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Second Gateway (Full Outline)

Foundation Gateway (Subset Outline)

PROVISION OF CARE TO MEET HEALTH AND WELLBEING NEEDS -

Level: 4

PROVISION OF CARE TO MEET HEALTH AND WELLBEING NEEDS -

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 complex health and wellbeing needs
 - the nature of the different aspects of care needed to meet their complex needs
 - the involvement of other people and/or agencies
 - relevant evidence-based practice and/or clinical guidelines
 - how to manage possible risks
- c) 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 proceduresapplying own skills, knowledge and experience and using considered judgment to meet people's different care needs
- d) takes the appropriate action to address any issues or risks
- e) evaluates the effectiveness of care and makes any necessary modifications
- f) provides effective feedback to inform the overall care plan
- g) makes complete records of the work undertaken, people's health and wellbeing, needs and related risks.

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.

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 needed to meet people's complex needs might relate to:

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

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:

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

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Second Gateway (Full Outline)

Foundation Gateway (Subset Outline)

PEOPLE MANAGEMENT - Level: 2

PEOPLE MANAGEMENT - Level: 2

Level Indicators:

- a) contributes to the recruitment and selection of team members to meet organisational needs consistent with legislation, policies and procedures
- b) communicates clearly with team members and gives them opportunities to:
 - contribute to the planning and organisation of work
 - assess their own and team work
 - respond to feedback
- c) develops work plans and allocates work in a way which:
 - is consistent with the team's objectives
 - is realistic and achievable
 - takes full account of team members' abilities and development needs
- d) objectively assesses the work of the team and provides clear constructive feedback to the team in a manner most likely to maintain and improve performance
- e) supports team members effectively during the NHS KSF development review process and enables them to meet their development objectives
- f) agrees with team members courses of action to address issues with their work

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<p>Examples Of Application: People and team members might be:</p> <ul style="list-style-type: none">- those for whom the worker has line responsibility- those for whom the worker has functional responsibility- those for whom the worker has delegated responsibility <p>and they may work</p> <ul style="list-style-type: none">- alongside the worker- at a distance from the worker (eg night shift, outreach workers, those who are directly supervised by others but for whom the worker holds overall management responsibility) <p>Legislation, policies and procedures may be international, national or local and may relate to:</p> <ul style="list-style-type: none">- employment- equality and diversity- health and safety- security- working time. <p>Assessing the work of teams and individuals might be for:</p> <ul style="list-style-type: none">- appraisal of team or individual day-to-day work- assuring that objectives and targets have been achieved- assuring that quality and user requirements have been met- recognising achievement <p>and may be related to:</p> <ul style="list-style-type: none">- one specific activity or objective- the overall work of the team or individual. <p>Feedback may be given:</p> <ul style="list-style-type: none">- at team meetings and briefings- during confidential discussions of work- during formal appraisals- during normal day-to-day activities- when required to maintain motivation, morale and effectiveness	<p>Examples of Application: People and team members might be:</p> <ul style="list-style-type: none">- those for whom the worker has line responsibility- those for whom the worker has functional responsibility- those for whom the worker has delegated responsibility <p>and they may work</p> <ul style="list-style-type: none">- alongside the worker- at a distance from the worker (eg night shift, outreach workers, those who are directly supervised by others but for whom the worker holds overall management responsibility) <p>Legislation, policies and procedures may be international, national or local and may relate to:</p> <ul style="list-style-type: none">- employment- equality and diversity- health and safety- security- working time. <p>Assessing the work of teams and individuals might be for:</p> <ul style="list-style-type: none">- appraisal of team or individual day-to-day work- assuring that objectives and targets have been achieved- assuring that quality and user requirements have been met- recognising achievement <p>and may be related to:</p> <ul style="list-style-type: none">- one specific activity or objective- the overall work of the team or individual. <p>Feedback may be given:</p> <ul style="list-style-type: none">- at team meetings and briefings- during confidential discussions of work- during formal appraisals- during normal day-to-day activities- when required to maintain motivation, morale and effectiveness
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