

DRAFT SAMPLE

A FULL NHS KSF OUTLINE FOR A POST

Assistant Practitioner

Practice Educator / Project Coordinator

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Post: Assistant Practitioner - Practice Educator / Project Coordinator

Dimension	Level	Indicators	Areas of application for this post
Communication	Level 3	<p>a) Identifies the range of <u>people</u> likely to be involved in the communication, any potential <u>communication differences</u> and relevant contextual factors</p> <p>b) communicates with people in a <u>form</u> and manner that:</p> <ul style="list-style-type: none"> - is consistent with their level of understanding, culture, background and preferred ways of communicating - is appropriate to the <u>purpose of the communication</u> and the context in which it is taking place - encourages the effective participation of all involved <p>c) recognises and reflects on <u>barriers</u> to effective communication and <u>modifies communication</u> in response</p> <p>d) provides feedback to other workers on their communication at appropriate times</p> <p>e) keeps accurate and complete records of activities and communications consistent with <u>legislation, policies and procedures</u>.</p>	<p>a) <u>People</u>: Assistant practitioners, patients, clinical staff, clinical managers, own manager, Learning and Development Team, University of Central Lancashire Lectures, Strategic Health Authority, practice educators, established networks</p> <p>a) <u>Communication differences</u> / skills include: Verbal and non-verbal communication, listening and questioning, written and electronic communication and use of communication aids</p> <p>b) <u>Forms</u> Forms of communication as above</p> <ul style="list-style-type: none"> - Application of the knowledge of communication differences – Asking question and providing answers, provision of feedback to students, UCLan representatives, Learning and development team, Strategic Health Authority, Practice educators, at Organisational forums, Role redesign workshops, multidisciplinary team members, clinical area managers and patients <p>- <u>Purpose of communication</u></p> <ul style="list-style-type: none"> • Establish and maintain contact with all of the above • Share and discuss information both verbal and written using various communication strategies • Report and implement changes from findings produced through evaluation of the AP programme • Facilitate Local Steering Group meeting • Share information and opinions at various meetings

AGENDA FOR CHANGE: THE NHS KNOWLEDGE AND SKILLS FRAMEWORK

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		<p>f) Communicates in a manner that is consistent with relevant legislation, policies and procedures.</p>	<p>and with individuals structured within the AP programme</p> <p><u>c) Barriers</u> environmental, personal, social and organisational influences. E.g. Working across sites within ELHT Teaching and assessing in the clinical area Working with large group of students Learners access to electronic resources</p> <p><u>Modifies Communication</u> c) Acknowledges barriers to communication and adapts communication strategies e.g. Dependant on learners needs or persons who are being addressed within the organisation</p> <p><u>Feedback</u> d) Seek active participation and feedback to assist in programme development</p> <p>e), f) <u>Legislation, Polices and Procedures</u></p> <ul style="list-style-type: none"> • Confidentiality • Data Protection • Disability • Employment • Equality and good relations • Information and related Technology <p>Develops and maintains accurate and complete records of communication consistent with legislation, policy and procedure in the form of:</p> <ul style="list-style-type: none"> • Assistant Practitioner skills log • Meetings with: Practice Educators, Assistant

AGENDA FOR CHANGE: THE NHS KNOWLEDGE AND SKILLS FRAMEWORK

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			<p>practitioners, L&D team, clinical managers, mentor 1:1, UCLan representative 1:1, group activities, steering group, clinical assessments</p>
<p>Dim 2 Personal and People Development</p>	<p>Level 3 Develop oneself and contribute to the development of others</p>	<p>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</p> <p>b) identifies <u>own development needs</u> and sets own personal development objectives in discussion with his/her reviewer</p> <p>c) takes responsibility for own <u>personal development</u> and maintains own personal development portfolio</p> <p>d) makes effective use of learning opportunities within and outside the workplace evaluating their effectiveness and feeding back relevant information</p> <p>e) <u>enables others to develop</u> and apply their knowledge and skills in practice</p> <p>f) contributes to the development of others in a manner that is consistent with <u>legislation, policies and procedures</u></p> <p>g) Contributes to developing the workplace as a</p>	<p>a) Reflects and evaluates the application of the skills and knowledge required within the KSF outline as Practice Educator / Project Coordinator. Meeting current and emerging work demands within ELHT and project development, led by the Strategic Health Authority.</p> <p>b) <u>Own Development Needs</u></p> <p>Develop new knowledge and skills in:</p> <ul style="list-style-type: none"> • The application of practice educator role. • Within project management. • of organisational strategies, Learning and development department and teamwork strategy implementation • of the University of Central Lancashire educational and departmental strategies • of the Strategic Health Authority project implementation • Keep up to date with evidence based practice • Establish and maintain links and communication with specialist person/s to obtain up to date information and effective use of network strategies. • Keep up to date with I.T developments such as E-Learning • Work collaboratively with other practice educators and learning and development

AGENDA FOR CHANGE: THE NHS KNOWLEDGE AND SKILLS FRAMEWORK

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		learning environment.	<p>team to identify learning needs</p> <ul style="list-style-type: none"> • Manage time effectively <p>c) Personal Development</p> <ul style="list-style-type: none"> • Maintain professional portfolio • Continuous Professional Development <p>d) Attend regular 1:1's with manager, SHA, UCLAN, and other practice educators Mandatory Training Undertake reflective practice Seek regular feedback Participate in specific areas of work Learn from others on the job Learn from developing others Undertake annual KSF development review Identify learning needs & interests Attend educational training days within and outside the Trust</p> <p>e) Others</p> <ul style="list-style-type: none"> • Trainee Assistant Practitioners • Patients / Clients – The wider public • Practice Educators • Colleagues in the Learning and Development Team • Colleagues within UCLAN • Clinical Staff • Clinical Managers

AGENDA FOR CHANGE: THE NHS KNOWLEDGE AND SKILLS FRAMEWORK

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			<p>f) Legislation, Policies and Procedures</p> <ul style="list-style-type: none"> • Maintaining Confidentiality • Application of data protection • Disability • Diversity • Employment • Development of Assistant Practitioner programme • Application of Assistant Practitioner programme in clinical practice • Practice Educator role <p>g) Lead, develop and support the application of the Assistant Practitioner programme within the clinical area and the implementation of work based learning</p>
<p>Health, Safety and Security</p>	<p>Level 2 Monitor and maintain health, safety and security of self and others</p>	<p>a) identifies and assesses the potential risks involved in work activities and processes for self and <u>others</u></p> <p>b) identifies how best to manage the risks</p> <p>c) undertakes work activities consistent with:</p> <ul style="list-style-type: none"> - <u>legislation, policies and procedures</u> - the assessment and management of <u>risk</u> <p>d) takes the appropriate action to manage an</p>	<p><u>a) Others</u></p> <ol style="list-style-type: none"> i. Patients and clients ii. Assistant practitioners iii. Colleagues / Colleagues within the immediate team <p>b) Manages the risk in line with organisational and governing bodies guidelines, policies and procedures. Application of ELHT Standards of Conduct</p> <p><u>c) Legislation, policies and procedures</u> Application of Local and National legislation, polices and procedures within the practice educator role and</p>

AGENDA FOR CHANGE: THE NHS KNOWLEDGE AND SKILLS FRAMEWORK

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		<p><u>emergency</u> summoning assistance immediately when this is necessary</p> <p>e) reports actual or potential problems that may put health, safety and security at risk and suggests how they might be addressed</p> <p>f) <u>supports others in maintaining health, safety and security.</u></p>	<p>development of assistant practitioners including:</p> <ol style="list-style-type: none"> i. Accident and incident reporting ii. Clinical Negligence iii. Data information, protection and security iv. Emergencies v. Health, Safety at work vi. Infection Control vii. Moving and Handling viii. Protection of vulnerable adults ix. Risk Management x. Safety of premises and people <p><u>Risk</u> Assessment and Management within:</p> <ul style="list-style-type: none"> • Own working environment • Classroom environment • Clinical Area • Assistant Practitioner development <p>d) <u>Emergencies</u> Application of knowledge and skills within the:</p> <ol style="list-style-type: none"> i. Clinical Area ii. Classroom environment <p>Awareness of support networks to assist with emergencies Maintain updates of Mandatory Training i.e. Fire & resus</p> <p>e) Report actual or potential problems through risk assessment and development of the practice educator role. Document actual and potential problems appropriately. Develop such documentation within the Assistant Practitioner programme</p>

AGENDA FOR CHANGE: THE NHS KNOWLEDGE AND SKILLS FRAMEWORK

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			<p>f) <u>Support others in Maintaining Health, Safety and Security</u></p> <ul style="list-style-type: none"> i. Act as role model ii. Alerting others when there are specific risks identified – in particular supported by documentation iii. Enabling individuals to learn in healthier, safer and secure ways of working application of which incorporated throughout the AP programme iv. Protect others from risk in the education of AP's and continued development and assessment of the individual AP v. Supporting Assistant Practitioners, Clinical staff and clinical areas on the reduction of risk vi. Support AP's in the undertaking of Mandatory Training vii. Encourage and support AP's to implement reflection within practice development to identify risk assessment strategies and apply these to the working environment

AGENDA FOR CHANGE: THE NHS KNOWLEDGE AND SKILLS FRAMEWORK

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			<p>viii. Provision of an education programme to maintain awareness and application of risk assessment strategies throughout clinical skill development</p> <p>ix. Lead clinical staff in the development of the AP role</p>
<p>Dim 4 Service Improvement</p>	<p>Level 2</p> <p>Contribute to the improvement of service</p>	<p>a) discusses and agrees with the work team</p> <ul style="list-style-type: none"> - the implications of <u>direction, policies and strategies</u> 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 <p>b) constructively makes agreed changes to own work in the agreed timescale seeking support as and when necessary</p> <p>c) supports others in understanding the need for and making agreed changes</p> <p>d) <u>evaluates own and other's work</u> when required to do so completing relevant documentation</p> <p>e) makes <u>constructive suggestions</u> as to how services can be improved for users and the public</p>	<p>a) <u>Direction, Policies and Strategies</u></p> <ul style="list-style-type: none"> • Development and evaluation of clinical competencies with service areas • Development and implementation of Assistant Practitioner role • Support skill mix changes within the clinical team • Promote and evaluate the AP programme • Lead the Assistant Practitioner Steering group • Work collaboratively with clinical areas, Learning and Development Team, Strategic Health Authority, UCLan and other practice educators within the programme • Participate in the professional development forum <p>b) Act on knowledge and skills gained within the practice educator role to make agreed changes to own work and role based on assessment and evaluation from all those involved within the programme Apply these changes within an agreed timescale</p>

AGENDA FOR CHANGE: THE NHS KNOWLEDGE AND SKILLS FRAMEWORK

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		<p>f) constructively identifies issues with direction, policies and strategies in the interests of users and the public.</p>	<p>Seek support and advice where necessary and inform others</p> <p>c) Promotion of the Assistant Practitioner role and the application of the role in the clinical area will assist in the understanding the need for making agreed changes</p> <p>d) <u>Evaluating own and others work</u></p> <ul style="list-style-type: none"> • Participation of 1:1's with manager, SHA, UCLan and practice educators • Lead the Assistant Practitioner Steering group • Actively seeking feedback from: Assistant practitioners, Clinical staff/managers • Collaborative working with practice educators • Work with and support AP's in the clinical environment • Undertake a formal evaluation of AP programme on behalf of the SHA and ELHT • Compare evaluation with other Trusts with the programme • Participate in the evaluation of the educational programme in partnership with UCLan <p>e) <u>Constructive Suggestions</u> As practice Educator and Project coordinator apply findings from workings discussed above and make constructive suggestions from feedback supplied by many of those involved: Good practice identified through networking, Informing staff of how to apply changes and implement</p>

AGENDA FOR CHANGE: THE NHS KNOWLEDGE AND SKILLS FRAMEWORK

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			<p>recommendations, implement continuous networking and team discussion</p> <p>f) Collaborative working with clinical areas to identify:</p> <ul style="list-style-type: none"> • Team working/dynamics • Service need • Service demand • Development of the AP programme to meet the needs of the individual clinical areas, service providers and users of the service • Support , develop and incorporate multidisciplinary working within the AP programme <p>Participate in the development of strategies and policies in the progression of the AP programme and the development of the role.</p>
Dim 5 Quality	Level 3 Contribute to improving quality	<p>a) acts consistently with <u>legislation, policies, procedures</u> and other quality approaches and promotes the value of quality approaches to others</p> <p>b) understands own role in the organisation and its scope and identifies how this may develop over time</p> <p>c) works as an effective and responsible <u>team member</u> and enables others to do so</p>	<p>a) <u>legislation, policies, procedures</u></p> <p>Application within the Practice Educator role will include:</p> <ul style="list-style-type: none"> - accident/incident reporting - Anti-discriminatory practices. - clinical negligence - corporate identity - data and information protection and security (including the specific provisions relating to access to medical records)

AGENDA FOR CHANGE: THE NHS KNOWLEDGE AND SKILLS FRAMEWORK

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		<p>d) prioritises own workload and organises and carries out own work in a manner that maintains and promotes quality</p> <p>e) evaluates the quality of own and others' work and <u>raises quality issues and related risks</u> with the relevant people</p> <p>f) supports the introduction and maintenance of quality systems and processes in own work area</p> <p>g) <u>takes the appropriate action when there are persistent quality problems.</u></p>	<ul style="list-style-type: none"> - emergencies - employment - equality and diversity - harassment and bullying - hazardous substances - health, safety and security - human rights - infection control <p>Other approaches include Codes of Professional Conduct and Practice. Evidence based practice, guidelines, protocols, standards and systems</p> <p>b) Application of role as identified within job description. However, Practice educator role will continue to develop based on the needs of the learners, established networks and the needs of the organisation.</p> <p>c) <u>Being an effective team member</u> would include such aspects as:</p> <ul style="list-style-type: none"> • arriving and leaving promptly and working effectively during agreed hours – maintaining an accurate diary / time sheet • 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

AGENDA FOR CHANGE: THE NHS KNOWLEDGE AND SKILLS FRAMEWORK

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			<p>service</p> <ul style="list-style-type: none"> • 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. <p>d) As Practice Educator / Project Coordinator prioritises own workload and organises and carries out own work in a manner that maintains and promotes quality within the organisation and within the Assistant Practitioner Project</p> <p>e) <u>raises quality issues and related risks</u></p> <ul style="list-style-type: none"> • complaints • data and information gaps • health, safety and security • inappropriate policies • incidents • ineffective systems • lack of knowledge or evidence on which to base the work • lack of shared decision making with users of services • mistakes and errors

AGENDA FOR CHANGE: THE NHS KNOWLEDGE AND SKILLS FRAMEWORK

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			<ul style="list-style-type: none"> • poor communication • poor individual or team practice • resources • risks • team working • workload <p>Quality issues and related risks are addressed with Manager, team meetings, Professional forums, established networks, SHA meetings, 1: 1's, practice educator Meeting and UCLan meetings</p> <p>f) Continuous promotion of quality maintenance and actively seeking and supporting the introduction of new systems and processes in own work area</p> <p>g) <u>takes the appropriate action when there are persistent quality problems.</u> alerting one's own manager alerting the manager of the person concerned investigating incidents Whistle blowing.</p>
<p>Dim 6 Equality and Diversity</p>	<p>Level 2</p> <p>Support equality and value diversity</p>	<p>a) recognises the importance of people's rights and acts in accordance with <u>legislation, policies and procedures</u></p> <p>b) acts in ways that:</p> <ul style="list-style-type: none"> - acknowledge and recognise <u>people's expressed beliefs, preferences and choices</u> 	<p>a) <u>legislation, policies and procedures</u> Application within the Practice Educator role will include:</p> <ul style="list-style-type: none"> - age - complaints and issue resolution (including harassment and bullying) - employment - equality - dependents – people who have caring

AGENDA FOR CHANGE: THE NHS KNOWLEDGE AND SKILLS FRAMEWORK

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		<ul style="list-style-type: none"> - respect diversity - value people as individuals <p>c) takes account of own behaviour and its effect on others</p> <p>d) <u>identifies and takes action</u> when own or others' behaviour undermines equality and diversity.</p>	<p>responsibilities and those who do not</p> <ul style="list-style-type: none"> - 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 <p>b) <u>people's expressed beliefs, preferences and choices</u></p> <p>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 Develop own knowledge through attending awareness sessions on Equality and Diversity</p> <p>c) Promotes a Professional attitude at all times</p>

AGENDA FOR CHANGE: THE NHS KNOWLEDGE AND SKILLS FRAMEWORK

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			<p>d) <u>identifies and takes action</u> The practice educator must actively promote, act accordingly and report : When equality and diversity is not being promoted. Recognise when someone is being discriminated against.</p>

AGENDA FOR CHANGE: THE NHS KNOWLEDGE AND SKILLS FRAMEWORK

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<p>DIMENSION IK2: INFORMATION COLLECTION AND ANALYSIS</p>	<p>Level 2 Gather, analyse and report a limited range of data and information</p>	<p>a) identifies and agrees:</p> <ul style="list-style-type: none"> - the question/issue to be addressed by the <u>data/information</u> - the nature and quantity of data/information to be collected - the quality criteria which the data/information should meet <p>b) effectively uses appropriate methods and sources for obtaining and recording the data/information</p> <p>c) confirms that the data/information meets the agreed quality criteria and takes appropriate action if it does not</p> <p>d) collates and analyses the data/information using methods appropriate to:</p> <ul style="list-style-type: none"> - the initial questions which the data/information is intended to answer - the nature of the data/information <p>e) reports the data and information at the agreed time using presentation, layout, tone, language, content and <u>images</u> appropriate to:</p> <ul style="list-style-type: none"> - its purpose - the people for whom it is intended - agreed formats and protocols 	<p>a) <u>Data and information</u> acquired within the programme are :</p> <ul style="list-style-type: none"> - qualitative - Quantitative. - According to agreed methodology <p>b) <u>Data and information are be held in systems</u> which are:</p> <ul style="list-style-type: none"> - electronic - paper-based <p>sources and methods of obtaining data may be from primary data (e.g. through face-to-face interviews) Secondary data (e.g. Professional Forums)</p> <p>c) agreed quality criteria is met in relation to:</p> <ul style="list-style-type: none"> • buildings and environments - classrooms • development and innovation • education, training and development • effectiveness of specific treatments, forms of care, lifestyles that promote health and wellbeing etc ie information for the public and users of services • health and wellbeing • health, safety and security • management of people, projects or services • prescribing patterns • promotion of equality and diversity • resource use

AGENDA FOR CHANGE: THE NHS KNOWLEDGE AND SKILLS FRAMEWORK

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		<p>f) complies with relevant <u>legislation, policies and procedures</u> throughout</p>	<ul style="list-style-type: none"> • service effectiveness Workforce analysis. E.g. Skill Mix review and evaluation of impact of the Assistant Practitioner role on the workforce <p>Collation and analyse of data to assist in the progression of the Assistant Practitioner Programme and in the development of the Practice Educator / Project Coordinator role</p> <p>Images, Data, information and reports are produced by the Practice Educator taking into consideration the purpose of the data / information and the individuals aiming to inform:</p> <ul style="list-style-type: none"> • Trainee Assistant Practitioners • Line Manager • Head of Learning and Development • Patients / Clients – The wider public • Practice Educators • Colleagues in the Learning and Development Team • Colleagues within UCLAN • Clinical Staff • Clinical Managers • The Strategic Health Authority <p><u>legislation, policies and procedures relate to:</u></p> <ul style="list-style-type: none"> • accreditation • clinical negligence • consent • controls assurance

AGENDA FOR CHANGE: THE NHS KNOWLEDGE AND SKILLS FRAMEWORK

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			<ul style="list-style-type: none">• data protection and confidentiality• information• freedom of information• records management

AGENDA FOR CHANGE: THE NHS KNOWLEDGE AND SKILLS FRAMEWORK

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<p>DIMENSION G1: LEARNING AND DEVELOPMENT</p>	<p>Level 4 Design, plan, implement and evaluate learning and development programmes</p>	<p>a) identifies with those commissioning <u>learning and development</u> programmes:</p> <ul style="list-style-type: none"> - the purpose and aims of programmes - the relationship of one programme to another, and to related learning needs - the starting points and learning needs of learners - the time and resources available - any contextual factors that need to be taken into account in learning designs <p>b) designs overall learning and development programmes that:</p> <ul style="list-style-type: none"> - are appropriate to the interests of the commissioners and the needs of learners - contain phased and inter-related objectives, methods and approaches - make best use of the resources available - are consistent with good learning practice - identify how programmes and their component parts will be evaluated - specify relevant <u>legislation, policies and procedures</u> <p>c) details the inter-relationships between the different learning and development components</p> <p>d) agrees the designs of overall programmes and individual components with the relevant people making</p>	<p><u>Learning and development</u></p> <p>a) To provide education and development within the Assistant Practitioner Programme in it's entirety</p> <ul style="list-style-type: none"> - advice, guidance and counselling on learning and development and related opportunities - assessment of competence and/or for qualifications - education and training courses - e-learning in particular UCLan web CT - structured approaches to learning in the workplace (eg mentoring, supervision) - structured self-study approaches - support networks - Verification of assessment decisions made by others. <p>b) <u>Legislation, policies and procedures</u></p> <ul style="list-style-type: none"> - data protection - education and training (Throughout the two year programme and subsequent preceptorship period) - employment (Development of job descriptions and within the recruitment and selection process of learners) - information - The practices and requirements for specific professions (Liaison with others of the multidisciplinary team members to ensure programme is consistent with professional governing bodies) <p>c) Lead the interrelationship between service area needs, clinical skill development and academic content of the programme provided by UCLan and local Clinical Nurse Specialists</p> <p>d) Work collaboratively with</p>

AGENDA FOR CHANGE: THE NHS KNOWLEDGE AND SKILLS FRAMEWORK

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		<p>any necessary modifications as a result</p> <p>e) agrees with the programme team how programmes will be implemented and supports them throughout the process responding to arising issues</p> <p>f) monitors the delivery of programmes for their effectiveness in meeting their aims and objectives</p> <p>g) evaluates the effectiveness of programmes and uses the outcomes to improve future programmes.</p>	<ul style="list-style-type: none"> • Trainee Assistant Practitioners • Line Manager • Head of Learning and Development • Patients / Clients – The wider public • Practice Educators • Colleagues in the Learning and Development Team • Colleagues within UCLAN • Clinical Staff • Clinical Managers • The Strategic Health Authority <p>In the design of the overall programme</p> <p>e) Agreement with those as above</p> <p>f) Continuous monitoring of programme implemented</p> <p>g) Evaluation of the programme led by the SHA and UCLan</p>
<p>DIMENSION G2: DEVELOPMENT AND INNOVATION</p>	<p>Level 2</p> <p>Contribute to developing, testing and reviewing new concepts, models, methods, practices, products and equipment</p>	<p>a) confirms with relevant <u>information sources</u>: the nature of the activities required any particular factors to take into account and selects appropriate ways of <u>developing, testing and reviewing</u> concepts, models, methods, practices, products and equipment</p> <p>b) conducts the activities for which s/he is responsible using the agreed methods and consistent with <u>legislation, policies and procedures</u></p> <p>c) reports the findings and outcomes of developments, tests and reviews to the people who need them supported by own recommendations on the value of the development</p>	<p>a) <u>information sources</u>: Plan, implement, facilitate and evaluate programme of education for Trainee Assistant Practitioners <u>developing, testing and reviewing</u></p> <ul style="list-style-type: none"> • trial models • creating new a role from given designs and specifications • trialling developments in the workplace <p>b) <u>Legislation, policies and procedures</u></p> <ul style="list-style-type: none"> • copyright and patent • data and information • ethics/ethical practice regarding development and innovation • health and safety • own area of practice <p>e) Reports made to;</p>

AGENDA FOR CHANGE: THE NHS KNOWLEDGE AND SKILLS FRAMEWORK

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			<ul style="list-style-type: none"> • Line Manager • Head of Learning and Development • Practice Educators • Colleagues in the Learning and Development Team • Colleagues within UCLAN • Clinical Staff • Clinical Managers • The Strategic Health Authority
<p>DIMENSION G5: SERVICES AND PROJECT MANAGEMENT</p>	<p>Level 3 Prioritise And manage the ongoing work of services and/or projects</p>	<p>a) identifies and assesses for operational planning</p> <ul style="list-style-type: none"> - the ways in which <u>services / projects</u> contribute to the achievement of organisational / partnership direction, aims and objectives - what needs to be achieved in services / projects - the inter-relationships between different parts including critical paths - <u>who needs to be involved in the planning and implementation of services / projects</u> - potential risks - priorities and targets - the impact of <u>legislation, policies, procedures</u> - methods and processes for reporting, controlling and communicating <p>b) enables people delivering services / projects to understand their role and its relationship to others</p> <p>c) provides advice and support to people on day-to-day priorities, risks and issues</p>	<p>a) <u>Services / projects</u></p> <ul style="list-style-type: none"> • development and innovation • education, training and development • equality and diversity • health and wellbeing • health, safety and security • human resource management and development • Promotion • processing and management of information and knowledge • resource use • service effectiveness <ul style="list-style-type: none"> - <u>who needs to be involved in the planning and implementation of services / projects</u> - Line Manager - Head of Learning and Development - Patients / Clients – The wider public - Practice Educators - Colleagues in the Learning and Development Team - Colleagues within UCLAN - Clinical Staff

AGENDA FOR CHANGE: THE NHS KNOWLEDGE AND SKILLS FRAMEWORK

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		<p>d) gathers enough information to <u>monitor the delivery of the service / project</u> against overall plans and promptly identifies and investigates any issues</p> <p>e) determines and implements the most appropriate <u>ways of addressing issues</u> taking account of any relevant <u>factors</u></p> <p>f) gains feedback on how to improve service / project delivery and uses it to improve future practice</p> <p>g) provides information to the people who hold overall responsibility for services / projects when they appear to be ineffective or inefficient in meeting requirements</p>	<ul style="list-style-type: none"> - Clinical Managers - The Strategic Health Authority <p><u>legislation, policies, procedures</u></p> <ul style="list-style-type: none"> • data protection • employment • Health and social care services. <p>b) Promote networking and effective communication skills with Practice Educator Role</p> <p>c) Implement lead within the programme, promotion of role act as an effective resource to others</p> <p>f) <u>monitor the delivery of the service / project</u></p> <ul style="list-style-type: none"> • effectiveness of service / project in meeting specific and overall aims and objectives • efficiency <p>g) <u>ways of addressing issues</u></p> <ul style="list-style-type: none"> - advising on the need for changes in strategy - developing services / projects to meet the needs of new/current users - improving guidance/information/support to the people involved - requesting and/or accessing specialist assistance <p><u>factors</u></p> <ul style="list-style-type: none"> • availability of knowledge and skills • compatibility with other services • impact on others' services • resources • time

AGENDA FOR CHANGE: THE NHS KNOWLEDGE AND SKILLS FRAMEWORK

Dimension	Level	Indicators	Areas of application for this post
			<p>f) Feedback obtained by:</p> <ul style="list-style-type: none"> • Meetings with: Practice Educators, Assistant practitioners, L&D team, clinical managers, mentor 1:1, UCLan representative 1:1, group activities, steering group, clinical assessments <p>g) Lead the Local Assistant Practitioner Steering Group, regular meetings as above</p>
<p>DIMENSION G7: CAPACITY AND CAPABILITY</p>	<p>Level 2 Facilitate the development of capacity and capability</p>	<p>a) identifies and promotes the purpose, advantages and disadvantages of developing <u>capacity and capability</u></p> <p>b) appraises different <u>options for facilitating capacity and capability development</u> consistent with <u>legislation, policies and procedures</u></p> <p>c) discusses and agrees the most appropriate options with the people concerned taking account of the particular context and the specific purpose of the development</p> <p>d) identifies and seizes opportunities to develop and improve relationships with others</p> <p>e) takes forward capacity and capability development approaches effectively and as agreed</p> <p>f) accepts joint responsibility for any <u>problems and tensions</u> that arise modifying approaches as a result</p>	<p>a) <u>Capacity and Capability</u></p> <ul style="list-style-type: none"> • organisational development • Workforce development. <p>b) <u>options for facilitating capacity and capability development</u></p> <ul style="list-style-type: none"> - advice - facilitation - investment in resources - opportunities for participating with others - team building - timeouts <p><u>legislation, policies and procedures</u></p> <ul style="list-style-type: none"> • improvement of health and wellbeing • health and social care services • employment • equality and diversity <p>c) Collaborative working with:</p> <ul style="list-style-type: none"> - Line Manager - Head of Learning and Development

AGENDA FOR CHANGE: THE NHS KNOWLEDGE AND SKILLS FRAMEWORK

Dimension	Level	Indicators	Areas of application for this post
		<p>g) <u>evaluates</u> with those involved the effectiveness of the approaches and the extent to which they have contributed to the development of capacity and capability</p> <p>h) agrees the next steps with people and who will take them forward.</p>	<ul style="list-style-type: none"> - Patients / Clients – The wider public - Practice Educators - Colleagues in the Learning and Development Team - Colleagues within UCLAN - Clinical Staff - Clinical Managers - The Strategic Health Authority <p>d) Development of networking and communication skills to improve facilitation and implementation of Practice Educator Role and the Assistant Practitioner Programme as a whole</p> <p>e) Promotion of Practice Educator Role and the Assistant Practitioner Programme</p> <p>f) <u>problems and tensions</u></p> <ul style="list-style-type: none"> - communication difficulties - different priorities of the people/organisations involved - differing views and confusion about the purpose - inter-relationships between the different people involved - motivation and commitment - resources (including time that people are able to commit to the process) - The effect of change and uncertainty.

AGENDA FOR CHANGE: THE NHS KNOWLEDGE AND SKILLS FRAMEWORK

Dimension	Level	Indicators	Areas of application for this post
			<p>g) <u>evaluates</u> in collaboration with</p> <ul style="list-style-type: none"> - Line Manager - Head of Learning and Development - Patients / Clients – The wider public - Practice Educators - Colleagues in the Learning and Development Team - Colleagues within UCLAN - Clinical Staff - Clinical Managers - The Strategic Health Authority - Trainee Assistant Practitioners <p>h) Works collaboratively with the above, and takes steps forward with:</p> <ul style="list-style-type: none"> • Line Manager • Head of Learning and Development • Practice Educators • Colleagues in the Learning and Development Team • Colleagues within UCLAN • Clinical Staff • Clinical Managers • The Strategic Health Authority • Trainee Assistant Practitioners