

Postoutline: (Physiotherapy) Physiotherapy Senior Technician

Created On: 03/02/2010

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Originating Organisation: Aneurin Bevan Health Board

Post Outline is Approved

Purpose: : The post holder participates as a member of the physiotherapy team assisting with specific duties and taking responsibility for a delegated workload. The post holder will demonstrate independent patient management and treatment progression within a broad framework, which is laid down and supervised by a qualified physiotherapist. The post holder will have completed the relevant advanced level of the Gwent Competency Asst and Tech Competency programme/OCN Competencies, to enable them to fulfil this role.

Pay Band: Band 4

Reporting To: Physiotherapy Operational 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	2	A,B,C,D,E	2	A,B,C,D,E
Core	C2	PERSONAL AND PEOPLE DEVELOPMENT	2	A,B,C,D,E,F	2	A,C,E
Core	C3	HEALTH, SAFETY AND SECURITY	1	A,B,C,D,E	1	A,B,C,D,E
Core	C4	SERVICE IMPROVEMENT	1	A,B,C,D,E	1	A,B,C,D,E
Core	C5	QUALITY	2	A,B,C,D,E,F	2	A,B,C,D,E,F
Core	C6	EQUALITY AND DIVERSITY	1	A,B,C,D,E	1	A,B,C,D,E
Specific	HWB4	ENABLEMENT TO ADDRESS HEALTH AND WELLBEING NEEDS	2	A,B,C,D,E	2	A,B,C,D,E
Specific	HWB6	ASSESSMENT AND TREATMENT PLANNING	2	A,B,C,D,E,F,G	2	A,B,C,D,E,F,G
Specific	HWB7	INTERVENTIONS AND TREATMENTS	2	A,B,C,D,E,F,G	2	A,B,C,D,E,F,G
Specific	IK1	INFORMATION PROCESSING	1	A,B,C,D,E	1	A,B,C,D,E

C1 COMMUNICATION

Overview

This dimension relates to effective communication in whatever form it takes place . Effective communication is a two way process. It involves identifying what others are communicating (eg through listening) as well as communicating oneself, and the development of effective relationships .

Progression through the levels in this dimension is characterised by developments in:

- the subject matter of the communication
- the situation in which the communication takes place
- the purpose of the communication
- the numbers of people that are being communicated with, their diversity and the effect of these on the communication skills required .

Second Gateway (Full Outline)

COMMUNICATION - 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: a) To communicate effectively in both verbal and non-verbal form, to patients who may have a variety of disabilities, or difficulty in understanding. To communicate effectively within a multi-disciplinary team about a variety of issues.

b/c) To use appropriate skills to facilitate motivation and co-operation, to work within an agreed treatment plan. To be able to receive and deliver complex and sensitive patient related information and give guidance and instruction to both patient, relatives/carers.

c) To have the knowledge and understanding of appropriate methods/aids to deal with some levels of disability as a result of training.

d) To follow the policy for accurate record keeping and work effectively within the physio team. To adhere to the data-protection act and all other departmental procedures. To follow CSP documentation guidelines and departmental policies and procedures.

e) To follow all relevant policies and procedures and know how to access them.

Foundation Gateway (Subset Outline)

COMMUNICATION - 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: a) To communicate effectively in both verbal and non-verbal form, to patients who may have a variety of disabilities, or difficulty in understanding. To communicate effectively within a multi-disciplinary team about a variety of issues.

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d) To follow the policy for accurate record keeping and work effectively within the physio team. To adhere to the data-protection act and all other departmental procedures. To follow CSP documentation guidelines and departmental policies and procedures.

e) To follow all relevant policies and procedures and know how to access them.

Attached Competences for Selected Level

Competencies not attached with selected level...

Attached Competences for Selected Level

Competencies not attached with selected level...

C2 PERSONAL AND PEOPLE DEVELOPMENT

Overview

This dimension is about developing oneself using a variety of means and contributing to the development of others during ongoing work activities. This might be through structured approaches (eg the NHS KSF development review process, appraisal, mentoring, professional/clinical supervision) and/or informal and ad hoc methods (such as enabling people to solve arising problems).

Progression through the levels in this dimension is characterised by

- taking greater responsibility for your own personal development - this includes more reflectiveness and self-evaluation, and addressing own development needs
- increasing involvement in supporting others and their development including a wider range of people with different backgrounds
- having a greater understanding of own and other's learning needs and preferences , styles of learning and how to facilitate learning and development.

Second Gateway (Full Outline)

PERSONAL AND PEOPLE DEVELOPMENT - 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.

Foundation Gateway (Subset Outline)

PERSONAL AND PEOPLE DEVELOPMENT - 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
- c) takes responsibility for own personal development and takes an active part in learning opportunities
- e) keeps up-to-date records of own development review process

Examples Of Application: a) 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.

b) Actively take part in the personal development process which includes taking part in:

- the development review process
- reviewing what you are doing well now and areas for development.

c) Develop a PDP in agreement with reviewer, 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.

d) Evaluating the effectiveness of learning and its effect on own work. Has training been beneficial and can it be applied to the workplace.

e) Records personal development using the KSF e-tool, maintaining a personal portfolio with evidence of development.

f) Offering information to others to help their development might be:

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

Examples of Application: a) 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.

b) Actively take part in the personal development process which includes taking part in:

- the development review process - reviewing what you are doing well now and areas for development.

c) Develop a PDP in agreement with reviewer, 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.

d) Evaluating the effectiveness of learning and its effect on own work. Has training been beneficial and can it be applied to the workplace.

e) Records personal development using the KSF e-tool, maintaining a personal portfolio with evidence of development.

f) Offering information to others to help their development might be:

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

Attached Competences for Selected Level

Competencies not attached with selected level...

Attached Competences for Selected Level

Competencies not attached with selected level...

C3 HEALTH, SAFETY AND SECURITY

Overview

This dimension focuses on maintaining and promoting the health, safety and security of everyone in the organisation or anyone who comes into contact with it. It includes tasks that are undertaken as a routine part of one's work such as moving and handling .

Those who come into contact with the organisation will be anyone who interacts with an employee of the organisation or who is affected by the actions of the organisation.

Progression through the levels in this dimension is characterised by

- an increasing number and range of people and work areas for which one is responsible
- greater proactivity and focus on good practice going from following set procedures to identifying the need for improvement
- increasing responsibilities for risk management and contingency management
- greater involvement in investigation and follow-up of breaches to health, safety and security.

Second Gateway (Full Outline)

HEALTH, SAFETY AND SECURITY - Level: 1

Level Indicators:

- a) acts in ways that are consistent with legislation, policies and procedures for maintaining own and others' health, safety and security
- b) assists in maintaining a healthy, safe and secure working environment for everyone who is in contact with the organisation
- c) works in a way that minimises risks to health, safety and security
- d) summons immediate help for any emergency and takes the appropriate action to contain it
- e) reports any issues at work that may put health, safety and security at risk.

Examples Of Application: a) Knowledge of and adherence to all updated policies and procedures relevant to health, safety and security and how to access them.
b) To be aware of risk assessment/COSHH and know who to contact if risks are identified, line manager/ relevant representative.
c) Work in a way that minimises risks, remove, reduce, control.
d) To attend all statutory/mandatory training relating to Health and Safety Legislation, Fire Training, BLS, Manual Handling etc. Use training to enable the right action to be taken should an emergency situation occur.
e) To be aware of the importance of reporting any clinical/non-clinical incidents to senior staff and completing the relevant documentation i.e. incident book.

Attached Competences for Selected Level

Competencies not attached with selected level...

Foundation Gateway (Subset Outline)

HEALTH, SAFETY AND SECURITY - Level: 1

Level Indicators:

- a) acts in ways that are consistent with legislation, policies and procedures for maintaining own and others' health, safety and security
- b) assists in maintaining a healthy, safe and secure working environment for everyone who is in contact with the organisation
- c) works in a way that minimises risks to health, safety and security
- d) summons immediate help for any emergency and takes the appropriate action to contain it
- e) reports any issues at work that may put health, safety and security at risk.

Examples of Application: a) Knowledge of and adherence to all updated policies and procedures relevant to health, safety and security and how to access them.
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e) To be aware of the importance of reporting any clinical/non-clinical incidents to senior staff and completing the relevant documentation i.e. incident book.

Attached Competences for Selected Level

Competencies not attached with selected level...

C4 SERVICE IMPROVEMENT

Overview

This dimension is about improving services in the interests of the users of those services and the public as a whole. The services might be services for the public (patients, clients and carers) or services that support the smooth running of the organisation (such as finance, estates). The services might be single or multi-agency and uni or multi-professional.

Improvements may be small scale, relating to specific aspects of a service or programme, or may be on a larger scale, affecting the whole of an organisation or service. They might arise from:

- formal evaluations (such as audit)
- more informal and ad hoc approaches (such as 'bright ideas')
- applying developments from elsewhere
- national policy and targets
- changes in legislation at international or national level
- working closely with users and the public
- the need to modernise services.

This dimension also covers the development of direction, policies and strategies to guide the work of the organisation or service, including agreeing vision, values and ethos. Leadership and partnership are key aspects here as it is through inspiring and working collectively with others that strategy and direction can be taken forward into service improvements.

Leadership includes such aspects as:

- understanding and rising to the challenges of service improvement – critical tasks that need to be done, problems and issues to be faced
- understanding the context in which services are to be improved – local politics, national policy imperatives, the local environment and the people in it
- understanding the characteristics of the people involved and building on their diversity.

Progression through the levels in this dimension is characterised by:

- moving from implementing agreed changes to setting the context which guides and informs service improvements
- an increasing role in, and understanding of, direction, policies and strategies at a macro level
- increasing knowledge and skills in leading others, managing change and partnership working
- an increasing ability to identify direction in the longer term over a number of years rather than in the immediate to short term

Second Gateway (Full Outline)

SERVICE IMPROVEMENT - Level: 1

Level Indicators: <ul style="list-style-type: none">a) discusses with line manager / work team the changes that need to be made in own practice and the reasons for themb) adapts own practice as agreed and to time seeking support if necessaryc) effectively carries out tasks related to evaluating services when askedd) passes on to the appropriate person constructive views and ideas on improving services for users and the publice) alerts line manager / work team when direction, policies and strategies are adversely affecting users of services or the public
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Examples Of Application: a) Demonstrate reflective practice, maintain CPD file. Understand the reasons for change and you part within that change. b) Work within boundaries of job description and competencies, keeping relevant documentation and seek support of senior staff when necessary . Attend any relevant training. c) Participate in departmental audits/satisfaction surveys. d) Informing others within the departmental structure or the named competent person any suggestions to enable service delivery to be improved. e) Alert line manager/team leader to any service delivery strategies or procedures that service users have identified as having an effect on their care . Awareness of service improvement strategic direction. Knowing departmental CSP Steward/ Health and Safety Representative.
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Attached Competences for Selected Level
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Competencies not attached with selected level...

Foundation Gateway (Subset Outline)

SERVICE IMPROVEMENT - Level: 1

Level Indicators: <ul style="list-style-type: none">a) discusses with line manager / work team the changes that need to be made in own practice and the reasons for themb) adapts own practice as agreed and to time seeking support if necessaryc) effectively carries out tasks related to evaluating services when askedd) passes on to the appropriate person constructive views and ideas on improving services for users and the publice) alerts line manager / work team when direction, policies and strategies are adversely affecting users of services or the public
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Attached Competences for Selected Level
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Competencies not attached with selected level...

C5	QUALITY
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Overview

This dimension relates to maintaining high quality in all areas of work and practice, including the important aspect of effective team working. Quality can be supported using a range of different approaches including: codes of conduct and practice, evidence-based practice, guidelines, legislation, protocols, procedures, policies, standards and systems.

This dimension supports the governance function in organisations - clinical, corporate, financial, information, staff etc.

Progression through the levels in this dimension is characterised by:

- increasing scope – from own activities to the work of others and then broader areas
- greater proactivity in improving quality and addressing quality issues.

Second Gateway (Full Outline)

QUALITY - 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.

Examples Of Application: a) Adhere to the policies and procedures established by the Board and physiotherapy directorate.
b) Work within own scope of practice adhering to professional standards/codes of conduct. Recognise own professional limits and seek support from senior staff.
c) Participate as a member of the physiotherapy team, managing a clinical case load with support and guidance from senior staff.
d) Able to manage own case load including time management, prioritisation and delegation of tasks.
e) Effective use of equipment/stock and reporting of shortages. Participate in appropriate audit and act according to results.
f) Alert others of quality issues to ensure appropriate changes occur.

Attached Competences for Selected Level

Competencies not attached with selected level...

Foundation Gateway (Subset Outline)

QUALITY - 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.

Examples of Application: a) Adhere to the policies and procedures established by the Board and physiotherapy directorate.
b) Work within own scope of practice adhering to professional standards/codes of conduct. Recognise own professional limits and seek support from senior staff.
c) Participate as a member of the physiotherapy team, managing a clinical case load with support and guidance from senior staff.
d) Able to manage own case load including time management, prioritisation and delegation of tasks.
e) Effective use of equipment/stock and reporting of shortages. Participate in appropriate audit and act according to results.
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Attached Competences for Selected Level

Competencies not attached with selected level...

C6	EQUALITY AND DIVERSITY
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Overview

It is the responsibility of every person to act in ways that support equality and diversity. Equality and diversity is related to the actions and responsibilities of everyone – users of services including patients, clients and carers; work colleagues; employees; people in other organisations; the public in general.

Successful organisations are ones that reflect the richness of diversity that exists in society and will include people of different : abilities; ages; bodily appearances; classes; castes; creeds; cultures; genders; geographical localities; health, relationship, mental health, social and economic statuses; places of origin; political beliefs; race; religion; sexual orientation; and those with and without responsibilities for dependents.

Where diversity and equality are not integral to an organisation, discrimination may occur.

Progression through the levels in this dimension is characterised by:

- moving from own practice to the consideration of team and organisational cultures
- an increasing understanding of the nature and complexity of equality and diversity
- being more proactive and challenging in the promotion of equality and diversity
- increasing knowledge about the legislation, policies and procedures relating to equality and diversity from awareness, knowing where to obtain information, having a working knowledge of the legislation, policies and procedures and being able to interpret them to others, to an extended knowledge of the legislation, policies and procedures and monitoring their effectiveness in organisations

Second Gateway (Full Outline)

EQUALITY AND DIVERSITY - Level: 1

Level Indicators:

- a) acts in ways that are in accordance with legislation, policies, procedures and good practice
- b) treats everyone with whom s/he comes into contact with dignity and respect
- c) acknowledges others' different perspectives
- d) recognises that people are different and makes sure they do not discriminate against other people
- e) recognises and reports behaviour that undermines equality and diversity

Examples Of Application: a) Knowledge of and training in, legislation, policies and procedures e.g. Disability Discrimination Act, Race Relations Act, Board Equality and Diversity strategy and how to access them.
b/c) Attend mandatory/statutory training. Treat patients and colleagues with respect being aware of other the fact that others may have different points of view .
d) Ensure that patients and colleagues are not treated in a discriminatory manner, that may be due to culture, religion, personal values or disability.
e) Understanding of line of communication and the reporting of any incidents relating to discriminatory behaviour

Attached Competences for Selected Level

Competencies not attached with selected level...

Foundation Gateway (Subset Outline)

EQUALITY AND DIVERSITY - Level: 1

Level Indicators:

- a) acts in ways that are in accordance with legislation, policies, procedures and good practice
- b) treats everyone with whom s/he comes into contact with dignity and respect
- c) acknowledges others' different perspectives
- d) recognises that people are different and makes sure they do not discriminate against other people
- e) recognises and reports behaviour that undermines equality and diversity

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d) Ensure that patients and colleagues are not treated in a discriminatory manner, that may be due to culture, religion, personal values or disability.
e) Understanding of line of communication and the reporting of any incidents relating to discriminatory behaviour.

Attached Competences for Selected Level

Competencies not attached with selected level...

HWB4 ENABLEMENT TO ADDRESS HEALTH AND WELLBEING NEEDS

Overview

This dimension is about enabling and empowering people of any age – individuals, families and groups - to address their own health and wellbeing needs. This would include such areas as:

- enabling people to acknowledge and address issues in their lives
- helping people to develop their knowledge and skills
- helping people manage their health conditions
- providing advice and information
- supporting carers in their caring roles
- supporting people to live independently
- supporting people during life events.

Progression through the levels in this dimension is characterised by:

- increasingly complex forms of enablement (eg from helping to supporting to facilitating and developing knowledge and skills)
- increasing complexity of the needs being addressed (eg being able to live independently as compared with undertaking specific daily living activities)
- increasing knowledge and skills in how to enable people effectively .

Second Gateway (Full Outline)

ENABLEMENT TO ADDRESS HEALTH AND WELLBEING NEEDS - 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

Foundation Gateway (Subset Outline)

ENABLEMENT TO ADDRESS HEALTH AND WELLBEING NEEDS - 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: a) Identifies information, precautions or contraindications from assessment results -treatment/intervention plan to other members of the team.
b) Evidence of consent and shared decision making - MDT meetings, case conferences, and inter-agency meetings.
c) Preparing the appropriate environment for treatment/intervention to take place including consideration of privacy/confidentiality (checklists, team meetings, timetables care plans, personal schedules).
Undertakes specific treatment/intervention activities (progress notes, group plans, supervision records)
d/e) Verbal or written record of specific information including risks , alert the appropriate person to any identified risk and take the appropriate action associated with changes in clinical presentation of service user, (risk assessment, case notes, clinical documentation, telephone message book, referral book, attendance registers, and reflections).
Recording own statistical data.
Reports back on delegated treatment/intervention activities including changes to the intervention/treatment plan (local feedback documentation, MDT meetings, case conferences, inter-agency meetings.)
Records treatment/intervention activities (case notes, clinical documentation, and IT systems).
Adheres to departmental policy and procedures that relates to delegated treatment/intervention activities (departmental files, induction checklist, home visit book, lone worker practices, mandatory training records).
CPD portfolio.
Reflective Diary.

Examples of Application: a) Identifies information, precautions or contraindications from assessment results -treatment/intervention plan to other members of the team.
b) Evidence of consent and shared decision making - MDT meetings, case conferences, and inter-agency meetings.
c) Preparing the appropriate environment for treatment/intervention to take place including consideration of privacy/confidentiality (checklists, team meetings, timetables care plans, personal schedules).
Undertakes specific treatment/intervention activities (progress notes, group plans, supervision records).
d/e) Verbal or written record of specific information including risks , alert the appropriate person to any identified risk and take the appropriate action associated with changes in clinical presentation of service user, (risk assessment, case notes, clinical documentation, telephone message book, referral book, attendance registers, and reflections).
Recording own statistical data.
Reports back on delegated treatment/intervention activities including changes to the intervention/treatment plan (local feedback documentation, MDT meetings, case conferences, inter-agency meetings).
Records treatment/intervention activities (case notes, clinical documentation, and IT systems).
Adheres to departmental policy and procedures that relates to delegated treatment/intervention activities (departmental files, induction checklist, home visit book, lone worker practices, mandatory training records).
CPD portfolio.
Reflective Diary.

Attached Competences for Selected Level

Competencies not attached with selected level...

Attached Competences for Selected Level

Competencies not attached with selected level...

HWB6 ASSESSMENT AND TREATMENT PLANNING

Overview

This dimension is about assessing physiological (eg autonomic nervous system, cardio-vascular, gastro-intestinal, musculo-skeletal, respiratory) and/or psychological functioning and any treatment planning associated with this, within the context of that person as an individual. It includes clinical history taking and examination, and a range of tests and investigations, including various forms of imaging and measurement of body structures, and tests of physiological and psychological functioning. It also includes diagnosis and treatment planning.

It involves interactions using a variety of communication methods with individuals and carers (either face to face or at a distance, eg by telephone) and may require the use of equipment and technology, including computer assisted tools.

Progression through the levels in this dimension is characterised by:

- the move from tasks or specific activities to more complex procedures with higher levels of associated risk
- the move from undertaking delegated tasks to planning assessment, informing diagnoses and the planning of treatment, making diagnoses planning treatment
- increasing levels of clinical, technical and interpretive skills and knowledge
- greater complexity in presenting cases and/or the ability to make diagnoses of undifferentiated abnormalities, diseases and disorders.

Second Gateway (Full Outline)

ASSESSMENT AND TREATMENT PLANNING - Level: 2

Level Indicators:

- a) discusses the assessment to be undertaken with the work team and understands his/her own role in the overall assessment and the activities to be undertaken
- b) respects individuals' dignity, wishes and beliefs; involves them in shared decision making; and obtains their consent for the assessment to be undertaken
- c) identifies appropriate methods, techniques and equipment for different activities and individuals and prepares appropriately taking into account any risks
- d) undertakes and records assessment activities as agreed with the care team, following established protocols/procedures and consistent with legislation, policies and procedures
- e) monitors individuals during assessment activities and takes the appropriate action in relation to any significant changes or possible risks
- f) reports assessment findings in the appropriate format to the people who need them
- g) offers to the team his/her own insights into the health and well-being needs and wishes of the people concerned and makes suggestions on the treatment that might be needed.

Foundation Gateway (Subset Outline)

ASSESSMENT AND TREATMENT PLANNING - Level: 2

Level Indicators:

- a) discusses the assessment to be undertaken with the work team and understands his/her own role in the overall assessment and the activities to be undertaken
- b) respects individuals' dignity, wishes and beliefs; involves them in shared decision making; and obtains their consent for the assessment to be undertaken
- c) identifies appropriate methods, techniques and equipment for different activities and individuals and prepares appropriately taking into account any risks
- d) undertakes and records assessment activities as agreed with the care team, following established protocols/procedures and consistent with legislation, policies and procedures
- e) monitors individuals during assessment activities and takes the appropriate action in relation to any significant changes or possible risks
- f) reports assessment findings in the appropriate format to the people who need them
- g) offers to the team his/her own insights into the health and well-being needs and wishes of the people concerned and makes suggestions on the treatment that might be needed.

Examples Of Application: a) Ascertain the assessment tasks, with others, as part of the MDT team, that need to be undertaken using communication skills, written and verbal. Identify your role within the assessment process.

b) Involve patient in the assessment process ensuring consent and agreement is obtained in line with patient's preferences (relating to patients personal values, beliefs, wishes) Equality and Diversity.

c) Prepare self and workplace to minimise, remove, reduce, and control any risks relating to Health and Safety. Determine the appropriate assessment processes that need to be undertaken and identify the equipment that is required to undertake the assessments.

d) Carryout assessment procedures in line with best practice, evidence based practice, CSP code of practice and conduct, (Risk Assessment RIDDOR Infection Control). Record assessment and outcomes in line with CSP guidance and Department procedures, OCN competencies.

e) Throughout the process ensure patient is monitored and any adverse reactions or deterioration in patient's condition noted and addressed and reported to the appropriate person.

f) Record and report assessment findings and outcomes and forward to those who require that information, verbally or written.

g) Drawing upon own experience with patient during the assessment process and pass on to others any suggestions relating to their further/on going care.

Examples of Application: a) Ascertain the assessment tasks, with others, as part of the MDT team, that need to be undertaken using communication skills, written and verbal. Identify your role within the assessment process.

b) Involve patient in the assessment process ensuring consent and agreement is obtained in line with patient's preferences (relating to patients personal values, beliefs, wishes) Equality and Diversity.

c) Prepare self and workplace to minimise, remove, reduce, and control any risks relating to Health and Safety. Determine the appropriate assessment processes that need to be undertaken and identify the equipment that is required to undertake the assessments.

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g) Drawing upon own experience with patient during the assessment process and pass on to others any suggestions relating to their further/on going care.

Attached Competences for Selected Level

Competencies not attached with selected level...

Attached Competences for Selected Level

Competencies not attached with selected level...

HWB7 INTERVENTIONS AND TREATMENTS

Overview

This dimension is about intervening and treating individuals' physiological and/or psychological needs in the context of the whole person. The interventions and treatments that are undertaken are within an overall treatment plan - the development and monitoring of the overall treatment plan is covered in dimension HWB6. Interventions and treatments may take a variety of forms including ongoing monitoring of the individual's condition to identify a need for possible intervention at a later date.

Progression through the levels in this dimension is characterised by:

- the move from routine tasks or specific activities to more complex procedures with higher levels of associated risk
- increasing levels of clinical and technical skills and knowledge
- greater complexity in /seriousness of the conditions being treated.

Second Gateway (Full Outline)

INTERVENTIONS AND TREATMENTS - 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.

Foundation Gateway (Subset Outline)

INTERVENTIONS AND TREATMENTS - 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: a) Using communication skills, verbal and written discuss with others the patient's treatment/care plan and identify the tasks that need to be undertaken. To be able to deliver tasks and work within the boundaries of current job description and personal competencies. Undertaking an active role within MDT.

b) Ensure the involvement of patient, and the consent for, treatment is obtained.

Adjust treatment in line with patient's requests taking into consideration patient's preferences, culture, values, beliefs and disabilities.

c/g) Understanding of contraindication/precautions of condition and using reflective practice deliver effective treatment plan within our scope of practice/OCN. Record and report to other members of the care/treatment team any progression /regression of treatment plan any adverse responses/actions to the treatment intervention that you have undertaken, identifying the degree of urgency relating to ongoing care/treatment.

d) Undertake the intervention/treatment in line with relevant policies and procedures. Prepare self and environment for treatment intervention to be undertaken, carry out and record outcomes in line with CSP documentation guidelines, best practice and evidence based practice.

e) Monitor variations in patients progress/condition and report as necessary to the appropriate person. (The Physiotherapist).

f) Feedback to other members of the care team any information that may be useful in determining the way ahead regarding further care/treatment of the patient. To attend all relevant statutory and mandatory training.

To adhere to departmental policies and procedures, and attend any relevant IST to maintain level of knowledge and skills.

To maintain accurate documentation.

Examples of Application: a) Using communication skills, verbal and written discuss with others the patient's treatment/care plan and identify the tasks that need to be undertaken. To be able to deliver tasks and work within the boundaries of current job description and personal competencies.

Undertaking an active role within MDT.

b) Ensure the involvement of patient, and the consent for, treatment is obtained. Adjust treatment in line with patient's requests taking into

consideration patient's preferences, culture, values, beliefs and disabilities.

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To adhere to departmental policies and procedures, and attend any relevant IST to maintain level of knowledge and skills.

To maintain accurate documentation.

Attached Competences for Selected Level

Competencies not attached with selected level...

Attached Competences for Selected Level

Competencies not attached with selected level...

IK1	INFORMATION PROCESSING
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Overview

This dimension relates to the processing and management of data and information for specific functional purposes which do not involve analysis or interpretation.

The data/information may be text-based or numerical/statistical and may be processed and managed via a wide range of systems, including computer-based applications (eg word processing, spreadsheets, patient information systems), other electronic systems (such as photocopiers) or paper-based systems (eg patient records).

Progression through the levels in this dimension is characterised by increasing complexity of:

- the data and information being processed
- the outputs required
- the activities involved (from basic data input, through more complex manipulation and presentation of information, to the development of models and processes for managing data and information).

Second Gateway (Full Outline)

INFORMATION PROCESSING - Level: 1

Level Indicators:

- a) inputs data and information accurately and completely:
 - using the correct formats
 - consistent with legislation, policies and procedures
- b) uses available automated facilities for checking the data/information and for resolving difficulties in using applications
- c) finds and provides requested data/information using agreed procedures and formats
- d) maintains the integrity of data/information using agreed procedures
- e) stores data/information safely and correctly

Foundation Gateway (Subset Outline)

INFORMATION PROCESSING - Level: 1

Level Indicators:

- a) inputs data and information accurately and completely:
 - using the correct formats
 - consistent with legislation, policies and procedures
- b) uses available automated facilities for checking the data/information and for resolving difficulties in using applications
- c) finds and provides requested data/information using agreed procedures and formats
- d) maintains the integrity of data/information using agreed procedures
- e) stores data/information safely and correctly

Examples Of Application: a) Ensure appropriate action is taken (Input, alter, delete), relating to data and information to address quality issues whilst maintaining confidentiality.

Create, amend and modify monitoring forms, reports, spreadsheets etc as necessary for the role of the job, in accordance with the policies and procedures of the Health Board i.e. Freedom of Information, Data Protection etc.

Create, amend and modify records in database in accordance with same policies and procedures.

Input KSF data on the KSF e-tool.

b) To follow standards protocols and procedures in relation to using clinical work station and patient information. Establish information requirements from users of the service in a timely manner.

Ensure information from databases and/or paper-based library is accurate and appropriate, complete KSF review documentation inline with Health Board requirements.

c) To locate/collate required information and present in relevant format, such as KSF evidence or patient information.

d) To demonstrate awareness of relevant legislation, policies and procedures, by ensuring data is stored in accordance with e.g. Freedom of Information Act, Data Protection Act, confidentiality, access to patient's records, access by the appropriate people in relation to KSF, etc.

e) Ensure presentation of data is accurate and undertaken in a timely manner at all times. Assure the quality of data produced both in paper format and electronically, adhering to Health Board policy.

f) Ensure Confidentiality guidelines are adhered to at all times, in relation to data and information. Update and maintain information in database by contacting all relevant organisations/services on a regular agreed basis.

Ensure that all electronic and paper data are filed in a logical way to assist easy retrieval.

g) Ensures records are accurately tracked on the appropriate databases. Agree timescales to ensure that the Information from database is up-to-date and current.

Examples of Application: a) Ensure appropriate action is taken (Input, alter, delete), relating to data and information to address quality issues whilst maintaining confidentiality.

Create, amend and modify monitoring forms, reports, spreadsheets etc as necessary for the role of the job, in accordance with the policies and procedures of the Health Board i.e. Freedom of Information, Data Protection etc.

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