



Agenda for Change

Guidance for Speech and Language Therapy Staff for Developing KSF Outlines

Jointly developed by the Royal College of Speech &
Language Therapists and the KSF Development Group

July 2005

NHS KNOWLEDGE AND SKILLS FRAMEWORK

GUIDANCE ON DEVELOPING NHS KSF OUTLINES FOR SPEECH & LANGUAGE THERAPY STAFF

1 Introduction

This document is the outcome of collaboration between the KSF Development Group and RCSLT on developing post outlines for speech and language therapy (SLT) staff. The aim of this work was to provide a jointly agreed resource for organisations, rather than a definitive statement, acknowledging that much of the work on outlines will be locally determined. In March 2005, RCSLT hosted a workshop attended by SLT representatives from PCTs, acute services, learning disabilities services, multi-disciplinary teams and joint services (see Appendix 3). Following the workshop, the post outlines were collated and circulated for comment. Further work was then undertaken by a working group who produced detailed areas of application for one post to give an indication of how this might be approached for other posts (see Appendix 2).

The document has been endorsed by the RCSLT Management Board and the KSF Development Group. It will be circulated through RCSLT and KSF networks.

The purpose of this guidance is to provide some broad information in relation to developing NHS Knowledge and Skills Framework (NHS KSF) post outlines for SLT staff. It is designed to provide an overview to help choose dimensions and levels which might be appropriate at different stages of a SLT career and across the staff groups within speech and language therapy.

This guidance assumes the reader has knowledge of the NHS KSF, and understands the framework in terms of the Core and Specific dimensions. The NHS KSF handbook explains terms used here and includes KSF outline forms and development review forms in its Appendices.

2. How will the NHS KSF be used?

The NHS KSF is a broad generic framework that is applicable across the full range of posts in the NHS, ensuring better links between education and development and career and pay progression. It is also the tool which provides a means of recognising the skills and knowledge that a person needs to apply to be effective in a particular NHS post.

The aim is that all staff will:

- Have clear and consistent development objectives
- Be helped to develop in such a way that they can apply the knowledge and skills appropriate to their job
- Be helped to identify and develop knowledge and skills that will support their career progression and encourage lifelong learning.

The NHS KSF as a tool supports the **development review** process. The purpose of the NHS KSF is development – of individuals in their posts and across their careers, and the related development of high quality services. The NHS KSF has been developed in partnership by the KSF Development Group (KSFDG), a sub group working within the Agenda for Change initiative. The responsibility for monitoring the implementation of the NHS KSF across the NHS, and of maintaining and improving the NHS KSF over time, will move to the NHS Staff Council.

The NHS KSF is designed to:

- Identify the knowledge and skills that individuals need to apply in their post
- Help guide the development of individuals
- Provide a fair and objective framework on which to base review and development for all staff
- Provide the basis of pay progression in the service

The NHS KSF comprises Core and Specific dimensions at four levels. This guidance indicates dimensions and levels that might be appropriate across the various staff groups in the SLT family. Local organisations can then build on this indication to develop the necessary detail for each of the posts concerned. It is quite appropriate to change a dimension or level for particular posts within local organisations.

3 Links to Standards and competence frameworks

The KSFDG has recognised the need to provide indicative links between the KSF and other national/UK externally quality assured standards/competences e.g. regulatory body competences, national occupational standards, national workforce competences that currently apply to the different staff groups in the NHS. Those that have been linked to the KSF which are relevant to SLT are:

- Standards of Proficiency/competences of healthcare regulators e.g. HPC

- National Occupational Standards/workforce competences developed by the Sector Skills Council for the healthcare sector - Skills for Health - including
- children's services
- health and social care
- mental health
- public health

National Occupational Standards (NOS) describe good practice in the workplace in terms of what individuals need to be able to do, as well as what they need to know and understand in order to carry out their day to day work. They are statements of competence that provide individuals and organisations with an indication of what is expected in their employment in their sector. They will appear in the form of N/SVQ qualifications for SLT Assistants and Technical Instructors.

Skills for Health reviews existing NOS and develops new ones. NOS are developed and are applicable on a UK-Wide basis involving stakeholders in England, Wales, Scotland and Northern Ireland. Workforce competences usually apply only to England but have the potential to be adopted by the other countries.

The links are made and referenced within the e-ksf, the computerised version of the KSF - www.e-KSF.org.

The NOS and Workforce Competences are available to view at www.skillsforhealth.org.uk

4. A national library of KSF post outlines

The KSFDG is making a range of KSF post outlines available as a resource through the KSF National Library which is available at www.e-KSF.org. These outlines will have been developed and agreed by NHS staff and managers. KSF outlines are required for each post holder, and are the framework for personal development planning and appraisal. The KSF post outline can inform individuals' development, through managers and staff working together, to identify the particular demands of the post in that organisation.

The KSF National Library will not contain a KSF post outline for every post in the NHS. Nor is it like the job evaluation profiles which are necessary to assimilate posts into a new pay scale. The KSF national library is there as a resource for

organisations to use if they wish to do so – there is no compulsion to use the outlines held. The KSF National Library is also there, like this guidance document, to help organisations take the first steps to the development of their own KSF post outlines or to use to check the quality of local outlines already developed.

There are three criteria that the KSFDG apply when considering KSF post outlines for the National Library:

- i. the outlines must have been developed in partnership (consistent with the spirit of the Agenda for Change agreement between employers and unions)
- ii. they must include detailed areas of application for the post concerned as these are needed to inform individual's development within a post
- iii. they also need to broadly make sense in terms of dimensions and levels.

National guidance will provide a benchmark for local development of outlines. These should take into account the same criteria.

5. Selecting specific dimensions to create a SLT post outline

Specific dimensions should be selected to provide a robust framework for assessment and development. A general aim is to include as few specific dimensions as possible, limiting selection to those which capture key requirements for the particular post. It is not possible to cover every activity – only pick the major ones. The aim is to select only those dimensions that match the requirement of the post or are essential to individual development.

6. Setting levels for a given dimension

Start by getting an idea of the level that the job requires based on the level title and description. The level finally chosen will be determined by the level indicators as all the indicators need to be applicable to the job at the level selected.

It is good practice to also set the Foundation level, i.e. the minimum level of competence a new entrant requires by the end of their first year in the post. Foundation level is a sub-set of the levels set for the outline for the fully developed post.

Progress may be marked by:

- increasing levels for the dimension(s)
- keeping the same level/s but having more demanding areas of application

- adding specific dimensions to include other aspects of posts, particularly managerial or specialist areas of work. The specialist aspects are most likely to be reflected in the *areas of application* whereas the management aspects are most likely to be shown in the use of additional specific dimensions in the KSF
- losing some dimensions (eg the health and wellbeing dimensions) if the person concentrates on, for example, management or education.

7. Choosing specific areas of application for a given level

Dimension levels should not be set without considering the indicators and specific areas of application for a given post. This is the area where the most attention should be focussed when creating a KSF Outline for a post. The text in the NHS KSF provides examples of what the dimension, level and indicators relate to. The areas of application of the KSF Outline being developed need to reflect the actual requirements of the job. When a dimension is selected as applicable for a post, a postholder needs to be able to show that they can meet all of the indicators applicable at that level when they are fully developed in that post.

8. **Specific dimensions** The following specific dimensions are the ones most likely to be included in SLT post outlines. **Not all specific dimensions will be relevant to each post.** You need to look at the full KSF guidance and the detail of the dimensions to decide which dimensions are relevant for the post concerned.

DIMENSIONS		LEVEL DESCRIPTORS			
HWB DIMENSIONS		1	2	3	4
HWB1	Promotion of health and wellbeing	Contribute to promoting health and wellbeing and preventing adverse effects on health and wellbeing	Plan, develop and implement approaches to promote health and wellbeing and prevent adverse effects on health and wellbeing	Plan, develop and implement programmes to promote health and wellbeing and prevent adverse effects on health and wellbeing	Promote health and wellbeing and prevent adverse effects on health and wellbeing through contributing to the development, implementation and evaluation of related policies
HWB3	Protection of health and wellbeing	Recognise and report situations where there might be a need for protection	Contribute to protecting people at risk	Implement aspects of a protection plan and review its effectiveness	Develop and lead on the implementation of an overall protection plan
HWB4	Enablement to address health and wellbeing	Help people meet daily health and wellbeing needs	Enable people to meet ongoing health and wellbeing needs	Enable people to address specific needs in relation to health and wellbeing	Empower people to realise and maintain their potential in relation to health and wellbeing
HWB6	Assessment and treatment planning	Undertake tasks related to the assessment of physiological and psychological functioning	Contribute to the assessment of physiological and psychological functioning	Assess physiological and psychological functioning and develop, monitor and review related treatment plans	Assess physiological and psychological functioning when there are complex and/or undifferentiated abnormalities, diseases and disorders and develop, monitor and review related treatment plans
HWB7	Interventions and treatments	Assist in providing interventions and/or treatments	Contribute to planning, delivering and monitoring interventions and/or treatments	Plan, deliver and evaluate interventions and/or treatments	Plan, deliver and evaluate interventions and/or treatments when there are complex issues and/or serious illness
HWB9	Equipment and devices to meet health and wellbeing needs	Assist in the production and/or adaptation of equipment and devices	Produce and/or adapt equipment and devices to set requirements	Design, produce and adapt equipment and devices	Design, produce and adapt complex/unusual equipment and devices

Information and knowledge dimensions with Level Descriptors

DIMENSIONS		LEVEL DESCRIPTORS			
INFORMATION AND KNOWLEDGE		1	2	3	4
IK1	Information processing	Input, store and provide data and information	Modify, structure, maintain and present data and information	Monitor the processing of data and information	Develop and modify data and information management models and processes
IK2	Information collection and analysis	Collect, collate and report routine and simple data and information	Gather, analyse and report a limited range of data and information	Gather, analyse, interpret and present extensive and/or complex data and information	Plan, develop and evaluate methods and processes for gathering, analysing, interpreting and presenting data and information

General dimensions with Level Descriptors

DIMENSIONS		LEVEL DESCRIPTORS			
GENERAL		1	2	3	4
G1	Learning and development	Assist with learning and development activities	Enable people to learn and develop	Plan, deliver and review interventions to enable people to learn and develop	Design, plan, implement and evaluate learning and development programmes
G2	Development and innovation	Appraise concepts, models, methods, practices, products and equipment developed by others	Contribute to developing, testing and reviewing new concepts, models, methods, practices, products and equipment	Test and review new concepts, models, methods, practices, products and equipment	Develop new and innovative concepts, models, methods, practices, products and equipment
G3	Procurement and commissioning	Monitor, order and check supplies of goods and/or services	Assist in commissioning, procuring and monitoring goods and/or services	Commission and procure products, equipment, services, systems and facilities	Develop, review and improve commissioning and procurement systems
G4	Financial management	Monitor expenditure	Coordinate and monitor the use of financial resources	Coordinate, monitor and review the use of financial resources	Plan, implement, monitor and review the acquisition, allocation and management of financial resources
G5	Services and project management	Assist with the organisation of services and/or projects	Organise specific aspects of services and/or projects	Prioritise and manage the ongoing work of services and/or projects	Plan, coordinate and monitor the delivery of services and/or projects
G6	People management	Supervise people's work	Plan, allocate and supervise the work of a team	Coordinate and delegate work and review people's performance	Plan, develop, monitor and review the recruitment, deployment and management of people
G7	Capacity and capability	Sustain capacity and capability	Facilitate the development of capacity and capability	Contribute to developing and sustaining capacity and capability	Work in partnership with others to develop and sustain capacity and capability

APPENDIX 1: Illustrative KSF core and specific dimensions and levels for a selection of SLT roles

HWB1 – Promotion of health and wellbeing and prevention of adverse effects on health and wellbeing

This dimension applies to posts with health promotion as an **essential part** of their role e.g. SLTs working in Sure Start, Learning Disabilities Services, Early Years Child Development Partnerships, working with local communities. It is most likely to apply to Specialist SLTs and SLT Assistants working with them. It is unlikely that it will appear above level 2 in SLT outlines as levels 3 and 4 are more appropriate to the role of health promotion specialists. For SLTs who are running and/or managing such services this will be reflected in dimensions G5 and G6. Using Sure Start as an example, key aspects of such posts are to promote the health and wellbeing of a local identified target group and then usually working towards specific targets set at a national level. Locally, the SLT is required to identify targets working in partnership with other agencies and the families using the service e.g. working with teenage mothers, working with Somali speakers. In addition the SLT acts as a resource e.g. attending parent drop-in sessions to give advice about speech and language therapy. The exception to this dimension being above level 2 may be some senior SLT posts with responsibilities across larger populations when it may be appropriate to uplift it to level 3.

HWB3 - Promotion of health and wellbeing

This dimension reflects the aspect of child and adult protection in SLT posts. It is unlikely that it will appear above level 2 in SLT outlines since even in programmes such as Sure Start there are other workers in the team who would work at levels 3 and 4 as part of their role. For some SLT staff it may be more appropriate to develop areas of application in Core 3 that reflect the safety and security aspects of their role.

HWB4 – Enablement to address health and wellbeing

The focus of this dimension is enabling others to develop and apply their skills about health and wellbeing. It is about helping people to develop from wherever they are and whatever issues they are grappling with e.g. working with people to help them use alternative augmentative communication devices effectively, working with parent groups.

HWB6 – Assessment and treatment planning

This dimension is about assessing physiological and/or psychological functioning and treatment planning associated with the results of the assessment and diagnosis. It should take place within the context of the individual as a whole but the focus of the work is the particular presenting condition. Assessment and treatment planning and monitoring interactions may involve a variety of communication methods with individuals, groups and carers e.g. face to face or by phone and may require the use of equipment and technology, including computer assisted tools.

HWB7 – Interventions and treatment

Interventions and treatments undertaken are within an overall treatment plan (developed in HWB6) and may take a variety of forms including ongoing monitoring of an individual's condition to identify a need for possible intervention at a later date. It includes prescribing or ordering devices and/or equipment for some patients.

HWB9 – Equipment and devices to meet health and wellbeing needs

The focus of this dimension is the design, manufacture and adaptation of equipment e.g. electronic assistive devices that require programming/configuration. SLT staff working with alternative augmentative communication devices will find this dimension applicable to their roles.

IK1 – Information processing

This dimension may be applicable to some SLT Assistants and Technical Instructors who input data for a department or service as part of their role. It is a different function to keeping patient records which is covered in each of the HWB dimensions.

IK2 – Information collection and analysis

This dimension is applicable to any SLT who collects data for the purpose of analysing it and presenting it in various formats. It covers a wide range e.g. from gathering data and reporting on work to providing evidence regarding efficacy to local and national research.

G1 – Learning & development

This dimension applies to posts where education, training and development activities are a major part of the job. These will be of a more formal/structured nature than the work based learning covered in Core 2. There will be a wide variety of activities e.g. running parent training sessions e.g. Hanen, PCI, Makaton training, acting as link therapist teaching school staff, district nurses, health visitors through to designing and developing courses in particular clinical interventions/specialisms.

G2 – Development & Innovation

Many senior posts have development/research activities in their job descriptions. This dimension is for those with these responsibilities as a major part of the role (keeping up to date, seeking evidence for practice, looking for new ideas is covered in Core 2). Many specialist posts will undertake research and this dimension links with IK2 where the research will be analysed and put into the correct format and Core 1 where it will be communicated in appropriate ways.

G3 - Procurement and commissioning

Posts with responsibility for tendering and/or purchasing high value items and services at a relatively senior level within their organisation will find appropriate levels in this dimension.

G4 -Financial management

Level 1 is appropriate for posts with responsibility for managing expenditure and resources and have an allocated budget. Level 2 is appropriate for those who present financial information to others, and schedule budget management activity. Levels 3 and 4 enhance these responsibilities into senior responsibilities and may be appropriate for some management posts which provide data and information to Financial Services within or across large organisations. Where posts monitor a budget rather than have direct responsibility for it this can often be covered in dimension G5 rather than have G4 as an extra dimension.

G5 – Services and project management

This dimension applies to posts which contribute to the running of projects or services, and develop from running aspects of these, through to managing substantial functions, and could be a feature of many mid to senior posts.

G6 – People management

Level 1 is appropriate for those who supervise trainees and students (professional supervision is covered in Core 2), or the supervision of day to day work of other staff on occasion. Level 2 addresses team leaders or line managers with involvement in the personal development of staff. Level 3 is appropriate for line managers. Level 4 for this dimension covers the workforce planning within an area and involvement in developing the people management skills of others.

G7 – Capacity and capability

This dimension is applicable to more senior roles for those with these responsibilities as the main part of the role e.g. workforce profiling. It is also applicable to SLT posts that are located within a wider team where there is a great deal of partnership working and the opportunity to increase the capability of workers from other agencies e.g. community development and outreach workers, social workers etc. For those working in time limited projects there is the need to build capacity in the local community to take on some of the activities provided by qualified staff.

The chart below is designed to show how the KSF dimensions and levels might apply for different types of posts within Speech and Language Therapy. It is for guidance and illustration only. Decisions on the dimensions and levels that apply to a post need to be made in partnership at local level. A full KSF post outline also consists of the areas of application that apply to the post concerned – the areas of application for the post are necessary to ensure that the KSF truly supports an individual’s development in that post.

KSF DIMENSIONS	SLT Assistant	SLT Technical Instructor	SLT	Specialist SLT	SLT Advanced	Principal SLT (ESP)	Consultant SLT	Professional Manger
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
1 Communication	X	X	X	X	X	X	X	X
2 Personal and people development	X	X	X	X	X	X	X	X
3 Health, safety and security	X	X	X	X	X	X	X	X
4 Service improvement	X	X	X	X	X	X	X	X
5 Quality	X	X	X	X	X	X	X	X
6 Equality and diversity	X	X	X	X	X	X	X	X
SPECIFIC DIMENSIONS								
HEALTH & WELLBEING								
HWB1 Promotion of health and wellbeing and prevention of adverse effects on health and wellbeing	X			X	X	X	X	X

KSF DIMENSIONS	SLT Assistant				SLT Technical Instructor				SLT				Specialist SLT				SLT Advanced				Principal SLT (ESP)				Consultant SLT				Professional Manger							
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
HWB3 Protection of health and wellbeing	X				X				X				X				X				X				X				X				X			
HWB4 Enablement to address health and wellbeing needs	X				X						X				X				X				X				X				X				X	
HWB6 Assessment and treatment planning	X				X						X				X				X				X				X				X				X	
HWB7 Interventions and treatments	X				X						X				X				X				X				X				X				X	
HWB9 Equipment and devices to meet health and wellbeing needs	X						X				X				X				X																	
INFORMATION AND KNOWLEDGE																																				
IK1 Information processing	X				X																															
Iik2 Information collection and analysis							X						X				X				X				X				X				X			
GENERAL																																				
G1 Learning and development					X				X				X				X				X				X				X				X			
G2 Development and innovation																	X				X				X				X				X			
G3 Procurement and commissioning																					X				X				X				X			
G4 Financial Management																					X				X				X				X			

KSF DIMENSIONS	SLT Assistant				SLT Technical Instructor				SLT				Specialist SLT				SLT Advanced				Principal SLT (ESP)				Consultant SLT				Professional Manger											
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4				
G5 Services and project management					X														X				X						X								X			
G6 People management													X						X				X						X								X			
G7 Capacity and capability																			X				X						X								X			

NOTES:

This table is not intended as a definitive list/requirement. Specific dimensions should be seen as a 'pick' list or menu of options rather than as essential to all post outlines.

APPENDIX 2 : Specialist SLT - NHS KSF Outline (this is an example based on a Band 6 post)

Note that two dimensions in this outline differ from the general guidance given in Appendix 1. This demonstrates how general guidance may be adapted to local circumstance

Job summary

The post holder will deliver a comprehensive and specialist service to patients presenting with speech, language, communication and eating and swallowing difficulties secondary to neurological deficit. The post holder will also be responsible for delivering training to a wide variety of staff

Dimension and level	Indicators	Areas of application
<p>Dimension 1 Communication</p> <p>Level 4 Develop and maintain communication with people on complex matters, issues and ideas and/or in complex situations</p>	<p>a) identifies:</p> <ul style="list-style-type: none"> - the range of <u>people</u> involved in the communication - potential <u>communication differences</u> - relevant contextual factors - broader <u>situational factors, issues and risks</u> <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 its longer term importance - is appropriate to the complexity of the context - encourages effective communication between all involved - enables a constructive outcome to be achieved 	<p><u>People</u> with whom communicating may include</p> <ul style="list-style-type: none"> - patients/clients and carers, families - other members of the SLT team - other healthcare professionals - students - volunteers <p><u>Communication differences</u> might be in relation to</p> <ul style="list-style-type: none"> - lack of others understanding of the role of SLT - patient/client's neurological deficit <p><u>Situational factors, issues and risks</u> might include</p> <ul style="list-style-type: none"> - the nature of patient/client's illness and its implication for their lifestyle - balancing service delivery against demand <p><u>Forms</u> of communication may include</p> <ul style="list-style-type: none"> - a range of alternative and augmentative communication systems - teaching materials

Dimension and level	Indicators	Areas of application
	<p>c) anticipates <u>barriers</u> to communication and <u>takes action to improve communication</u></p> <p>d) is proactive in seeking out different styles and methods of communicating to assist longer term needs and aims</p> <p>e) takes a proactive role in producing accurate and complete records of the communication consistent with <u>legislation, policies and procedures</u></p> <p>f) communicates in a manner that is consistent with legislation, policies and procedures</p>	<p><u>Purpose of communication</u> may include</p> <ul style="list-style-type: none"> - exploring complex condition related issues with patients/clients ensuring that effective communication is achieved particularly where barriers to understanding exist - imparting potentially distressing information to patients/carers re their condition - supporting and counselling patients/clients and carers to accept the implications of their impairment - negotiating with other healthcare professionals re case management - motivating clients/carers to engage in the therapeutic process - managing conflict - providing advice to non-specialists and others within clinical field - teaching - contributing to meetings e.g. team meetings and multi-disciplinary team meetings - using professional judgment and skills to negotiate change - submitting requests for departmental equipment and stationery - maintaining up to date records of annual leave etc - ensuring the confidentiality and security of written, verbal and electronic information
<p>Dimension 2 Personal and people development</p> <p>Level 3 Develop oneself and contribute to</p>	<p>a) reflects on and evaluates how well he/she 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</p>	<p><u>Own development needs</u> might include</p> <ul style="list-style-type: none"> - taking responsibility for own development, learning and performance including making effective use of clinical supervision - developing knowledge and skill in communication and swallowing assessment, diagnosis treatment and management of patients/clients who have sustained a stroke - keeping up to date with new techniques and developments for

Dimension and level	Indicators	Areas of application
<p>the development of others</p>	<p>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 learning environment</p>	<p>the promotion and maintenance of good practice in stroke management e.g. through reading, attendance at courses, meetings and Special Interest Groups</p> <ul style="list-style-type: none"> - reflecting on clinical practice both individually and with peers to identify strengths and development needs - keeping up to date with current policies and practice in education <p><u>Personal development</u> may include</p> <ul style="list-style-type: none"> - participating in annual appraisal and KSF Development Review ensuring that the objectives set reflect the Service and Trust plans including specific objectives relating to own clinical specialism - to develop a personal development plan and keep a Personal Development Portfolio - supporting the learning and development of individuals within the SLT team - attending, evaluating and disseminating in-service training and other professional seminars/lectures, courses/study days - attending teaching sessions and meetings organised by the education establishments attended by SLT students - teaching/mentoring students - participating in departmental research and audit projects <p><u>Others</u> may include</p> <ul style="list-style-type: none"> - students from SLT and other professional groups - visitors - volunteers <p><u>Enabling others to develop</u> may include</p> <ul style="list-style-type: none"> - providing clinical support to less experienced colleagues within the team

Dimension and level	Indicators	Areas of application
		<ul style="list-style-type: none"> - contributing to the induction of new members of the team - explaining the role of SLTs to visitors, students and volunteers - supervising and supporting the work of assistants and volunteers - assisting in the identification of training needs within the team - developing, delivering and evaluating training for care staff and other professionals in area of own clinical expertise - participating in the clinical education of SLT students, undertaking assessment of the placement as appropriate - contributing to the development and delivery of lectures to undergraduate and postgraduate students - targeting training both formal and informal to the needs of course participants
<p>Dimension 3 Health, safety and security</p> <p>Level 2 Monitor and maintain health, safety and security of self and others</p>	<ul style="list-style-type: none"> a) identifies and assesses the potential <u>risks</u> involved in work activities and processes for self and <u>others</u> b) identifies how best to manage the risks c) undertakes work activities consistent with: <ul style="list-style-type: none"> - <u>legislation, policies and procedures</u> - the assessment and management of risk d) takes the appropriate action to manage an <u>emergency</u> 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) <u>supports others in maintaining health, safety and security</u> 	<p><u>Others</u> may include</p> <ul style="list-style-type: none"> - patients/clients/carers - visitors - colleagues in SLT team - students <p><u>Legislation, policies and procedures</u> may include</p> <ul style="list-style-type: none"> - carrying out the duties placed on employees by the Health and Safety at Work Act 1974 - complying with Trust policies - attending statutory training - developing a working knowledge of relevant procedures e.g. relating to children, working with vulnerable adults and other legal frameworks <p><u>Risks to health, safety and security</u> may include</p> <ul style="list-style-type: none"> - using appropriate strategies to manage aggressive behaviour in the workplace

Dimension and level	Indicators	Areas of application
		<p><u>Emergencies</u> may be related to</p> <ul style="list-style-type: none"> - health status of patients/clients <p><u>Supporting others in maintaining health, safety and security</u> may include</p> <ul style="list-style-type: none"> - moving and handling patients/clients with disabilities in an appropriate manner - adhering to infection control guidelines related to patient/client contact and equipment loaned to them - ensuring the security, care and maintenance of equipment - holding data only for the specific registered purpose and not disclosing it in any way incompatible with such purpose
<p>Dimension 4 Service improvement</p> <p>Level 2 Contribute to the improvement of services</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><u>Direction, policies and strategies</u> may include</p> <ul style="list-style-type: none"> - sharing skills and knowledge with other team members to improve services - discussing with the team how policies, standards and guidelines will affect own work and the work of the team - contributing to policy development - contributing to the development of clinical protocols - influencing and commenting on proposed service/policy developments - working collaboratively with others to develop projects and initiate therapy packages of care <p><u>Evaluating own and other's work</u> might be through</p> <ul style="list-style-type: none"> - participating in audits of clinical practice <p><u>Constructive suggestions</u> may be related to</p> <ul style="list-style-type: none"> - advising line manager on issues of service delivery including shortfall, service pressures etc

Dimension and level	Indicators	Areas of application
	e) makes <u>constructive suggestions</u> 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	
Dimension 5 Quality Level 2 Maintain quality in own work and encourage others to do so	a) acts consistently with <u>legislation, policies, procedures</u> and other quality approaches and encourages other 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 <u>team member</u> d) prioritises own workload and organises and organises own work to meet these priorities and reduce risks to quality e) uses and maintains <u>resources</u> efficiently and effectively and encourages others to do so f) monitors the quality of work in own work area and alerts others to <u>quality issues</u>	<u>Legislation, policies and procedures</u> may relate to <ul style="list-style-type: none"> - Trust Policies - legal requirements relating to the provision of a speech and language therapy service - maintaining up to date HPC and RCSLT registration - observing and abiding by the RCSLT Professional Standards - adhering to the implementation of service and team plans and policies, National and Local Guidelines and RCSLT Professional and Clinical Guidelines - contributing to the Trust's systems of clinical governance, participating in and developing innovations in areas of risk management, quality standards setting and clinical effectiveness in collaboration with others Working as an effective and responsible <u>team member</u> may include <ul style="list-style-type: none"> - alerting appropriate team members to issues of quality and risk in the delivery of the SLT service - managing and prioritising own defined caseload and workload - recognising professional boundaries and working within defined departmental and national protocols/policies and professional code of conduct - actively participating in meetings e.g. own team, multi-disciplinary team

Dimension and level	Indicators	Areas of application
		<ul style="list-style-type: none"> - contributing to inter-agency/multi-agency team building - contributing to multi-agency meetings, case conferences and goal setting - undertaking Clinical Governance projects within the local service - attending support groups organised for SLTs in order to offer and receive support - keeping abreast of current developments in SLT and basing practice on research based evidence - participating in evidence based practice and projects - collaborating in the development of local clinical guidelines, informed by current specialist clinical evidence - evaluating the outcomes of research and audit and applying them to own practice <p><u>Resources</u> may include</p> <ul style="list-style-type: none"> - monitoring the equipment and stationery held within the department and submitting requests for replacement or new equipment as appropriate <p><u>Quality issues</u> may relate to</p> <ul style="list-style-type: none"> - dealing with initial complaints sensitively avoiding escalation where possible
<p>Dimension 6 Equality and diversity</p> <p>Level 2 Support equality and value diversity</p>	<p>a) recognises the importance of people's rights and acts in accordance with <u>legislation, policies, 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> - respect diversity 	<p><u>Legislation, policies and procedures</u> may relate to</p> <ul style="list-style-type: none"> - the Equal Opportunities Policy of the Trust - disability - meeting the rights and standards required by the patients charter - complaints and issue resolution <p><u>People's expressed beliefs, preferences and choices</u> may relate to</p> <ul style="list-style-type: none"> - recognising the importance of people's rights

Dimension and level	Indicators	Areas of application
	<ul style="list-style-type: none"> - value people as individuals c) takes account of own behaviour and its effect on others d) <u>identifies and takes action</u> when own or others' behaviour undermines equality and diversity 	<ul style="list-style-type: none"> - respecting the privacy, dignity, needs and beliefs of patients/clients/carers - providing an equitable service to all cultural groups - acknowledging patients/client's rights to make their own decisions but alerting them to the impact their decisions and actions might have on carers/families - access to their own health records <p><u>Identifying and taking action when others' behaviour undermines equality and diversity</u> may include</p> <ul style="list-style-type: none"> - being responsible for own professional actions - using appropriate strategies to manage aggressive behaviour in the workplace - recognising potential conflict and breakdown of relations and negotiating an outcome or obtaining further support if unable to resolve the issue
<p>Dimension HWB4 Enablement to address health and wellbeing needs</p> <p>Level 4 Empower people to realise and maintain their potential in relation to health and wellbeing</p>	<p>a) respects people's dignity, wishes and beliefs; involves them in shared decision making and obtains their consent</p> <p>b) identifies with the people concerned:</p> <ul style="list-style-type: none"> - goals for the specific activities to be undertaken within the context of their overall care plan and their <u>health and wellbeing needs</u> - the forms the activities should take - the involvement of other people and/or agencies - relevant evidence based guidelines 	<p><u>Health and wellbeing needs</u> may be</p> <ul style="list-style-type: none"> - emotional needs of the patient/client and their carers in reaction to information regarding the nature of their difficulties and the implications for their lifestyle - physical needs related to loss of speech - mental health needs <p><u>Enabling people to address specific needs</u> may include</p> <ul style="list-style-type: none"> - providing advice to others regarding the management and care of patients/clients with communication and/or feeding and swallowing difficulties - forming productive relationships with patients/clients/carers who may be under stress and/or have challenging communication difficulties - communicating with empathy complex condition related

Dimension and level	Indicators	Areas of application
	<p>c) <u>enables people to address their specific needs consistent with <u>legislation, policies and procedures</u> acting as a resource as and when they need it</u></p> <p>d) takes the appropriate action to address any issues or <u>risks</u></p> <p>e) reviews the effectiveness of specific activities as they proceed and makes any necessary modifications</p> <p>f) provides feedback to the person responsible for the overall care plan on its effectiveness and the health and wellbeing needs of people</p> <p>g) makes accurate records of the activities undertaken and any risks</p>	<p>information to patients/clients/carers</p> <ul style="list-style-type: none"> - ensuring that patients/clients/carers understand information given about the condition - motivating patients/clients/carers to engage in the therapeutic process <p><u>Legislation, policies and procedures</u> may relate to</p> <ul style="list-style-type: none"> - maintaining up to date and accurate case notes ensuring they meet departmental standards and are in line with Trust Policy and RCSLT professional standards <p><u>Risks to health and wellbeing</u> may arise from</p> <ul style="list-style-type: none"> - the health status of the patient/client
<p>Dimension HWB6 Assessment and treatment planning</p> <p>Level 4 Assess physiological and/or psychological functioning when</p>	<p>a) identifies and evaluates:</p> <ul style="list-style-type: none"> - the particular factors which contribute to the complex nature of the case - evidence from similar cases which may inform the approach to be taken - the nature and urgency of the case <p>b) determines and plans the range and sequence of <u>assessments</u> that evidence are most likely to provide answers to the clinical questions,</p>	<p><u>Assessments</u> may include</p> <ul style="list-style-type: none"> - using a range of alternative augmentative communication systems - using auditory and perceptual skills to assess and diagnose swallowing, language and communication problems in patients/clients who have sustained a stroke - working closely with patients/clients, carers and families in order to agree a plan of management - using evidence or research based practice/outcome measures to inform specialist clinical practice - contributing to multi-agency assessments

Dimension and level	Indicators	Areas of application
<p>there are complex and/or undifferentiated abnormalities, diseases and disorders and develop, monitor and review related treatment plans</p>	<p>including</p> <ul style="list-style-type: none"> - the specific activities to be undertaken - any modifications to standard procedures/protocols - methods, techniques and equipment to be used - the <u>risks</u> to be managed <p>c) respects people's dignity, wishes and beliefs; involves them in shared decision making; and obtains their consent</p> <p>d) carries out assessments in line with evidence based practice, <u>legislation, policies and procedures</u> and/or established protocols/established theories and models, monitoring individuals and adjusting the approach in the light of arising information and any significant changes or risks</p> <p>e) considers and interprets all of the information available using systemic processes of reasoning and reaches justifiable conclusions, including the making of a differential diagnosis and the listing and rank of possible alternatives if appropriate, and explains the outcomes to individuals</p> <p>f) develops and records treatment plans that are:</p> <ul style="list-style-type: none"> - appropriate to the clinical context - consistent with the outcomes of assessment and the most probable diagnosis 	<ul style="list-style-type: none"> - making appropriate differential diagnoses and specialist clinical decisions based on evidence from the assessment of complex cases - applying specialist knowledge to inform sound clinical judgments/decision making for case management - developing clear care plans based on best practice in managing patients/clients with acquired communication disorders and/or swallowing disorders following a stroke - contributing to the function of clinical teams both uni- and multi-disciplinary by discussing own and others input around patients/clients to ensure a well coordinated care plan - providing advice, guidance, support and training for patients/clients, carers, nursing staff and other professionals <p><u>Risks</u> might arise from</p> <ul style="list-style-type: none"> - the health status of patients <p><u>Legislation, policies and procedures</u> may relate to</p> <ul style="list-style-type: none"> - legal frameworks e.g. those relating to children and vulnerable adults - meeting the rights and standards required by the patients charter - maintaining up to date and accurate case notes ensuring they meet departmental standards and are in line with Trust Policy and RCSLT professional standards - ensuring that the confidentiality of patients/clients health records is maintained in line with Trust Policy - ensuring that health records are accessible to patients/clients in line with the Access to Records Act 1990

Dimension and level	Indicators	Areas of application
	<ul style="list-style-type: none"> - identify the risks that need to be managed - have clear goals - involve other practitioners and agencies as and when necessary - are consistent with the resources available - note people's wishes and needs that it was not possible to meet <p>g) coordinates the delivery of treatment plans feeding in relevant information to support wider service planning</p> <p>h) monitors the implementation of treatment plans and makes changes as a result of emerging information</p> <p>i) identifies individuals whose needs fall outside own expertise and makes referrals to the appropriate practitioners with the necessary degree of urgency</p>	
<p>Dimension HWB7 Interventions and treatments</p> <p>Level 4 Plan, deliver and evaluate interventions and/or treatments when there are complex issues and/or serious</p>	<p>a) respects individuals' dignity, wishes and beliefs; involves them in shared decision making and obtains their consent</p> <p>b) identifies with the people concerned:</p> <ul style="list-style-type: none"> - goals for the specific <u>interventions/treatments</u> to be undertaken within the context of the overall treatment plan and the individual's physiological and/or psychological functioning - the nature of the different interventions/treatments given the complexity of the issues and/or the seriousness of the 	<p><u>Interventions and treatments</u> may relate to physical and/or psychological functioning and may include</p> <ul style="list-style-type: none"> - involving patients/clients in planning and implementing programmes of care - delivering a specialist SLT service to patients/clients presenting with speech, language, communication and eating and swallowing difficulties secondary to neurological deficit - designing and supervising therapy programmes to be carried out by patients/clients, rehabilitation health care assistants, nurses and other carers - providing advice, guidance, support and training for patients/clients, carers, nursing staff and other professionals

Dimension and level	Indicators	Areas of application
illness	<p>illness</p> <ul style="list-style-type: none"> - relevant care pathways - the involvement of other people and/or agencies - relevant evidence based practice and/or clinical guidelines/theories and models - any specific precautions or contraindications to the proposed intervention/treatment and takes the appropriate action - how to manage potential <u>risks</u> <p>c) undertakes interventions/treatments in a manner that is consistent with:</p> <ul style="list-style-type: none"> - evidence based practice and/or clinical guidelines/theories and models - multi-disciplinary team working - his/her own knowledge and experience - <u>legislation, policies and procedures</u> - applying own skills, knowledge and experience and using considered judgment to meet individual's complex needs <p>d) takes the appropriate action to address any issues or risks</p> <p>e) evaluates the effectiveness of the interventions/treatments and makes any necessary modifications</p> <p>f) provides effective feedback to inform the overall treatment plan</p> <p>g) makes complete records of the interventions/treatments undertaken, people's</p>	<ul style="list-style-type: none"> - providing and using a range of alternative and augmentative communication systems - monitoring auditory, visual and kinesthetic aspects of patient/client's communication adapting and facilitating to meet individual patient/client circumstances - positioning and handling patients/clients with a range of physical disabilities in a way that secures optimum seating and posture to positively assist communication - liaising and sharing information with healthcare staff observing data protection guidelines - ensuring that patients/clients are referred to other services as appropriate <p><u>Legislation, policies and procedures</u> may relate to</p> <ul style="list-style-type: none"> - legal frameworks e.g. those relating to children and vulnerable adults - meeting the rights and standards required by the patients charter - maintaining up to date and accurate case notes ensuring they meet departmental standards and are in line with Trust Policy and RCSLT professional standards - ensuring that the confidentiality of patients/clients health records is maintained in line with Trust Policy - ensuring that health records are accessible to patients/clients in line with the Access to Records Act 1990 <p><u>Risks</u> might be from</p> <ul style="list-style-type: none"> - the health status of the patient/client and/or their carer

Dimension and level	Indicators	Areas of application
	<p>health and wellbeing, needs and related risks</p> <p>h) responds to, records and reports any adverse events or incidents relating to the interventions/treatment with an appropriate degree of urgency</p>	
<p>Dimension IK2</p> <p>Information collection and analysis</p> <p>Level 2</p> <p>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 data/information</p> <p>c) confirms that the data/information meets the agreed 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/information at the agreed time using presentation, layout, tone, language, content and <u>images</u> appropriate to:</p>	<p><u>Data and information might relate to</u></p> <ul style="list-style-type: none"> - evaluating training - research and audit projects - evidence based practice - stroke research - report writing - clinical governance - policy development - activity data - annual leave records - equipment loaned to clients <p><u>Legislation, policies and procedures</u> may relate to</p> <ul style="list-style-type: none"> - the rights and standards required by the patients charter - the Trust's Policies - updating activity data accurately and regularly providing it promptly when required within Trust guidelines <p><u>Images</u> may include</p> <ul style="list-style-type: none"> - research findings - reports

Dimension and level	Indicators	Areas of application
	<ul style="list-style-type: none"> - its purpose - the people for whom it is intended - agreed formats and protocols <p>f) complies with relevant <u>legislation, policies and procedures</u> throughout</p>	

APPENDIX 3: Contributors to the development of the joint guidance for SLT staff for developing KSF outlines

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