

Integrated Urgent Care / NHS 111 Workforce Blueprint



Career Framework and Competency Based Job Descriptions Skills for Health Levels 7-9

Introduction

Career Framework and Competency Based Job Descriptions - Skills for Health Levels 7 - 9

This is the second of two documents, which detail the career framework, together with associated competency based job descriptions for roles at Skills for Health Levels 2 to 8, and core competences for level 9 operating within the Integrated Urgent Care/ NHS 111 services, including the Clinical Assessment Services. N.B. Levels 2 to 6 can be found [here](#).

Utilising the [Calderdale Framework](#), the career framework, competences and job descriptions were developed with provider organisations and further tested within a wider group of provider organisations. This development and Early Adopter process ensures that the career framework and roles are applicable to the delivery of the services and meet the needs of callers/patients.

Using the Framework

The Integrated Urgent Care / NHS 111 Career Framework identifies the key roles for registered and non-registered staff. These are mapped to Skills for Health Levels ranging from Service Advisor at Level 2 to Clinical Director at Level 9.

The key tasks, education and training requirements are listed against each role, as are standardised job descriptions, person specifications and core competences for Skills for Health Levels 2-8 and person specifications and core competences for Skills for health Levels 9, Clinical Director.

The core competences have been sourced from the simplified Knowledge and Skills framework (<http://www.nhsemployers.org/SimplifiedKSF>).

Please note

Providers will be expected to ensure the skills and competencies of their workforce are aligned to those detailed in the Career Framework and implement these products as a key element of the IUC Service Specification.

Acknowledgements

Effective Workforce Solutions (EWS) Ltd were commissioned, utilising the Calderdale Framework, to develop a career framework for the Integrated Urgent Care / NHS 111 workforce, identify roles and standardise competency-based job descriptions for the existing call handling roles, both clinical and non-clinical. They were also asked to identify any new roles and develop standardised competency-based job descriptions for these, including in the emergent Clinical Assessment Services.

Health Education England and NHS England would like to thank Care UK, Derbyshire Health United, Devon Doctors, Herts Urgent Care, Integrated Care 24, Isle of Wight NHS Trust, North West Ambulance Service NHS Trust, the Partnership of East London Cooperatives Ltd (PELC), Vocare and Yorkshire Ambulance Service NHS Trust for testing and validating, and for their commitment, enthusiasm and support throughout the process.

References

Smith & Duffy 2010, Nuffield Trust 2015, Skills for Health Career Framework, National Occupational Standards, KSF simplified version.

This information can be made available in alternative formats, such as easy read or large print, and may be available in alternative languages, upon request. Please contact 0300 311 22 33 or email england.contactus@nhs.net.

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For more information about the Integrated Urgent Care / NHS 111 Workforce Blueprint, click [here](#).



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This interactive PDF allows you to access information easily, or search for a specific item.

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Career Framework



This is the Home menu. Clicking on each level takes you to the first page of that section.



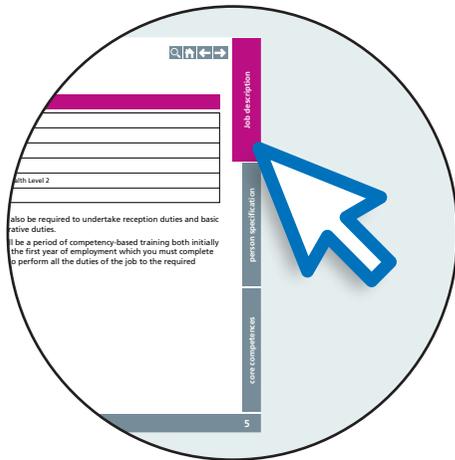
The job description section allows you to customise information, ready to print.



The person specification section is ready to print.



The core competences section is ready to print, complete and keep as a record of performance.



Job description, Person specification and Core competences

Clicking on one of the tabs at the side of the page takes you to the first page of that section.

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Integrated Urgent Care / NHS 111 Career Framework

Skills for Health Levels									
Level 2	Level 3	Level 4		Level 5	Level 6		Level 7	Level 8	Level 9
Service Advisor	Health Advisor	Senior Health Advisor	Team Leader	Clinical Advisor	Senior Clinical Advisor/ Clinical Lead	Urgent Care Practitioner	Advanced Clinical Practitioner	Clinical Consultant	Clinical Director
Key Tasks	Key Tasks	Key Tasks	Key Tasks	Key Tasks	Key Tasks	Key Tasks	Key Tasks	Key Tasks	Key Tasks
Customer service Administration and reception duties Courtesy calls Local signposting	Triage calls Direct patients Use Clinical Decision Support System (CDSS)	Triage calls Provide safe and effective health assessment and advice within protocols Use CDSS	Lead and manage call handling team Provide supervision Performance manage staff Quality assure team's work Use CDSS	Validate calls Provide safe and effective health assessment and advice within protocols Use CDSS	Validate calls Provide clinical leadership Provide clinical support Provide safe and effective clinical assessment and advice within protocols Use CDSS	Provide clinical support Provide safe and effective remote clinical assessment and advice (supported by CDSS) Provide safe and effective face to face clinical assessment, treatment and advice	Remote triage and assessment in NHS 111 call centres Face to face assessment in Clinical Assessment Services Diagnose, treat and/or onward referral – 'Consult and Complete'	Assess, diagnose and treat remotely and face to face Utilise point of care testing Provide clinical leadership and clinical support to other clinical team members Lead on and implement evidence-based service developments Provide expert clinical input into educational programmes	Devise strategies and plans for the clinical department according to organisation standards Assume responsibility for budgeting and resourcing Plan and oversee all patient care or administrative operations and programmes
Education and Training	Education and Training	Education and Training	Education and Training	Education and Training	Education and Training	Education and Training	Education and Training	Education and Training	Education and Training
Apprenticeship In-house systems	Apprenticeship Clinical Decision Support System	Apprenticeship Health and social care training Home management advice training TOXBASE training Dental health training (non-injury) Mental health training Clinical Decision Support System	Apprenticeship Leadership training Coaching training Mentoring training Support skills training	Registered healthcare professional Mental health training Dental health training Clinical Decision Support System	Registered health care professional Leadership training Coaching training Mentoring training	Registered health care professional Masters module in advanced clinical assessment and management	Master's Level apprenticeship Advanced clinical practice Independent prescriber or access to PGD	Registered practitioner Master's Level education Leadership training Expert clinical practice Independent prescriber or access to PGD Working towards professional doctorate or PhD or equivalent	Registered practitioner Master's Level education Working towards professional doctorate or PhD or equivalent (to include advanced leadership)

[Click here for further information on Apprenticeships and Workforce Development](#)

Advanced Clinical Practitioner

Job description	
Post title:	Advanced Clinical Practitioner
Post reference:	
Accountable to:	
Responsible / reporting to:	
Level of role:	Skills for Health level 7
Location:	

1. The Post

1.1 Post Description

Advanced Clinical Practitioners (level 7) have a critical awareness of knowledge issues in the field and at the interface of different fields. They are innovative and have responsibility for developing and changing practice and/or services in a complex and unpredictable environment. (www.skillsforhealth.org.uk)

Advanced Clinical Practice is delivered by experienced registered healthcare practitioners. It is a level of practice characterised by a high level of autonomy and complex decision making. This is underpinned by a Master’s level award or equivalent that encompasses the four pillars of clinical practice, management and leadership, education and research, with demonstration of core and area specific clinical competence through consolidated practice.

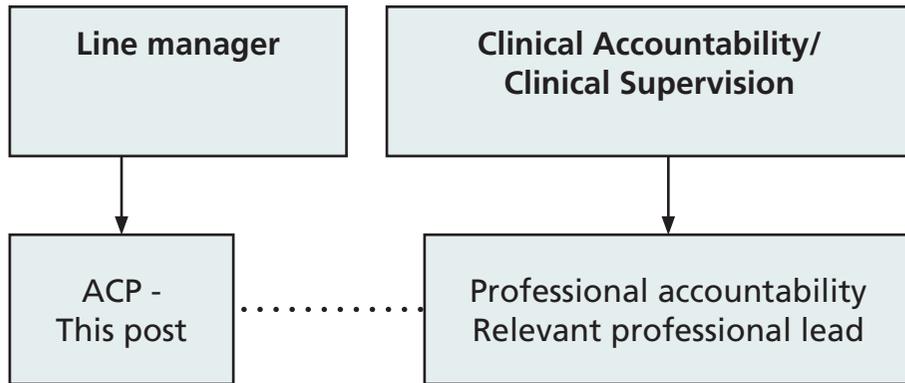
Advanced Clinical Practice embodies the ability to manage complete clinical care in partnership with patients/carers and, where appropriate, other health and care professionals. It includes the analysis and synthesis of complex problems across a range of settings, enabling innovative solutions to enhance patient experience and improve outcomes. (Health Education England).

You will work as an advanced, autonomous practitioner using high levels of decision making skills. Your primary focus will be the provision of excellent patient centred care, encompassing the skills of telephone triage and remote assessment and/or face to face clinical assessment, examination, clinical diagnosis and the development and delivery of effective urgent treatment for patients attending with undifferentiated, undiagnosed primary/urgent health care problems of full general practice patient needs including paediatrics, care of elderly and mental health. This role works within the parameters of current prescribing legislation, exemptions or approved Patient Group Directive.

You will work with the Medical/Non-Medical Clinical Consultant led team.

1.2 Organisational chart

(Including in diagrammatic form to whom the post is responsible to and any posts which are responsible to the post holder)



1.3 Key working relationships

(The range of individuals and organisations the post holder has contact with, how regularly and for what purpose)

All members of the multi-professional teams within primary base and across relevant services and partner organisations

To include:

- Doctors (primarily GPs)
- Nurses
- AHPs
- Administration
- Clinical Support services e.g laboratory staff and radiology
- Clinical leads

2. Main duties and responsibilities of the post

As part of a multi-professional team, the post holder will practice autonomously, whilst being accountable and self-directed in line with the relevant code of professional conduct.

2.1 Clinical care

- **Obtain a patient history (CHS168) and Establish a diagnosis of an individual's health condition (CHS40).** Demonstrate high level clinical knowledge and advanced skills to undertake a remote assessment (**telephone triage** and consultation), including accurate clinical history, and/or perform a **physical examination** to formulate a differential diagnosis and devise, monitor and review evidence based treatment plans and advice. This may be in a call centre, primary care or in patient's home as required, and may include lone working. This may need you to **retrieve and reconcile information about an individual's medication (PHARM29.2016)** escalating appropriately as necessary.
- **Investigate and diagnose an individual presenting for emergency assistance with:**
 - **breathlessness (EC11A)**
 - **bleeding and fluid loss** (including gynaecological but not pregnancy related) **(EC11B)**
 - **pain** (including chest and abdominal pain) **(EC11C)**
 - **tissue trauma** (including musculoskeletal injury) **(EC11D)**
 - **skin rashes/dermatological features (EC11E)**
 - **toxic ingestion** (may include use of TOXBASE) **(EC11F)**
 - **altered behaviour** (non crisis – needs discussion) **(EC11H)**
 - **fever (EC11I)**
 - **fall (EC11J)**

- **ENT (EC11K)**
- **unwell older person (EC11L)**
- **unwell child or young person (EC11M)**

This can be in telephone, remote or face to face settings (e.g. call centre, primary care or patient's home).

- **Arrange services and support with other healthcare providers (CHS98).** Act as a referral agent and care co-ordinator by establishing multi agency collaboration across primary/secondary interface to meet the needs of the patient, including social needs. This may include the need to **Contribute to social care in emergency situation (EC21)**
- **Perform point of care testing (CHS217) and Obtain supporting information to inform the assessment of an individual (EUSC02).** Undertake/order and interpret appropriate laboratory and radiological investigations. Taking into account cost and clinical effectiveness of any investigations. These may include D-Dimer, CRP, K+, U&E.
- **Provide clinical interpretation from clinical investigations (CHS220) and Determine a treatment plan for an individual (CHS41).** Autonomously make a diagnosis and care management decisions based on interpretation of results, ensuring that optimum physical and psychological needs are met and are ethically based. Make appropriate follow up referral as needed and/or ensure the patient has instructions on action to take if not improving.
- **Manage an individual's medication to achieve optimum outcomes (CHS74)** as an independent prescriber or within the scope of PGD, seeking advice when necessary.
- **Prioritise treatment and care for individuals according to their health status and need (CHS121),** accepting responsibility of own caseload of patients, ensuring all patients have accurate, up to date and complete records of patient consultation, consistent with current legislation and local policies.

- **Advise on the health status and healthcare needs of individuals at a distant location using electronic communication media (CHS127) and Conduct handover between handover personnel (CHS126).** Provide accurate, unambiguous, relevant and timely communications to colleagues as required during handover and referral. These must be supported by written information which is consistent with verbal or electronic information.
- Competently carry out a wide variety of procedures and interventions which require advanced levels of knowledge and skills requiring dexterity and accuracy. *This will include: Identify and list any service specific skills: Please note any additional skills which are identified as being required and were not part of initial training must undergo a risk assessment using the Calderdale Framework – risk assessment tool and relevant competency must be written and training must be put in place.*
- **Prepare prescriptions for prescription only medication (CHD HK1).** Act as an independent prescriber or work to Patient Group Direction (PGD), working within parameters of agreed clinical guidelines and in accordance with current legislation regarding the supply and prescribing of medications. This includes the ongoing monitoring, assessment, evaluation and revision of medication.
- **Prioritise individuals for further assessment, treatment and care (EUSC07),** including prioritising own workload on a daily basis to meet needs of the service and prioritising patients based on clinical need and escalating appropriately to colleagues for assistance with workload, if patient care would otherwise be compromised.
 - **Communicate effectively in a healthcare environment (GEN97).** To competently manage any barriers to communication in the effective treatment of patients for example, altered conscious levels, sensory loss and altered perception, pain, fear

and psychosocial problems. To use a high level of verbal and non verbal communication skills, with the ability to adapt to a variety of situations in the management of patient care in sometimes complex, sensitive and contentious situations such as, breaking bad news/ special needs and dealing with distressed families, face to face or over the telephone. This may include **GEN21.2012. Interact with individuals using telecommunications.**

2.2 Management and leadership

- **Provide leadership in your area of responsibility (CFAM&LBA2)** by directing, leading and motivating staff to ensure a high standard of professionalism, efficiency and effectiveness in service delivery, ensuring activity is aligned to service and organisation priorities. Promoting and influencing others to incorporate values based care into practice.
- **Develop and maintain your professional networks (CFAM&LAA3).** Actively seek opportunities to promote, publicise and disseminate the role and integrated working. Taking part in local and national professional and multidisciplinary events and through presentations, workshops, formal teaching, conferences, networking and if appropriate publications as required.
- **Develop and maintain productive relationships with colleagues (CFAM&LDD1).** Building and maintaining good and strong influential relationships with colleagues, staff internal and external stakeholders.
- **Monitor your own work practices (GEN23) and Manage and organise your own time and activities (HT4),** including being financially responsible for ensuing use of equipment, ordering investigations and prescribing treatments etc. are cost effective; acting within legislation, policies and procedures relating to information governance.

- **Ensure compliance with legal, regulatory, ethical and social requirements (CFAM&LBB4).** Understand and act within the organisation’s governance framework including incident reporting, raising of concerns, poor performance and responding to patient feedback. Work within organisation’s guidelines to manage, review and identify learning from patient/carer complaints, clinical incidents, including near miss events. To effectively manage complaints and concerns from patients, families, carers and visitors to the organisation.
- **Promote, monitor and maintain health, safety and security (SS03)** by continually assessing and monitoring risk in own and others practice and challenge others about risk factors.
- **Promote the rights and diversity of individuals (SCDHSC3111)** including promoting culture which values and respects the diversity of all individuals and their capacity to exercise their rights in the work setting.

2.3 Research and quality

- **Improve quality of health and healthcare through audit and evaluation (PHS08)** by participating in audit, data collection and activity monitoring to improve performance and inform future service developments. This will involve the use of and/or developing and writing clinical and operational policies and procedures in collaboration with the wider healthcare team.
 - **Assist in research work (R&D8a)** taking an active role in relevant research projects within then policy framework of the organisation.
 - **Synthesise new knowledge into the development of own practice (GEN13)** demonstrating evidence based care and acting consistently with quality standards, guidelines and protocols within own and associated clinical areas. You will take a lead role in the

provision of a clinical specialism within the unscheduled care environment.

- **Identify and evaluate opportunities for innovation and improvement (CFAM&LCA1)** by contributing to the development of multidisciplinary and multiagency partnership working with internal departments and external health, social care and other stakeholders.

2.4 Professionalism and Education

- **Act within the limits of your own competence and authority (GEN63).** Ensure escalation to Consultant Practitioner/GP when further input required. Be aware of health and safety aspects of the work, ensuring health and safety policies and procedures are applied within own practice, including the prompt recording and reporting of accidents, incidents and near misses.
- **Engage people in change (CFAM&LCA3)** by supporting others effectively during times of change and working with others to overcome problems and tensions and ensure that workload is managed effectively.
- **Uphold the rights of individuals (SCDHSC0234)** by challenging behaviour and practice which serves to undermine the rights of others and to take actions where necessary to address and discrimination and poor practice. To recognise and promote the importance of people’s rights and interpret them in a way that is consistent with procedures and policies and legislation. This will include compliance with consent policy and determining mental capacity and acting in the best interests of the patients at all times. Working within a legal framework for those who lack capacity to consent to treatment.
- **Develop your practice through reflection and learning (SCDHSC0033)** and **Develop your own knowledge and practice (SCDHSC0023)** by taking responsibility for own learning and

performance, including maintaining and advancing specialist knowledge in integrated urgent care services. This will involve actively seeking and participating in peer review of own practice, learning from examples of case management to improve service delivery and patient experience, participating in mandatory training and attendance on identified education programmes and clinical skill training which underpins the ongoing development of the role.

- **Make use of supervision (GEN36).** Prepare for and take an active part in the Appraisal/Revalidation/Clinical Supervision and preceptorship process. This will involve maintaining a portfolio which will include evidence to demonstrate the impact of the role. This will involve colleagues from other professional backgrounds and disciplines.
- **Support and challenge workers on specific aspects of their practice (GEN132),** thereby contributing to the support and development of others through working in collaboration with the team to plan and deliver interventions to meet the learning and development needs of the wider team and in particular junior colleagues and students across all professional groups. This will involve providing clinical supervision, coaching, mentoring and assessment as required, within a multidisciplinary setting.

3. Work setting and review

(Who is responsible for setting and reviewing the work, the extent to which the post holder works unsupervised, and the extent to which they are free to act without direct reference to a more senior person)

- To work as an autonomous practitioner in line with their professional code of conduct and scope of practice. Be aware of own limitations and seek advice and guidance as necessary from colleagues.
- The post holder will be directly supervised for those clinical activities which are not within area of competence until such time as competence is met.

Supervision will be from a clinically competent practitioner working to at least the same level as the post holder.

4. Individual responsibilities

The post holder is expected to adhere to organisational policies and procedures and relevant legislation including the requirements of any professional bodies and to attend mandatory training as identified by the organisation.

Particular attention is drawn to the following requirements:

- **CONFIDENTIALITY**

The post holder must maintain the confidentiality of information about patients, staff and Trust business in accordance with the Data Protection Act 1998 and Caldicott principles. You should familiarise yourself with the organisation's confidentiality and data protection policies.

- **INFECTION CONTROL**

In order to comply with the Health Act 2006 (Code of Practice for the Prevention and Control of Health Care Associated Infections) it is the responsibility of every member of staff to prevent and control the spread of infection following the organisation's infection control policies.

- **SAFEGUARDING**

Individuals have a duty of care to children and vulnerable adults that they come into contact with whilst at work to safeguard and promote their welfare and to work to prevent, recognise, respond, appropriately refer and record potential neglect or abuse, adhering to the organisation's Safeguarding and Prevent policies. Safeguarding also means ensuring that fundamental aspects of care, such as appropriate nutrition, preventing falls and minimising the risk of pressure ulcer formation, is provided for each patient in our care.

- **HEALTH AND SAFETY**

All Managers have a general accountability for ensuring, so far as is reasonably practicable, the health, safety and welfare of the employees under their direction at work.

All employees are required to:

- *take reasonable care for their own acts or omissions and the effect that these may have upon the safety of themselves or any other person.*
- *use safety equipment or clothing in a proper manner and for the purpose intended.*
- *note that any employee who intentionally or recklessly misuses anything supplied in the interests of health and safety will be subject to disciplinary procedures.*
- *work in accordance with any health and safety procedures, instructions or training that has been given.*
- *not undertake any task for which they have not been authorised and for which they are not adequately trained.*
- *bring to the attention of a responsible person any perceived shortcoming in our safety arrangements or any defects in work equipment.*
- *note that all employees are under a duty to familiarise themselves with the Risk Management, Fire, and Health & Safety Policies.*
- *undertake mandatory training in accordance with legal requirements (fire and governance training is required annually and health and safety training is a single event).*

- **CORPORATE GOVERNANCE ARRANGEMENTS**

You will be expected to familiarise yourself with the Organisation's Governance Strategy which outlines the Management and Committee Structures and Procedures for the Governance of the Organisation's activities.

- **RISK MANAGEMENT**

Ensure that you implement systems and procedures at local level to fulfil the requirements of the Organisation's Risk Management Strategy including local management and resolution of complaints and concerns, management of Untoward Incidents / Near Misses, and compliance with the Risk Profiling Programme.

• **SMOKING**

All Health Service premises are considered as non-smoking zones, other than specific externally designated smoking areas. There will be a strict no-smoking policy within organisation's premises.

• **EQUALITY AND DIVERSITY**

All staff have a role to play in supporting and championing equality and ensuring that our workplace and the services we deliver are free from discrimination. This includes delivering the organisation's obligations as they are set out within the Equality Act and Public Sector Equality Duty, which means not only ensuring equal opportunities for staff and service users, but also ensuring that patients have equal access to NHS services and that health inequalities are reduced across all protected characteristics. Treating people equally may mean treating people differently or more favourably, in order to ensure equal access – for example, by giving staff with dyslexia more time to sit tests, or by giving people with learning disabilities longer appointments. All staff must ensure that they have the skills, knowledge and competences outlined within the competency framework to ensure that their practice and the care they provide meets the needs of all individuals with protected characteristics, where appropriate taking account of cultural or language needs, respecting difference and taking action to reduce health inequalities.

All employees must be aware of their obligations and to abide by the spirit and nature of these requirements to avoid direct and indirect discrimination, instead championing equal access to health and care outcomes.

5. Job description agreement

Post holder's signature

Date

Line Manager's signature

Date

Advanced Clinical Practitioner

Requirements	Essential	Desirable	How identified
Qualifications	<p>Regulated Health Care professional with current registration</p> <p>Relevant Master’s level modules including Advanced Clinical Assessment & Management (30 credits), Consultation Skills</p> <p>Where appropriate registered as a non-medical prescriber with the relevant regulator or have access to PGD</p> <p>Willing and able to undertake telephone triage course if required</p>	<p>Leadership modules</p> <p>ALS/ILS</p> <p>Recognising the sick child</p> <p>Chronic disease management</p> <p>Recognised Teaching and Assessing course (e.g. Mentor Preparation, SLIP, Clinical Educator course, PGCE)</p>	<p>NMC/HCPC/GPhC register</p> <p>Application form</p> <p>Interview</p>
Experience	<p>Significant post registration experience where autonomous working at an advanced level has been acquired in the speciality area or a related area where advanced skills could be transferable.</p> <p>Experience of clinical leadership</p> <p>Proven track record of teaching and assessing</p> <p>Experience of service specific advanced clinical skills.</p> <p>Experience of working within multi professional settings with consolidated clinical practice and contributing to effective team working.</p> <p>Experience of leading evidenced service improvement and innovation through service /practice development initiatives, audit or research.</p>	<p>Experience of working independently in a healthcare role</p> <p>People management experience</p> <p>Clinical supervision/coaching skills</p> <p>General management experience</p> <p>Evidence of higher level of practice within the specialist area</p> <p>Experience of work using telephone triage</p>	<p>Application form and interview</p>
Knowledge	<p>Knowledge of local and national healthcare agendas/strategy and policies and how they relate to the specific service.</p> <p>Understand the legal, ethical and professional responsibilities and accountability with regards to advanced level, autonomous practice.</p> <p>Understand the impact of advanced practice roles on service delivery and their contribution to the multi-professional team</p> <p>Knowledge and understanding of clinical human factors in delivery of safe healthcare practice</p> <p>In depth service specific knowledge which underpins advanced level practice</p>		<p>Application form and interview</p>

Advanced Clinical Practitioner

Requirements	Essential	Desirable	How identified
Skills and Aptitudes	<p>Able to demonstrate situations where effective leadership and management have been used to improve care delivery</p> <p>Able to demonstrate progression towards and working at an advanced level of practice.</p> <p>Able to demonstrate examples of service improvement or changes to practice through practice development initiatives, audit or research</p> <p>Able to demonstrate professional and clinical accountability in relation to advanced level, autonomous practice</p> <p>Able to work in a complex, challenging and changing environments</p> <p>Able to demonstrate management of complex, sensitive information and adjusting mode of communication to enable patient needs to be met</p> <p>Able to demonstrate multi-professional working and working across organisational boundaries</p> <p>Able to deal with the challenge of developing and embedding advanced roles in existing multi-professional teams</p> <p>Able to demonstrate working under pressure and to deal with emergency situations safely and effectively</p> <p>Able to demonstrate managing complex and challenging patient centred situations effectively</p> <p>Able to demonstrate skilled written, verbal and presentation communication skills</p>		Application form and interview
Personal Circumstances	<p>Positive attitude to innovation and change</p> <p>Adaptable and able to respond to changing situations</p> <p>Self directed, proactive, willing and committed to learn and develop new skills</p> <p>Ability to maintain and act in a professional manner at all times</p> <p>Can self analyse own work and performance, with the ability to recognise own limitations and act upon them appropriately</p> <p>To act as a positive role model and promote ACP role across the organisation.</p> <p>Ability to work flexibly to meet needs of the service. This may include flexible hours within the specific service and adapting to the ongoing development of the ACP role.</p> <p>Excellent time management skills.</p> <p>Ability to work under own initiative and plan and prioritise own workloads</p> <p>Computer and keyboard skills</p>		Application form and interview

Advanced Clinical Practitioner

Requirements	Essential	Desirable	How identified
Other requirements	Ability to travel to attend relevant events/meet work commitments Ability to pass pre-employment health assessment		

Person Specification Agreement

Post holder

Date

Line Manager

Date

Advanced Clinical Practitioner

1. Communication	Date achieved	Assessor signature
Level 4 - Develop and maintain communication with people on complex matters, issues and ideas and/or in complex situations (including telephone triage). For example:		
<ul style="list-style-type: none"> Encourages effective communication between all involved 		
<ul style="list-style-type: none"> Develops partnerships and actively maintains them 		
<ul style="list-style-type: none"> Anticipates barriers to communication and takes action to improve communication 		
<ul style="list-style-type: none"> Articulates a vision for organisation focus which generates enthusiasm and commitment from both employees and patients/wider public 		
<ul style="list-style-type: none"> Is persuasive in putting forward own view and that of the organisation 		
<ul style="list-style-type: none"> Communicates effectively and calmly in difficult situations and with difficult people 		

Comments and Action Plan

Advanced Clinical Practitioner

2. Personal and People Development	Date achieved	Assessor signature
Level 4 - Develop oneself and others in areas of practice		
<ul style="list-style-type: none"> • Contributes to development in the workplace as a learning environment 		
<ul style="list-style-type: none"> • Actively creates opportunities to enable everyone to learn from each other and from external good practice 		
<ul style="list-style-type: none"> • Uses a coaching approach to encourage others to develop 		
<ul style="list-style-type: none"> • Ensures all employees managed have annual appraisals and personal development plans in place and comply with mandatory training 		

Comments and Action Plan

Advanced Clinical Practitioner

3. Health, Safety and Security	Date achieved	Assessor signature
Level 3 - Promote, monitor and maintain best practice in health, safety and security		
<ul style="list-style-type: none"> Identifies and manages risk at work and helps others to do the same 		
<ul style="list-style-type: none"> Makes sure others work in a way that complies with legislation and organisational policies and procedures on health, safety and risk management 		
<ul style="list-style-type: none"> Carries out, or makes sure others carry out risk assessments in own area. Checks work area to make sure it is free from risks and conforms to legislation and organisational policies and procedures on health, safety and risk management 		
<ul style="list-style-type: none"> Takes the right action when risk is identified 		
<ul style="list-style-type: none"> Finds ways of improving health, safety and security in own area 		

Comments and Action Plan

Advanced Clinical Practitioner

4. Service Improvement	Date achieved	Assessor signature
Level 3 - Appraise, interpret and apply suggestions, recommendations and directives to improve services		
<ul style="list-style-type: none"> Identifies and evaluates potential improvements to the service 		
<ul style="list-style-type: none"> Discusses improvement ideas with appropriate people and agrees a prioritised plan of implementation to take forward agreed improvements 		
<ul style="list-style-type: none"> Presents a positive role model in times of service improvement 		
<ul style="list-style-type: none"> Supports and works with others to help them understand the need for change and to adapt to it 		
<ul style="list-style-type: none"> Enables and encourages others to suggest change, challenge tradition and share good practice with other areas of the organisation 		
<ul style="list-style-type: none"> Evaluates the changes made and suggests further improvements where needed 		
<ul style="list-style-type: none"> Evaluates draft policies and strategies and feeds back thoughts on impacts on users and the public 		

Comments and Action Plan

Advanced Clinical Practitioner

5. Quality	Date achieved	Assessor signature
Level 3 - Contribute to improving quality examples:		
<ul style="list-style-type: none"> Promotes quality approaches making others aware of the impact of quality 		
<ul style="list-style-type: none"> Understands own role, its scope and how this may change and develop over time in developing a high quality organisation 		
<ul style="list-style-type: none"> Reviews effectiveness of own team and helps and enables others to work as a team 		
<ul style="list-style-type: none"> Prioritises own workload and manages own time in a manner that maintains and promotes high quality 		
<ul style="list-style-type: none"> Evaluates others work in own area and raises quality issues and related risks with the appropriate people 		
<ul style="list-style-type: none"> Supports changes in own area that improves the quality of systems and processes 		
<ul style="list-style-type: none"> Takes appropriate action when there is a persistent problem with quality 		

Comments and Action Plan

Advanced Clinical Practitioner

6. Equality and Diversity	Date achieved	Assessor signature
Level 2 - Support equality and value diversity		
<ul style="list-style-type: none"> • Interprets equality, diversity and rights in accordance with legislation, policies, procedures and good practice 		
<ul style="list-style-type: none"> • Actively acts as a role model in own behaviour and fosters a non-discriminatory culture 		
<ul style="list-style-type: none"> • Promotes equality and diversity in own area and ensures policies are adhered to 		
<ul style="list-style-type: none"> • Manages people and applies internal processes in a fair and equal way 		
Level 3 - Promote equality and value diversity		
<ul style="list-style-type: none"> • Interprets equality, diversity and rights in accordance with legislation, policies, procedures and good practice 		
<ul style="list-style-type: none"> • Actively acts as a role model in own behaviour and fosters a non-discriminatory culture 		
<ul style="list-style-type: none"> • Promotes equality and diversity in own area and ensures policies are adhered to 		
<ul style="list-style-type: none"> • Manages people and applies internal processes in a fair and equal way 		

Comments and Action Plan

1. Obtain a patient history (CHS168)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/2819/>

Performance criteria	Date achieved	Assessor signature
1. Explain your role and responsibilities and check the individual's identity according to local guidelines before the taking of an individual's history relevant to your work area		
2. Follow national and local guidelines if the individual is unable to provide a relevant history		
3. Communicate effectively in the appropriate medium to meet the individual's or third party's needs and preferences		
4. Check the individual's or third party understanding of the purpose of obtaining an individual's relevant history		
5. Respect the individual's privacy, dignity, wishes and beliefs and maintain the confidentiality of the information obtained in line with legislation and organisational requirements		
6. Obtain details of the individual's prior health status and circumstances over a sufficient period of time to inform the assessment and requirements for your work activities		
7. Use appropriate questions to explore, clarify and confirm any unusual or ambiguous information and record the information clearly and accurately in a systematic manner		
8. Accurately answer any questions at a level and pace that is appropriate to the individual's or third party needs		
9. Maintain full, accurate and legible records of information collected in line with current legislation, guidelines, local policies and protocol		

Comments and Action Plan

2. Establish a diagnosis of an individual’s health condition (CHS40)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/220/>

Performance criteria	Date achieved	Assessor signature
1. Check the individual’s identity and confirm valid consent has been obtained for the healthcare investigations or activities required to establish a diagnosis.		
2. Explain your own role, its scope, your responsibilities and accountabilities clearly to the individual and relevant carers		
3. Respect the individual’s privacy, dignity, wishes and beliefs at all times		
4. Communicate with the individual in an appropriate manner, recognising the stressful nature of a potential diagnosis		
5. Consider all the relevant evidence from the individual’s history, baseline observations and tests, and clinical examination		
6. Make use of clinical interpretations and reports to make justifiable assessment of the nature, likely causes and prognosis of the individual’s health condition in accordance with clinical governance		
7. Request further investigations, if required, following national, local and organisational guidelines and protocols		
8. Explain to the individual why you are requesting further investigations, if any, what can be expected to happen and the expected timescales to review the findings and possible implications of normal and abnormal results		
9. Provide opportunities for the individual to ask questions and increase their understanding of their condition		
10. Assess the need for support and provide reassurance where appropriate		
11. Discuss with colleagues, or seek advice from others who are able to assist, where the information you have gathered is difficult to interpret		
12. Discuss the diagnosis with the individual to enable them to think through the implications and how these can be managed		
13. Make a full, accurate and clear record of the information obtained used to establish the diagnosis		
14. Reassure the individual and relevant carers and explain and confirm understanding for the next steps		
15. Ensure you maintain the confidentiality of information at all times in accordance with information governance		

2. Establish a diagnosis of an individual's health condition (CHS40) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/220/>

Comments and Action Plan

[Although these NOS refer to 'emergency' assistance, the content meets the contextual requirements of Integrated Urgent Care services]

3. Retrieve and reconcile information about an individual’s medication (PHARM29.2016)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/4218/>

Performance criteria	Date achieved	Assessor signature
1. Work within the relevant Standard Operating Procedures including the relevant health and safety procedures and within your own limits of competence		
2. Ensure that the environment and timing is suitable for open and confidential discussion with the individual or third party about their medicines		
3. Communicate with the individual and key people at a pace, in a manner and at a level appropriate to the individual’s understanding, preferences and needs		
4. Explain your role and responsibilities, introduce yourself and check the individual’s identity according to local guidelines before retrieving an individual’s medication history relevant to your work area		
5. Obtain valid consent from the individual or third party in accordance with Standard Operating Procedures		
6. Check the individual’s or third party understanding of the purpose of retrieving an individual’s relevant history		
7. Check and record the individual’s allergy status		
8. Use appropriate questions to explore, clarify and confirm any unusual or ambiguous information and record the information clearly and accurately in a systematic manner		
9. Identify and document the medicines and other substances, and ascertain from appropriate sources when and how they are taken by the individual		
10. Use appropriate sources to identify details that are relevant to the individual’s medication history including: <ul style="list-style-type: none"> • medicines that have been started recently • medicines that have stopped • medicines that have changed • medicines that are used regularly • medicines that are used occasionally • medicines that are swapped or shared between individuals or their family and friends • medicines that are bought from other sources • if the individual drinks alcohol, smokes or uses other substances • if the individual has experienced any problems or difficulties with their medication 		

3. Retrieve and reconcile information about an individual’s medication (PHARM29.2016) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/4218/>

Performance criteria	Date achieved	Assessor signature
11. Report any problems, inconsistencies or adverse reactions that the individual may have experienced from their medication in line with Standard Operating Procedures		
12. Reconcile and compare the medication history to the individual’s current list of medicines		
13. Identify and document any discrepancies, changes, deletions or additions		
14. Complete all relevant documentation and store appropriately in accordance with legal and organisational requirements		

Comments and Action Plan

4. Investigate and diagnose an individual presenting for emergency assistance with breathlessness (EC11A)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/607/>

Performance criteria	Date achieved	Assessor signature
1. Explain clearly to the individual: <ul style="list-style-type: none"> • your own role, responsibilities, accountability and scope of practice • the information that is needed from the assessment and who might have access to it 		
2. Obtain the individual's informed consent to the assessment process		
3. Discuss and agree with colleagues: <ul style="list-style-type: none"> • who is responsible for aspects of the assessment and how this will be managed and reported • needs and risks and how these can best be addressed 		
4. Ensure you obtain a complete and accurate history of the presenting individual		
5. Accurately and promptly identify the additional information which you need to make a differential diagnosis		
6. Follow the appropriate procedures and protocols to arrange for any investigations or observations needed to provide you with relevant information		
7. Review all the available information, noting and taking account of any conflicting, confounding or unusual aspects		
8. Recognise accurately and promptly the differentiating features of commonly occurring conditions presenting as breathlessness		
9. Recognise promptly the need for, and obtain, any additional information needed to clarify or confirm your analysis		
10. Identify and make use of relevant research and findings from evidence based practice to inform your interpretation		
11. Promptly seek additional views and advice from relevant others when your interpretation produces unclear results		
12. Develop a diagnosis which is: <ul style="list-style-type: none"> • justifiable given the information available at the time • likely to result in the optimum outcome for the individual 		
13. Balance any additional or unusual aspects of the individual's presenting features against their overall presentation, acknowledging any uncertainties and conflicts		
14. Recognise accurately potential signs of abuse and report them promptly to the appropriate person, in line with national and organisational policy		

4. Investigate and diagnose an individual presenting for emergency assistance with breathlessness (EC11A) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/607/>

Performance criteria	Date achieved	Assessor signature
15. Form an accurate and justifiable identification of: <ul style="list-style-type: none"> the nature and severity of the individual's breathlessness the likely causes of the individual's breathlessness the implications of pre-existing and other medical problems which the individual may have the prognosis for the individual the individual's related needs risks to the individual's health and well being in the short and longer term 		
16. Form a working diagnosis as quickly as possible		
17. Seek additional support and advice from other practitioners as necessary to arrive at a satisfactory working diagnosis		
18. Re-evaluate and adjust, if necessary, your initial diagnosis in the light of emerging symptoms and/or the results of investigations		
19. Determine and confirm when death has occurred, within the limits of your own role, accountability and scope of practice, or inform the appropriate other of the need for them to make this confirmation		
20. Maintain full, accurate and legible records of your diagnosis and any assumptions made and make these available for future reference in line with organisational practices		
21. Initiate symptomatic treatment at the earliest opportunity in line with national, local and organisational guidelines and protocols		
22. Initiate action which provides the best possible outcome for the individual		
23. Advise the individual and any significant others of the diagnosis: <ul style="list-style-type: none"> at the earliest opportunity in a manner which is sensitive to their concerns 		
24. Provide opportunities for the individual and significant others to ask questions and develop their understanding of the diagnosis		
25. Identify and share with colleagues relevant details of the diagnosis you have reached and its implications for further action		

4. Investigate and diagnose an individual presenting for emergency assistance with breathlessness (EC11A) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/607/>

Comments and Action Plan

5. Investigate and diagnose an individual presenting for emergency assistance with bleeding and fluid loss (EC11B)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/608/>

Performance criteria	Date achieved	Assessor signature
1. Explain clearly to the individual: <ul style="list-style-type: none"> • your own role, responsibilities, accountability and scope of practice • the information that is needed from the assessment and who might have access to it 		
2. Obtain the individual's informed consent to the assessment process		
3. Discuss and agree with colleagues: <ul style="list-style-type: none"> • who is responsible for aspects of the assessment and how this will be managed and reported • needs and risks and how these can best be addressed 		
4. Ensure you obtain a complete and accurate history of the presenting individual		
5. Accurately and promptly identify the additional information which you need to make a differential diagnosis		
6. Follow the appropriate procedures and protocols to arrange for any investigations or observations needed to provide you with relevant information		
7. Review all the available information, noting and taking account of any conflicting, confounding or unusual aspects		
8. Recognise accurately and promptly the differentiating features of commonly occurring conditions presenting as bleeding and fluid loss		
9. Recognise promptly the need for, and obtain, any additional information needed to clarify or confirm your analysis		
10. Identify and make use of relevant research and findings from evidence based practice to inform your interpretation		
11. Promptly seek additional views and advice from relevant others when your interpretation produces unclear results		
12. Develop a diagnosis which is: <ul style="list-style-type: none"> • justifiable given the information available at the time • likely to result in the optimum outcome for the individual 		
13. Balance any additional or unusual aspects of the individual's presenting features against their overall presentation, acknowledging any uncertainties and conflicts		
14. Recognise accurately potential signs of abuse and report them promptly to the appropriate person, in line with national and organisational policy		

5. Investigate and diagnose an individual presenting for emergency assistance with bleeding and fluid loss (EC11B) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/608/>

Performance criteria	Date achieved	Assessor signature
15. Form an accurate and justifiable identification of: <ul style="list-style-type: none"> • the nature and severity of the individual's bleeding and fluid loss • the likely causes of the individual's bleeding and fluid loss • the implications of pre-existing and other medical problems which the individual may have • the prognosis for the individual • the individual's related needs • risks to the individual's health and well being in the short and longer term 		
16. Form a working diagnosis as quickly as possible		
17. Seek additional support and advice from other practitioners as necessary to arrive at a satisfactory working diagnosis		
18. Re-evaluate and adjust, if necessary, your initial diagnosis in the light of emerging symptoms and/or the results of investigations		
19. Determine and confirm when death has occurred, within the limits of your own role, accountability and scope of practice, or inform the appropriate other of the need for them to make this confirmation		
20. Maintain full, accurate and legible records of your diagnosis and any assumptions made and make these available for future reference in line with organisational practices		
21. Initiate symptomatic treatment at the earliest opportunity in line with national, local and organisational guidelines and protocols		
22. Initiate action which provides the best possible outcome for the individual		
23. Advise the individual and any significant others of the diagnosis: <ul style="list-style-type: none"> • at the earliest opportunity • in a manner which is sensitive to their concerns 		
24. Provide opportunities for the individual and significant others to ask questions and develop their understanding of the diagnosis		
25. Identify and share with colleagues relevant details of the diagnosis you have reached and its implications for further action		

5. Investigate and diagnose an individual presenting for emergency assistance with bleeding and fluid loss (EC11B) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/608/>

Comments and Action Plan

6. Investigate and diagnose an individual presenting for emergency assistance with pain (EC11C)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/609/>

Performance criteria	Date achieved	Assessor signature
1. Explain clearly to the individual: <ul style="list-style-type: none"> • your own role, responsibilities, accountability and scope of practice • the information that is needed from the assessment and who might have access to it 		
2. Obtain the individual's informed consent to the assessment process		
3. Discuss and agree with colleagues: <ul style="list-style-type: none"> • who is responsible for aspects of the assessment and how this will be managed and reported • needs and risks and how these can best be addressed 		
4. Ensure you obtain a complete and accurate history of the presenting individual		
5. Accurately and promptly identify the additional information which you need to make a differential diagnosis		
6. Follow the appropriate procedures and protocols to arrange for any investigations or observations needed to provide you with relevant information		
7. Review all the available information, noting and taking account of any conflicting, confounding or unusual aspects		
8. Recognise accurately and promptly the differentiating features of commonly occurring conditions presenting as pain		
9. Recognise promptly the need for, and obtain, any additional information needed to clarify or confirm your analysis		
10. Identify and make use of relevant research and findings from evidence based practice to inform your interpretation		
11. Promptly seek additional views and advice from relevant others when your interpretation produces unclear results		
12. Develop a diagnosis which is: <ul style="list-style-type: none"> • justifiable given the information available at the time • likely to result in the optimum outcome for the individual 		
13. Balance any additional or unusual aspects of the individual's presenting features against their overall presentation, acknowledging any uncertainties and conflicts		
14. Recognise accurately potential signs of abuse and report them promptly to the appropriate person, in line with national and organisational policy		

6. Investigate and diagnose an individual presenting for emergency assistance with pain (EC11C) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/609/>

Performance criteria	Date achieved	Assessor signature
15. Form an accurate and justifiable identification of: <ul style="list-style-type: none"> the nature and severity of the individual's pain the likely causes of the individual's pain the implications of pre-existing and other medical problems which the individual may have the prognosis for the individual the individual's related needs risks to the individual's health and well being in the short and longer term 		
16. Form a working diagnosis as quickly as possible		
17. Seek additional support and advice from other practitioners as necessary to arrive at a satisfactory working diagnosis		
18. Re-evaluate and adjust, if necessary, your initial diagnosis in the light of emerging symptoms and/or the results of investigations		
19. Determine and confirm when death has occurred, within the limits of your own role, accountability and scope of practice, or inform the appropriate other of the need for them to make this confirmation		
20. Maintain full, accurate and legible records of your diagnosis and any assumptions made and make these available for future reference in line with organisational practices		
21. Initiate symptomatic treatment at the earliest opportunity in line with national, local and organisational guidelines and protocols		
22. Initiate action which provides the best possible outcome for the individual		
23. Advise the individual and any significant others of the diagnosis: <ul style="list-style-type: none"> at the earliest opportunity in a manner which is sensitive to their concerns 		
24. Provide opportunities for the individual and significant others to ask questions and develop their understanding of the diagnosis		
25. Identify and share with colleagues relevant details of the diagnosis you have reached and its implications for further action		

6. Investigate and diagnose an individual presenting for emergency assistance with pain (EC11C) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/609/>

Comments and Action Plan

7. Investigate and diagnose an individual presenting for emergency assistance with tissue trauma (EC11D)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/598/>

Performance criteria	Date achieved	Assessor signature
1. Explain clearly to the individual: <ul style="list-style-type: none"> • your own role, responsibilities, accountability and scope of practice • the information that is needed from the assessment and who might have access to it 		
2. Obtain the individual's informed consent to the assessment process		
3. Discuss and agree with colleagues: <ul style="list-style-type: none"> • who is responsible for aspects of the assessment and how this will be managed and reported • needs and risks and how these can best be addressed 		
4. Ensure you obtain a complete and accurate history of the presenting individual		
5. Accurately and promptly identify the additional information which you need to make a differential diagnosis		
6. Follow the appropriate procedures and protocols to arrange for any investigations or observations needed to provide you with relevant information		
7. Review all the available information, noting and taking account of any conflicting, confounding or unusual aspects		
8. Recognise accurately and promptly the differentiating features of commonly occurring conditions presenting as tissue trauma		
9. Recognise promptly the need for, and obtain, any additional information needed to clarify or confirm your analysis		
10. Identify and make use of relevant research and findings from evidence based practice to inform your interpretation		
11. Promptly seek additional views and advice from relevant others when your interpretation produces unclear results		
12. Develop a diagnosis which is: <ul style="list-style-type: none"> • justifiable given the information available at the time • likely to result in the optimum outcome for the individual 		
13. Balance any additional or unusual aspects of the individual's presenting features against their overall presentation, acknowledging any uncertainties and conflicts		
14. Recognise accurately potential signs of abuse and report them promptly to the appropriate person, in line with national and organisational policy		

7. Investigate and diagnose an individual presenting for emergency assistance with tissue trauma (EC11D) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/598/>

Performance criteria	Date achieved	Assessor signature
15. Form an accurate and justifiable identification of: <ul style="list-style-type: none"> • the nature and severity of the individual's tissue trauma • the likely causes of the individual's tissue trauma • the implications of pre-existing and other medical problems which the individual may have • the prognosis for the individual • the individual's related needs • risks to the individual's health and well being in the short and longer term 		
16. Form a working diagnosis as quickly as possible		
17. Seek additional support and advice from other practitioners as necessary to arrive at a satisfactory working diagnosis		
18. Re-evaluate and adjust, if necessary, your initial diagnosis in the light of emerging symptoms and/or the results of investigations		
19. Determine and confirm when death has occurred, within the limits of your own role, accountability and scope of practice, or inform the appropriate other of the need for them to make this confirmation		
20. Maintain full, accurate and legible records of your diagnosis and any assumptions made and make these available for future reference in line with organisational practices		
21. Initiate symptomatic treatment at the earliest opportunity in line with national, local and organisational guidelines and protocols		
22. Initiate action which provides the best possible outcome for the individual		
23. Advise the individual and any significant others of the diagnosis: <ul style="list-style-type: none"> • at the earliest opportunity • in a manner which is sensitive to their concerns 		
24. Provide opportunities for the individual and significant others to ask questions and develop their understanding of the diagnosis		
25. Identify and share with colleagues relevant details of the diagnosis you have reached and its implications for further action		

7. Investigate and diagnose an individual presenting for emergency assistance with tissue trauma (EC11D) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/598/>

Comments and Action Plan

8. Investigate and diagnose an individual presenting for emergency assistance with skin rashes/dermatological features (EC11E)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/600/>

Performance criteria	Date achieved	Assessor signature
1. Explain clearly to the individual: <ul style="list-style-type: none"> • your own role, responsibilities, accountability and scope of practice • the information that is needed from the assessment and who might have access to it 		
2. Obtain the individual's informed consent to the assessment process		
3. Discuss and agree with colleagues: <ul style="list-style-type: none"> • who is responsible for aspects of the assessment and how this will be managed and reported • needs and risks and how these can best be addressed 		
4. Ensure you obtain a complete and accurate history of the presenting individual		
5. Accurately and promptly identify the additional information which you need to make a differential diagnosis		
6. Follow the appropriate procedures and protocols to arrange for any investigations or observations needed to provide you with relevant information		
7. Review all the available information, noting and taking account of any conflicting, confounding or unusual aspects		
8. Recognise accurately and promptly the differentiating features of commonly occurring conditions presenting as skin rashes/dermatological features		
9. Recognise promptly the need for, and obtain, any additional information needed to clarify or confirm your analysis		
10. Identify and make use of relevant research and findings from evidence based practice to inform your interpretation		
11. Promptly seek additional views and advice from relevant others when your interpretation produces unclear results		
12. Develop a diagnosis which is: <ul style="list-style-type: none"> • justifiable given the information available at the time • likely to result in the optimum outcome for the individual 		
13. Balance any additional or unusual aspects of the individual's presenting features against their overall presentation, acknowledging any uncertainties and conflicts		
14. Recognise accurately potential signs of abuse and report them promptly to the appropriate person, in line with national and organisational policy		

8. Investigate and diagnose an individual presenting for emergency assistance with skin rashes/dermatological features (EC11E) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/600/>

Performance criteria	Date achieved	Assessor signature
15. Form an accurate and justifiable identification of: <ul style="list-style-type: none"> • the nature and severity of the individual's skin rashes/dermatological features • the likely causes of the individual's skin rashes/dermatological features • the implications of pre-existing and other medical problems which the individual may have • the prognosis for the individual • the individual's related needs • risks to the individual's health and well being in the short and longer term 		
16. Form a working diagnosis as quickly as possible		
17. Seek additional support and advice from other practitioners as necessary to arrive at a satisfactory working diagnosis		
18. Re-evaluate and adjust, if necessary, your initial diagnosis in the light of emerging symptoms and/or the results of investigations		
19. Determine and confirm when death has occurred, within the limits of your own role, accountability and scope of practice, or inform the appropriate other of the need for them to make this confirmation		
20. Maintain full, accurate and legible records of your diagnosis and any assumptions made and make these available for future reference in line with organisational practices		
21. Initiate symptomatic treatment at the earliest opportunity in line with national, local and organisational guidelines and protocols		
22. Initiate action which provides the best possible outcome for the individual		
23. Advise the individual and any significant others of the diagnosis: <ul style="list-style-type: none"> • at the earliest opportunity • in a manner which is sensitive to their concerns 		
24. Provide opportunities for the individual and significant others to ask questions and develop their understanding of the diagnosis		
25. Identify and share with colleagues relevant details of the diagnosis you have reached and its implications for further action		

8. Investigate and diagnose an individual presenting for emergency assistance with skin rashes/dermatological features (EC11E) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/600/>

Comments and Action Plan

9. Investigate and diagnose an individual presenting for emergency assistance with toxic ingestion (EC11F)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/603/>

Performance criteria	Date achieved	Assessor signature
1. Explain clearly to the individual: <ul style="list-style-type: none"> • your own role, responsibilities, accountability and scope of practice • the information that is needed from the assessment and who might have access to it 		
2. Obtain the individual's informed consent to the assessment process		
3. Discuss and agree with colleagues: <ul style="list-style-type: none"> • who is responsible for aspects of the assessment and how this will be managed and reported • needs and risks and how these can best be addressed 		
4. Ensure you obtain a complete and accurate history of the presenting individual		
5. Accurately and promptly identify the additional information which you need to make a differential diagnosis		
6. Follow the appropriate procedures and protocols to arrange for any investigations or observations needed to provide you with relevant information		
7. Review all the available information, noting and taking account of any conflicting, confounding or unusual aspects		
8. Recognise accurately and promptly the differentiating features of commonly occurring conditions presenting as toxic ingestion		
9. Recognise promptly the need for, and obtain, any additional information needed to clarify or confirm your analysis		
10. Identify and make use of relevant research and findings from evidence based practice to inform your interpretation		
11. Promptly seek additional views and advice from relevant others when your interpretation produces unclear results		
12. Develop a diagnosis which is: <ul style="list-style-type: none"> • justifiable given the information available at the time • likely to result in the optimum outcome for the individual 		
13. Balance any additional or unusual aspects of the individual's presenting features against their overall presentation, acknowledging any uncertainties and conflicts		
14. Recognise accurately potential signs of abuse and report them promptly to the appropriate person, in line with national and organisational policy		

9. Investigate and diagnose an individual presenting for emergency assistance with toxic ingestion (EC11F) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/603/>

Performance criteria	Date achieved	Assessor signature
15. Form an accurate and justifiable identification of: <ul style="list-style-type: none"> • the nature and severity of the individual's toxic ingestion • the likely causes of the individual's toxic ingestion • the implications of pre-existing and other medical problems which the individual may have • the prognosis for the individual • the individual's related needs • risks to the individual's health and well being in the short and longer term 		
16. Form a working diagnosis as quickly as possible		
17. Seek additional support and advice from other practitioners as necessary to arrive at a satisfactory working diagnosis		
18. Re-evaluate and adjust, if necessary, your initial diagnosis in the light of emerging symptoms and/or the results of investigations		
19. Determine and confirm when death has occurred, within the limits of your own role, accountability and scope of practice, or inform the appropriate other of the need for them to make this confirmation		
20. Maintain full, accurate and legible records of your diagnosis and any assumptions made and make these available for future reference in line with organisational practices		
21. Initiate symptomatic treatment at the earliest opportunity in line with national, local and organisational guidelines and protocols		
22. Initiate action which provides the best possible outcome for the individual		
23. Advise the individual and any significant others of the diagnosis: <ul style="list-style-type: none"> • at the earliest opportunity • in a manner which is sensitive to their concerns 		
24. Provide opportunities for the individual and significant others to ask questions and develop their understanding of the diagnosis		
25. Identify and share with colleagues relevant details of the diagnosis you have reached and its implications for further action		

9. Investigate and diagnose an individual presenting for emergency assistance with toxic ingestion (EC11F) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/603/>

Comments and Action Plan

10. Investigate and diagnose an individual presenting for emergency assistance with altered behaviour (EC11H)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/597/>

Performance criteria	Date achieved	Assessor signature
1. Explain clearly to the individual: <ul style="list-style-type: none"> • your own role, responsibilities, accountability and scope of practice • the information that is needed from the assessment and who might have access to it 		
2. Obtain the individual's informed consent to the assessment process		
3. Discuss and agree with colleagues: <ul style="list-style-type: none"> • who is responsible for aspects of the assessment and how this will be managed and reported • needs and risks and how these can best be addressed 		
4. Ensure you obtain a complete and accurate history of the presenting individual		
5. Accurately and promptly identify the additional information which you need to make a differential diagnosis		
6. Follow the appropriate procedures and protocols to arrange for any investigations or observations needed to provide you with relevant information		
7. Review all the available information, noting and taking account of any conflicting, confounding or unusual aspects		
8. Recognise accurately and promptly the differentiating features of commonly occurring conditions presenting as altered behaviour		
9. Recognise promptly the need for, and obtain, any additional information needed to clarify or confirm your analysis		
10. Identify and make use of relevant research and findings from evidence based practice to inform your interpretation		
11. Promptly seek additional views and advice from relevant others when your interpretation produces unclear results		
12. Develop a diagnosis which is: <ul style="list-style-type: none"> • justifiable given the information available at the time • likely to result in the optimum outcome for the individual 		
13. Balance any additional or unusual aspects of the individual's presenting features against their overall presentation, acknowledging any uncertainties and conflicts		
14. Recognise accurately potential signs of abuse and report them promptly to the appropriate person, in line with national and organisational policy		

10. Investigate and diagnose an individual presenting for emergency assistance with altered behaviour (EC11H) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/597/>

Performance criteria	Date achieved	Assessor signature
15. Form an accurate and justifiable identification of: <ul style="list-style-type: none"> the nature and severity of the individual's altered behaviour the likely causes of the individual's altered behaviour the implications of pre-existing and other medical problems which the individual may have the prognosis for the individual the individual's related needs risks to the individual's health and well being in the short and longer term 		
16. Form a working diagnosis as quickly as possible		
17. Seek additional support and advice from other practitioners as necessary to arrive at a satisfactory working diagnosis		
18. Re-evaluate and adjust, if necessary, your initial diagnosis in the light of emerging symptoms and/or the results of investigations		
19. Determine and confirm when death has occurred, within the limits of your own role, accountability and scope of practice, or inform the appropriate other of the need for them to make this confirmation		
20. Maintain full, accurate and legible records of your diagnosis and any assumptions made and make these available for future reference in line with organisational practices		
21. Initiate symptomatic treatment at the earliest opportunity in line with national, local and organisational guidelines and protocols		
22. Initiate action which provides the best possible outcome for the individual		
23. Advise the individual and any significant others of the diagnosis: <ul style="list-style-type: none"> at the earliest opportunity in a manner which is sensitive to their concerns 		
24. Provide opportunities for the individual and significant others to ask questions and develop their understanding of the diagnosis		
25. Identify and share with colleagues relevant details of the diagnosis you have reached and its implications for further action		

10. Investigate and diagnose an individual presenting for emergency assistance with altered behaviour (EC11H) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/597/>

Comments and Action Plan

11. Investigate and diagnose an individual presenting for emergency assistance with fever (EC11I)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/593/>

Performance criteria	Date achieved	Assessor signature
1. Explain clearly to the individual: <ul style="list-style-type: none"> • your own role, responsibilities, accountability and scope of practice • the information that is needed from the assessment and who might have access to it 		
2. Obtain the individual's informed consent to the assessment process		
3. Discuss and agree with colleagues: <ul style="list-style-type: none"> • who is responsible for aspects of the assessment and how this will be managed and reported • needs and risks and how these can best be addressed 		
4. Ensure you obtain a complete and accurate history of the presenting individual		
5. Accurately and promptly identify the additional information which you need to make a differential diagnosis		
6. Follow the appropriate procedures and protocols to arrange for any investigations or observations needed to provide you with relevant information		
7. Review all the available information, noting and taking account of any conflicting, confounding or unusual aspects		
8. Recognise accurately and promptly the differentiating features of commonly occurring conditions presenting as fever		
9. Recognise promptly the need for, and obtain, any additional information needed to clarify or confirm your analysis		
10. Identify and make use of relevant research and findings from evidence based practice to inform your interpretation		
11. Promptly seek additional views and advice from relevant others when your interpretation produces unclear results		
12. Develop a diagnosis which is: <ul style="list-style-type: none"> • justifiable given the information available at the time • likely to result in the optimum outcome for the individual 		
13. Balance any additional or unusual aspects of the individual's presenting features against their overall presentation, acknowledging any uncertainties and conflicts		
14. Recognise accurately potential signs of abuse and report them promptly to the appropriate person, in line with national and organisational policy		

11. Investigate and diagnose an individual presenting for emergency assistance with fever (EC11I) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/593/>

Performance criteria	Date achieved	Assessor signature
15. Form an accurate and justifiable identification of: <ul style="list-style-type: none"> • the nature and severity of the individual's fever • the likely causes of the individual's fever • the implications of pre-existing and other medical problems which the individual may have • the prognosis for the individual • the individual's related needs • risks to the individual's health and well being in the short and longer term 		
16. Form a working diagnosis as quickly as possible		
17. Seek additional support and advice from other practitioners as necessary to arrive at a satisfactory working diagnosis		
18. Re-evaluate and adjust, if necessary, your initial diagnosis in the light of emerging symptoms and/or the results of investigations		
19. Determine and confirm when death has occurred, within the limits of your own role, accountability and scope of practice, or inform the appropriate other of the need for them to make this confirmation		
20. Maintain full, accurate and legible records of your diagnosis and any assumptions made and make these available for future reference in line with organisational practices		
21. Initiate symptomatic treatment at the earliest opportunity in line with national, local and organisational guidelines and protocols		
22. Initiate action which provides the best possible outcome for the individual		
23. Advise the individual and any significant others of the diagnosis: <ul style="list-style-type: none"> • at the earliest opportunity • in a manner which is sensitive to their concerns 		
24. Provide opportunities for the individual and significant others to ask questions and develop their understanding of the diagnosis		
25. Identify and share with colleagues relevant details of the diagnosis you have reached and its implications for further action		

11. Investigate and diagnose an individual presenting for emergency assistance with fever (EC11I) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/593/>

Comments and Action Plan

12. Investigate and diagnose an individual presenting for emergency assistance as the result of a fall (EC11J)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/594/>

Performance criteria	Date achieved	Assessor signature
1. Explain clearly to the individual: <ul style="list-style-type: none"> • your own role, responsibilities, accountability and scope of practice • the information that is needed from the assessment and who might have access to it 		
2. Obtain the individual's informed consent to the assessment process		
3. Discuss and agree with colleagues: <ul style="list-style-type: none"> • who is responsible for aspects of the assessment and how this will be managed and reported • needs and risks and how these can best be addressed 		
4. Ensure you obtain a complete and accurate history of the presenting individual		
5. Accurately and promptly identify the additional information which you need to make a differential diagnosis		
6. Follow the appropriate procedures and protocols to arrange for any investigations or observations needed to provide you with relevant information		
7. Review all the available information, noting and taking account of any conflicting, confounding or unusual aspects		
8. Recognise accurately and promptly the differentiating features of commonly occurring conditions arising from a fall		
9. Recognise promptly the need for, and obtain, any additional information needed to clarify or confirm your analysis		
10. Identify and make use of relevant research and findings from evidence based practice to inform your interpretation		
11. Promptly seek additional views and advice from relevant others when your interpretation produces unclear results		
12. Develop a diagnosis which is: <ul style="list-style-type: none"> • justifiable given the information available at the time • likely to result in the optimum outcome for the individual 		
13. Balance any additional or unusual aspects of the individual's presenting features against their overall presentation, acknowledging any uncertainties and conflicts		
14. Recognise accurately potential signs of abuse and report them promptly to the appropriate person, in line with national and organisational policy		

12. Investigate and diagnose an individual presenting for emergency assistance as the result of a fall (EC11J) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/594/>

Performance criteria	Date achieved	Assessor signature
15. Form an accurate and justifiable identification of: <ul style="list-style-type: none"> • the nature and severity of the individual's fall • the likely causes of the individual's fall • the implications of pre-existing and other medical problems which the individual may have • the prognosis for the individual • the individual's related needs • risks to the individual's health and well being in the short and longer term 		
16. Form a working diagnosis as quickly as possible		
17. Seek additional support and advice from other practitioners as necessary to arrive at a satisfactory working diagnosis		
18. Re-evaluate and adjust, if necessary, your initial diagnosis in the light of emerging symptoms and/or the results of investigations		
19. Determine and confirm when death has occurred, within the limits of your own role, accountability and scope of practice, or inform the appropriate other of the need for them to make this confirmation		
20. Maintain full, accurate and legible records of your diagnosis and any assumptions made and make these available for future reference in line with organisational practices		
21. Initiate symptomatic treatment at the earliest opportunity in line with national, local and organisational guidelines and protocols		
22. Initiate action which provides the best possible outcome for the individual		
23. Advise the individual and any significant others of the diagnosis: <ul style="list-style-type: none"> • at the earliest opportunity • in a manner which is sensitive to their concerns 		
24. Provide opportunities for the individual and significant others to ask questions and develop their understanding of the diagnosis		
25. Identify and share with colleagues relevant details of the diagnosis you have reached and its implications for further action		

12. Investigate and diagnose an individual presenting for emergency assistance as the result of a fall (EC11J) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/594/>

Comments and Action Plan

13. Investigate and diagnose an individual presenting for emergency assistance with ear, nose and throat problems (EC11K)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/595/>

Performance criteria	Date achieved	Assessor signature
1. Explain clearly to the individual: <ul style="list-style-type: none"> • your own role, responsibilities, accountability and scope of practice • the information that is needed from the assessment and who might have access to it 		
2. Obtain the individual's informed consent to the assessment process		
3. Discuss and agree with colleagues: <ul style="list-style-type: none"> • who is responsible for aspects of the assessment and how this will be managed and reported • needs and risks and how these can best be addressed 		
4. Ensure you obtain a complete and accurate history of the presenting individual		
5. Accurately and promptly identify the additional information which you need to make a differential diagnosis		
6. Follow the appropriate procedures and protocols to arrange for any investigations or observations needed to provide you with relevant information		
7. Review all the available information, noting and taking account of any conflicting, confounding or unusual aspects		
8. Recognise accurately and promptly the differentiating features of commonly occurring conditions presenting as ear, nose and throat problems		
9. Recognise promptly the need for, and obtain, any additional information needed to clarify or confirm your analysis		
10. Identify and make use of relevant research and findings from evidence based practice to inform your interpretation		
11. Promptly seek additional views and advice from relevant others when your interpretation produces unclear results		
12. Develop a diagnosis which is: <ul style="list-style-type: none"> • justifiable given the information available at the time • likely to result in the optimum outcome for the individual 		
13. Balance any additional or unusual aspects of the individual's presenting features against their overall presentation, acknowledging any uncertainties and conflicts		
14. Recognise accurately potential signs of abuse and report them promptly to the appropriate person, in line with national and organisational policy		

13. Investigate and diagnose an individual presenting for emergency assistance with ear, nose and throat problems (EC11K) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/595/>

Performance criteria	Date achieved	Assessor signature
15. Form an accurate and justifiable identification of: <ul style="list-style-type: none"> the nature and severity of the individual's ear, nose and throat problems the likely causes of the individual's ear, nose and throat problems the implications of pre-existing and other medical problems which the individual may have the prognosis for the individual the individual's related needs risks to the individual's health and well being in the short and longer term 		
16. Form a working diagnosis as quickly as possible		
17. Seek additional support and advice from other practitioners as necessary to arrive at a satisfactory working diagnosis		
18. Re-evaluate and adjust, if necessary, your initial diagnosis in the light of emerging symptoms and/or the results of investigations		
19. Determine and confirm when death has occurred, within the limits of your own role, accountability and scope of practice, or inform the appropriate other of the need for them to make this confirmation		
20. Maintain full, accurate and legible records of your diagnosis and any assumptions made and make these available for future reference in line with organisational practices		
21. Initiate symptomatic treatment at the earliest opportunity in line with national, local and organisational guidelines and protocols		
22. Initiate action which provides the best possible outcome for the individual		
23. Advise the individual and any significant others of the diagnosis: <ul style="list-style-type: none"> at the earliest opportunity in a manner which is sensitive to their concerns 		
24. Provide opportunities for the individual and significant others to ask questions and develop their understanding of the diagnosis		
25. Identify and share with colleagues relevant details of the diagnosis you have reached and its implications for further action		

13. Investigate and diagnose an individual presenting for emergency assistance with ear, nose and throat problems (EC11K) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/595/>

Comments and Action Plan

14. Investigate and diagnose an unwell older person presenting for emergency assistance (EC11L)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/592/>

Performance criteria	Date achieved	Assessor signature
1. Establish the older person’s capacity for comprehension and decision-making with regard to what has happened to them and what is now required		
2. Use discretion and respect throughout, balancing the rights and capabilities of the older person with their significant others		
3. Explain clearly to the older person and any carer with them: <ul style="list-style-type: none"> • your own role and its scope, responsibilities and accountability • the information that is needed and who might have access to it • what is involved in the investigation process 		
4. Obtain informed consent from the older person or any carer with them if the older person’s capacity for comprehension and decision making is reduced		
5. Discuss and agree with colleagues: <ul style="list-style-type: none"> • who is responsible for aspects of the assessment and how this will be managed and reported • needs and risks and how these can best be addressed 		
6. Ensure you obtain a complete and accurate history of the presenting older person		
7. Accurately and promptly identify the additional information which you need to make a differential diagnosis		
8. Follow the appropriate procedures and protocols to arrange for any investigations or observations needed to provide you with relevant information		
9. Review all the available information, noting and taking account of any conflicting, confounding or unusual aspects		
10. Recognise accurately and promptly the differentiating features of commonly occurring conditions presenting in unwell older people		
11. Recognise promptly the need for, and obtain, any additional information needed to clarify or confirm your analysis		
12. Identify and make use of relevant research and findings from evidence based practice to inform your interpretation		
13. Promptly seek additional views and advice from relevant others when your interpretation produces unclear results.		

14. Investigate and diagnose an unwell older person presenting for emergency assistance (EC11L) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/592/>

Performance criteria	Date achieved	Assessor signature
14. Develop a diagnosis which is: <ul style="list-style-type: none"> justifiable given the information available at the time likely to result in the optimum outcome for the older person 		
15. Balance any additional or unusual aspects of the older person’s presenting features against their overall presentation, acknowledging any uncertainties and conflicts		
16. Recognise accurately potential signs of abuse and report them promptly to the appropriate person, in line with national and organisational policy		
17. Form an accurate and justifiable identification of: <ul style="list-style-type: none"> the nature and severity of the older person’s condition the likely causes of the older person’s health problems the implications of pre-existing and other medical problems which the older person may have the prognosis for the older person the older person’s related needs risks to the older person’s health and well being in the short and longer term 		
18. Form a working diagnosis as quickly as possible		
19. Seek additional support and advice from other practitioners as necessary to arrive at a satisfactory working diagnosis		
20. Re-evaluate and adjust, if necessary, your initial diagnosis in the light of emerging symptoms and/or the results of investigations		
21. Determine and confirm when death has occurred, within the limits of your own role, accountability and scope of practice, or inform the appropriate other of the need for them to make this confirmation		
22. Maintain full, accurate and legible records of your diagnosis and any assumptions made and make these available for future reference in line with organisational practices		
23. Initiate symptomatic treatment at the earliest opportunity in a manner which is consistent with: <ul style="list-style-type: none"> evidence based practice your own scope of practice legislation and national guidelines and protocols 		
24. Initiate action which provides the best possible outcome for the older person		

14. Investigate and diagnose an unwell older person presenting for emergency assistance (EC11L) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/592/>

Performance criteria	Date achieved	Assessor signature
25. Advise the older person and any significant others of the diagnosis: <ul style="list-style-type: none"> • at the earliest opportunity • in a manner which is sensitive to their concerns 		
26. Provide opportunities for the older person and significant others to ask questions and develop their understanding of the diagnosis		
27. Identify and share with colleagues relevant details of the diagnosis you have reached and its implications for further action		

Comments and Action Plan

15. Investigate and diagnose an unwell child or young person presenting for emergency assistance (EC11M)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/591/>

Performance criteria	Date achieved	Assessor signature
1. Explain clearly to the child or young person: <ul style="list-style-type: none"> • your own role, responsibilities, accountability and scope of practice • the information that is needed from the assessment and who might have access to it 		
2. Explain the assessment process to the child or young person and those involved in their care and obtain the necessary agreement and consent		
3. Discuss and agree with colleagues: <ul style="list-style-type: none"> • who is responsible for aspects of the assessment and how this will be managed and reported • needs and risks and how these can best be addressed 		
4. Ensure you obtain a complete and accurate history of the presenting child or young person		
5. Accurately and promptly identify the additional information which you need to make a differential diagnosis		
6. Follow the appropriate procedures and protocols to arrange for any investigations or observations needed to provide you with relevant information		
7. Review all the available information, noting and taking account of any conflicting, confounding or unusual aspects		
8. Recognise accurately and promptly the differentiating features of commonly occurring conditions presenting in unwell children and young people		
9. Recognise promptly the need for, and obtain, any additional information needed to clarify or confirm your analysis		
10. Identify and make use of relevant research and findings from evidence based practice to inform your interpretation		
11. Promptly seek additional views and advice from relevant others when your interpretation produces unclear results		
12. Work in compliance with child related legislation at all times, particularly where child protection and consent issues are concerned.		
13. Develop a diagnosis which is: <ul style="list-style-type: none"> • justifiable given the information available at the time • likely to result in the optimum outcome for the child or young person 		

15. Investigate and diagnose an unwell child or young person presenting for emergency assistance (EC11M) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/591/>

Performance criteria	Date achieved	Assessor signature
14. Balance any additional or unusual aspects of the child’s or young person’s presenting features against their overall presentation, acknowledging any uncertainties and conflicts		
15. Recognise accurately potential signs of abuse and report them promptly to the appropriate person, in line with national and organisational policy		
16. Form an accurate and justifiable identification of: <ul style="list-style-type: none"> • the nature and severity of the child’s or young person’s condition • the likely causes of the individual’s health problems • the implications of pre-existing and other medical problems which the child or young person may have • the prognosis for the child or young person • the child’s or young person’s related needs • risks to the child’s or young person’s health and well being in the short and longer term 		
17. Form a working diagnosis as quickly as possible		
18. Seek additional support and advice from other practitioners as necessary to arrive at a satisfactory working diagnosis		
19. Re-evaluate and adjust, if necessary, your initial diagnosis in the light of emerging symptoms and/or the results of investigations		
20. Determine and confirm when death has occurred, within the limits of your own role, accountability and scope of practice, or inform the appropriate other of the need for them to make this confirmation		
21. Maintain full, accurate and legible records of your diagnosis and any assumptions made and make these available for future reference in line with organisational practices.		
22. Initiate symptomatic treatment at the earliest opportunity in line with national, local and organisational guidelines and protocols		
23. Initiate action which provides the best possible outcome for the child or young person		
24. Advise the child or young person and any significant others of the diagnosis: <ul style="list-style-type: none"> • at the earliest opportunity • in a manner which is sensitive to their concerns 		

15. Investigate and diagnose an unwell child or young person presenting for emergency assistance (EC11M) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/591/>

Performance criteria	Date achieved	Assessor signature
25. Provide opportunities for the child or young person and significant others to ask questions and develop their understanding of the diagnosis		
26. Identify and share with colleagues relevant details of the diagnosis you have reached and its implications for further action		
27. Identify and refer any potentially inappropriate behaviour or concerns about child abuse or neglect to the relevant people		
28. Work in compliance with child related legislation at all times, particularly where child protection and consent issues are concerned		

Comments and Action Plan

16. Arrange services and support with other healthcare providers (CHS98)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/2261/>

Performance criteria	Date achieved	Assessor signature
1. Develop with others a clear patient care pathway which will involve joint working with other units and Primary Care Teams, including details of: <ul style="list-style-type: none"> • the aims of the pathway • what will happen • who is responsible for doing what • by when 		
2. Establish a working relationship among care providers and provide opportunities for case meetings if required		
3. Establish communication and information networks		
4. Establish effective methods to monitor and review the progress of the joint work through a point of contact		
5. Introduce alterations to the care plan that meet the patient's aims and needs within agreed parameters		
6. Complete records of discussions and agreements accurately and clearly		

Comments and Action Plan

17. Contribute to social care in an emergency situation (EC21)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/584/>

Performance criteria	Date achieved	Assessor signature
1. Clearly explain: <ul style="list-style-type: none"> • who you are and the limits on your role in arranging social care • the name and nature of the organisation you represent 		
2. Identify the nature of the social care needed by the individual		
3. Identify and confirm the details of contacts known to the individual who may be able to provide social care to meet their needs		
4. Obtain informed consent from the individual before initiating any arrangements for social care to meet their needs		
5. Make use of authorised channels of communication when requesting social care for individuals from other services		
6. Keep the individual fully informed about arrangements made on their behalf for social care		
7. Respect the privacy, dignity, wishes and beliefs of individuals and others when working with them		
8. Interact with the individual and others in a calm, reassuring and supportive manner		
9. Identify and predict actual and potential causes of distress and take appropriate action where possible to minimise their effect on the individual and others		
10. Where relevant cause unnecessary personnel and/or bystanders to be withdrawn from the area		
11. Support and monitor the emotional and psychological status of the individual and others throughout and encourage them to promote their own health and well being		
12. Promptly alert the team providing emergency assistance to any issues or risks arising for the individual's emotional and psychological well-being.		

Comments and Action Plan

18. Perform point of care testing (CHS217)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/2842/>

Performance criteria	Date achieved	Assessor signature
1. Work within your level of competence, responsibility and accountability		
2. Confirm the individual's identity against the point of care request and check authorisation for the procedure		
3. Where applicable, clearly explain the procedure to the individual and confirm their understanding		
4. Position and quality check the appropriate equipment, resources and associated systems for the point of care procedure with due regard to confidentiality, safety and access		
5. Confirm that all resources are of correct type, fully operational within expected performance parameters and safety requirements		
6. Apply appropriate health and safety measures and standard precautions for infection prevention and control relevant to the test procedure and environment		
7. Conduct the point of care procedure in accordance with the approved protocols to ensure performance and quality		
8. Seek appropriate advice and guidance if an unexpected situation or any variances or non-conformance occurs and ensure it is fully documented in the appropriate manner, in accordance with local policy and protocol		
9. Obtain the results and compare against expected performance parameters		
10. Seek guidance and apply the referral structures for results outside expected parameters		
11. Inform the relevant requester of the results obtained		
12. Complete all relevant records accurately in a timely fashion, in accordance with approved protocols		
13. Maintain all point of care documentation in the correct location for future reference and traceability in line with current legislation, guidelines, local practice and policies		

Comments and Action Plan

19. Obtain supporting information to inform the assessment of an individual (EUSC02)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/956/>

Performance criteria	Date achieved	Assessor signature
1. Explain clearly: <ul style="list-style-type: none"> • your role and responsibilities • what information you need • the reasons why you need the information • with whom the information will be shared 		
2. Respect the individual's privacy, dignity, wishes and beliefs in your interactions with other people		
3. Check and confirm that the information is reliable, current and relates to the individual		
4. Check and confirm whether anyone acting as the source of information has the authority to: <ul style="list-style-type: none"> • provide you with relevant information about the individual • provide informed consent where the individual is unable to do so directly 		
5. Obtain informed consent from anyone acting as the source of information, where appropriate, to share the information they provide about the individual requiring immediate medical assistance		
6. Obtain details of the individual's prior health status and circumstances over a sufficient period of time to inform assessment, in accordance with the individual's presenting symptoms		
7. Use appropriate questions to explore, clarify and confirm any unusual or ambiguous information		
8. Maintain clear and accurate records clearly and accurately in a systematic and logical manner that clearly shows the history of the individual's condition and the source of the information obtained		
9. Support the assessment with as complete and accurate a picture of the individual as possible		
10. Treat all information provided to you as confidential in accordance with organisational policy and practice		
11. Communicate with people in a manner which: <ul style="list-style-type: none"> • is consistent with their level of understanding, culture, background and preferred ways of communicating • acknowledges the purpose of the communication • is appropriate to the context • encourages their participation • responds to communications of any kind from them 		
12. Constructively manage any obstacles to communication		

19. Obtain supporting information to inform the assessment of an individual (EUSC02) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/956/>

Comments and Action Plan

20. Provide Clinical interpretation from Investigations (CHS220)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/2845/>

Performance criteria	Date achieved	Assessor signature
1. Work within your level of competence, responsibility and accountability		
2. Respect the confidentiality and rights of individuals, when communicating reports relating to their health status, diagnosis or treatment plan		
3. Collate results of investigations and review the results obtained against the clinical history provided		
4. Review the data obtained from the relevant diagnostic and/or therapeutic investigation to provide information relevant to the clinical question		
5. Identify any need for and obtain additional results or clinical information to complete the interpretation in an appropriate time frame		
6. Identify the need for and provide supplementary scientific/technological data within the report to facilitate understanding		
7. Consult, as appropriate, with colleagues to support, confirm or resolve concerns in interpretation		
8. Provide the type and level of relevant detail to enable the original requester to make an informed decision		
9. Produce a clinically interpretative report in a form which meets the needs of intended recipients		
10. Authorise and issue the report in a timely manner and in a format that addresses the urgency of the report		
11. When specifically requested, provide a verbal clinical interpretation giving clear, factual and pertinent information in response to any queries, in the appropriate medium to meet the needs of the recipient		
12. Refer any queries that are outside your scope of practice to the appropriate colleague or relevant stakeholder		
13. Maintain full, accurate and legible records and store in the correct location in line with current legislation, guidelines, local policies and protocols		

Comments and Action Plan

21. Determine a treatment plan for an individual (CHS41)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/219/>

Performance criteria	Date achieved	Assessor signature
1. Work within your level of competence, responsibility and accountability and respond in a timely manner to meet individual's needs		
2. Confirm the identity of the individual and obtain valid consent		
3. Explain clearly your own role and its scope, your responsibilities and accountability		
4. Explain the process and importance of determining an appropriate treatment plan in a manner that is consistent with their level of understanding, culture, background and preferred ways of communicating, including: <ul style="list-style-type: none"> • the information that may be collected and access to it • the benefits and risks of different ways of meeting the individual's needs • gaining agreement for the treatment plan with the individual or carers 		
5. Encourage appropriate involvement from the individual's family and relevant others and provide opportunities for them to ask questions		
6. Fully consider the treatment options, effects, side effects, potential interactions, lifestyle and risk factors in discussions with the individual and relevant others to determine the appropriate treatment plan in line with clinical governance		
7. Explain to individuals any prescribed medications and procedures involved in the treatment plan, their effects and benefits, methods and frequency and the importance of adhering to the treatment regime		
8. Determine a clear treatment plan that meet individual's needs with individuals and relevant carers in line with clinical governance		
9. Obtain agreement for the appropriate treatment plan from the individual or relevant others to meet the individuals health status		
10. Identify other specialist services in the treatment plan where such services can help the individual and make effective arrangements for the exchange of information		
11. Establish and agree monitoring methods, including self-monitoring regimes with the individual and agree a date to review the treatment plan with the individual and relevant others		
12. Make clear, full and concise notes of the treatment plan, agreements, monitoring methods and review date on the individual's records		
13. Ensure you maintain the confidentiality of information in accordance with information governance		

21. Determine a treatment plan for an individual (CHS41) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/219/>

Comments and Action Plan

22. Manage an individual's medication to achieve optimum outcomes (CHS74)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/1205/>

Performance criteria	Date achieved	Assessor signature
1. Confirm the individual's details and their medical diagnosis at the start of the consultation		
2. Create an environment suitable for open and confidential discussion with the individual and/or carer		
3. Obtain valid consent, written or verbal, according to protocol		
4. Check drug formulation does not contradict cultural and religious directives		
5. Confirm that relevant investigations have been performed and the results are available		
6. Confirm the medication currently being taken by or being given to an individual. where a current list of medications cannot be established, this needs to be documented		
7. Assess and interpret specified monitoring markers in accordance with your scope of practice		
8. Ask the individual to explain their experiences and any problems or difficulties with the medication regime		
9. Clarify the individual's perception of the optimum outcome and identify the level of compliance with their treatment plan		
10. Discuss with the individual their experiences and report adverse reactions according to protocol		
11. Review the effectiveness of the medication in meeting the objectives of the treatment plan and whether the medication is still required. If no longer required it must be discontinued		
12. Suggest modifications where appropriate and consistent with the individual's treatment plan to achieve optimum outcomes		
13. Explain the treatment and potential side effects and their management to the individual and/or carer and accurately answer any questions at a level and pace that is appropriate to their: <ul style="list-style-type: none"> • level of understanding • culture and background • preferred ways of communicating • needs 		
14. Check that the individual (and/or carer) understands the medication and monitoring regime and any potential side effects together with their management		
15. Ensure that the individual is given written information and instructions regarding their medication		
16. Support the individual to take their medication as prescribed		
17. Reaffirm the benefits of adhering to the medication regime and the potential consequences of non compliance on their health		

23. Prioritise treatment and care for individuals according to their health status and need (CHS121)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/423/>

Performance criteria	Date achieved	Assessor signature
1. Ensure you have access to accurate and up to date information on the individual's health status, any diagnosis or professional judgements reached and clinical history		
2. Identify and obtain any additional information required to assist with the prioritisation of treatment and care		
3. Discuss priorities you have identified with the individual and their carers and ascertain their areas of key concern, and influencing factors arising from their perspective		
4. Seek input and advice from relevant colleagues where priorities are unclear		
5. Negotiate and agree appropriate actions to address priorities, ensuring that potential contra-indications will be effectively managed, taking account of current, evidence-based best practice		
6. Explain the benefits, implications and risks associated with preferred actions to the individual and their carers and obtain their consent to proceed with prioritised plans		
7. Record discussions and agreements accurately and legibly and ensure that records are available for further action		
8. Make necessary arrangements for prioritised action with due degree of urgency		

Comments and Action Plan

24. Advise on the health status and health care needs of individuals at a distant location using electronic communication media (CHS127)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/2585/>

Performance criteria	Date achieved	Assessor signature
1. Ensure the set up and operation of electronic communication media: <ul style="list-style-type: none"> • in accordance with manufacturer’s instructions • in accordance with local policy • so as to optimise the data receipt and storage 		
2. Establish and maintain an effective working relationship with the attending practitioner		
3. Communicate with the attending practitioner clearly and effectively using the correct protocols according to the electronic communication media in operation		
4. Direct the attending practitioner clearly and accurately as to the precise information you require		
5. Obtain as much information as possible about the circumstances leading up to the individual requiring emergency assistance		
6. Collect sufficient information to quickly confirm or discount a life-threatening or high risk situation and take appropriate action		
7. Monitor for and investigate any apparent changes in the individual’s health status during the period you are in contact		
8. Obtain and make use of and interpret accurately all of the information available to you		
9. Discuss and confirm your interpretation of the information with the attending practitioner		
10. Seek additional support and advice from other practitioners as necessary to ensure the advice you give is clinically well-founded		
11. Identify promptly the seriously ill individual		
12. Provide advice which: <ul style="list-style-type: none"> • is taken from evidence based practice • is likely to lead to the best possible outcome for the individual • is appropriate to the nature, severity and extent of the individual’s health needs • balances any additional or unusual aspects of the individual’s presenting symptoms against the overall picture of the individual’s needs 		
13. Make full and effective use of any protocols, guidelines and other sources of information and advice to inform your decision making		
14. Check and confirm that the attending practitioner has understood correctly the advice you have given		

24. Advise on the health status and health care needs of individuals at a distant location using electronic communication media (CHS127) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/2585/>

Performance criteria	Date achieved	Assessor signature
15. Check and confirm the effects on the individual of the actions you have advised and provide further advice as needed to achieve the required results		
16. Maintain liaison with the attending practitioner for as long as necessary to support the attending practitioner and secure the best possible outcome for the individual		
17. Seek opportunities to review the advice given, its effectiveness and any difficulties in communication and use these to improve future practice		
18. Maintain complete, accurate and legible records of: <ul style="list-style-type: none"> • the transmitted information • your interaction (and make these available for future reference in line with organisational practices) 		
19. Treat all information received in line with organisational policy and practices with regard to confidentiality		

Comments and Action Plan

25. Conduct handover between healthcare personnel (CHS126)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/166/>

Performance criteria	Date achieved	Assessor signature
1. Identify and contact the personnel who need to attend the handover		
2. Ensure that emergency cover is available if required during the handover period		
3. Conduct the handover within working hours for all staff		
4. Conduct handover in an easily accessible and appropriate location, where distractions are kept to a minimum		
5. Conduct handover in a detailed yet concise manner, using a predetermined format and structure to ensure that information is exchanged correctly		
6. Provide verbal information regarding any patients, with potential problems, who need regular review and modified care plans		
7. Provide written or IT based information regarding: <ul style="list-style-type: none"> every individual currently receiving treatment, care or another service, and their location accepted and referred patients waiting for assessment, their order of priority, their location and to whom they have been referred operational matters, directly relevant to clinical care such as bed availability patients whose 'early warning scores' (where in use) are deteriorating any additional information that should be recorded 		
8. Confirm with colleagues who are receiving handover that they have understood the information provided, and clarify any resulting queries or concerns		
9. Ensure that all written, IT based and verbal communication conducted during handover maintains patient confidentiality and complies with good practice and data protection legislation and guidance		

Comments and Action Plan

26. Prepare prescriptions for prescription only medicine (CHD HK1)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/699/>

Performance criteria	Date achieved	Assessor signature
1. Keep prescription forms in a safe place		
2. Prescribe medication in line with the individual's treatment plan and condition		
3. Follow guidelines and protocols, where available, in selecting the type of medication, dosage and frequency of administration		
4. Consult an appropriate clinical supervisor, if you are unsure about the medication to be prescribed or your level of competence in prescribing it		
5. State, on the correct form for prescribing prescription-only medicines, <ul style="list-style-type: none"> • the individual's name and address • the name of the medication • the form and, where appropriate, the strength of the preparation • the total quantity of the preparation (the number of dose units) • the dose • the route for administration, if the administration route is other than oral • the end point of the prescription 		
6. Leave no blank space on the form in which the individual could add further items		
7. Sign and date the prescription, or ensure it is signed and dated by a clinician		
8. Make arrangements for repeat prescriptions, when required		
9. Ensure the prescription is cost-effective and that unnecessary supplies are not made		
10. Confirm details of prescriptions with dispensing pharmacists, when required		
11. Record the prescription for medication clearly and accurately on the individual's record		
12. Ensure that records of the individual's treatment are available only to those authorised to see them		
13. Take part in regular clinical reviews of the individual's progress including compliance with the prescribing regime		
14. Review your prescribing practice in view of new guidelines and/or evidence		

26. Prepare prescriptions for prescription only medicine (CHD HK1) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/699/>

Comments and Action Plan

27. Prioritise individuals for further assessment, treatment and care (EUSC07)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/960/>

Performance criteria	Date achieved	Assessor signature
1. Determine which individuals are to be considered and prioritised for further assessment, treatment and care		
2. Obtain all patient notes and other relevant materials and documentation which might inform the prioritisation of individuals for further assessment, treatment and care		
3. Ascertain relevant details about individuals that could have an impact on the priority status assigned to their further assessment, treatment and care		
4. Ensure in appropriate circumstances that individuals have given informed consent to further assessment, treatment and care		
5. Identify what further assessment, treatment and care each individual will require in order to complete their care pathway, taking into account any available details		
6. Identify accurately which health and care provider is most able to appropriately meet the further assessment, treatment and care needs of the individual		
7. Determine the availability of the required further assessment, treatment and care with the relevant health and care provider that will be providing this service, in a timely and appropriate manner		
8. Prioritise individuals for further assessment, treatment and care taking into account: <ul style="list-style-type: none"> • the priority status of each individual being directed towards further assessment, treatment and care, based on available details • the availability of the appropriate service providing the required further assessment, treatment and care 		
9. Be alert to any changes in the needs of the individual or the availability of the required service, and reprioritise individuals as appropriate to ensure optimum service delivery		
10. Make arrangements with the relevant health and care provider for the appropriate assessments, treatment and care to be provided, in line with national and local policies and guidelines		
11. Ensure that the needs of individuals requiring multiple further assessment, treatment and care from one or more health and care provider have been taken into account, arranging further service provision in an appropriate and logical sequence		
12. Ensure that the individual or significant others are fully informed about planned further assessment, treatment and care, including: <ul style="list-style-type: none"> • what it will involve • where it will be conducted • when it will be conducted 		

27. Prioritise individuals for further assessment, treatment and care (EUSC07) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/960/>

Performance criteria	Date achieved	Assessor signature
13. Ensure that any required transfer or referral of responsibility for individuals between health and care providers is agreed, arranged and documented appropriately and accurately, in line with agreed policies and protocols		
14. Respect the privacy, dignity and confidentiality of the individual throughout your interaction with them		
15. Work within your scope of responsibility and accountability, referring to others where appropriate and/or necessary		
16. Maintain timely, accurate, complete and legible records in accordance with local policies and procedures and work at all times within appropriate patient and information confidentiality guidelines and protocols		

Comments and Action Plan

28. Communicate effectively in a healthcare environment (GEN97)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/3001/>

Performance criteria	Date achieved	Assessor signature
1. Acknowledge and respond to communication promptly		
2. Communicate clearly and coherently taking into account the needs of individuals		
3. Select the most appropriate method of communication for the individuals		
4. Ensure that the environment for communication is as conducive as possible for effective communication		
5. Adapt your communication style to suit the situation		
6. Identify any communication barriers with the individuals and take the appropriate action		
7. Clarify points and check that you and others understand what is being communicated		
8. Actively listen and respond appropriately to any questions and concerns raised during communications		
9. Establish lines of communication which enable you to communicate with individuals in other locations in times of need or emergency		
10. Maintain confidentiality of information where appropriate to do so		

Comments and Action Plan

29. Interact with individuals using telecommunications (GEN21.2012)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/3380/>

Performance criteria	Date achieved	Assessor signature
1. Respond to individuals according to organisational policies		
2. Identify any constraints on individuals and the circumstances in which the interaction is being made		
3. Provide information about the service and confirm its appropriateness to the individual		
4. Encourage individuals to share their concerns and to focus on their requirements		
5. Assess whether there is any risk or dangers facing the individual, and take appropriate action to deal with it		
6. Provide suitable opportunities for individuals to sustain the interaction		
7. Encourage individuals to provide additional information on their situation or requirements		
8. Respond to individuals' immediate requirements at each stage during the interaction		
9. Provide suitable indications to reassure individuals of continued interest		
10. Identify any signs of increased stress during interactions and establish their significance		
11. Provide clear information on the requirement to end the interaction		
12. End interactions according to the guidelines and procedures of your organisation		
13. Identify situations where it would be dangerous or disadvantageous to the interest of the individual to terminate the interaction		
14. Take the appropriate action to resolve dangerous situations		
15. Ensure you have recorded and checked the individual's demographic details where this is required before ending/transferring the interaction		
16. Where you are providing a confidential service, ensure the anonymity of individuals, self, and colleagues is maintained according to the procedures of the service		
17. Record details of interactions in the appropriate systems		

Comments and Action Plan

1. Provide Leadership in your area of responsibility (CFAM&LBA2)

<https://tools.skillsforhealth.org.uk/external/CFAM&LBA2>

Performance criteria	Date achieved	Assessor signature
1. Engage people within your area of responsibility in defining its direction and committing their energies and expertise to achieving its results		
2. Clearly and enthusiastically communicate a vision and shared values of where your organisation is going		
3. Ensure people understand how the vision, objectives and operational plans for your area link to the vision and objectives of the overall organisation		
4. Steer your area successfully through difficulties and challenges		
5. Develop a range of leadership styles and apply them appropriately to people and situations		
6. Communicate regularly and effectively with all the people working within your area and show that you listen to what they say		
7. Encourage people to take responsibility for their own development needs		
8. Give people support and advice when they need it especially during periods of setback and change		
9. Motivate and support people to achieve their work and development objectives and provide recognition when they are successful		
10. Empower people to develop their own ways of working and take their own decisions within agreed boundaries		
11. Encourage people to take the lead in their own areas of expertise and show willingness to follow this lead		
12. Win, through your performance and behaviour, the trust and support of people		

Comments and Action Plan

2. Develop and maintain your professional networks (CFAM&LAA3)

<https://tools.skillsforhealth.org.uk/external/CFAM&LAA3>

Performance criteria	Date achieved	Assessor signature
1. Establish professional networks of contacts which meet your current and future needs for information and resources		
2. Ensure that key members of your professional networks have an accurate idea of your knowledge, skills and competence and are aware of the benefits of networking with you		
3. Establish boundaries of confidentiality between yourself and members of your professional networks		
4. Agree guidelines for exchanging information and resources, where necessary		
5. Develop your professional networks to reflect your changing interests and needs		
6. Use technology effectively to develop and maintain your professional networks		
7. Make active use of the information and resources gained through your professional networks		
8. Introduce people and organisations with common interests to each other		

Comments and Action Plan

3. Develop and maintain productive relationships with colleagues (CFAM&LDD1)

<https://tools.skillsforhealth.org.uk/external/CFAM&LDD1>

Performance criteria	Date achieved	Assessor signature
1. Establish working relationships with relevant colleagues within your organisation		
2. Recognise and respect the roles, responsibilities, interests and concerns of colleagues		
3. Seek to create a climate of trust and mutual respect, particularly where you have no authority, or shared authority, over those you are working with		
4. Seek to understand difficult situations and issues from colleagues' perspectives and provide support, where necessary, to move things forward		
5. Provide colleagues with appropriate information to enable them to perform effectively		
6. Consult colleagues in relation to key decisions and activities and take account of their views		
7. Fulfil agreements made with colleagues and let them know		
8. Advise colleagues promptly of any difficulties or where it will be impossible to fulfil agreements		
9. Identify and resolve conflicts of interest and disagreements with colleagues in ways that minimise damage to work activities and to the individuals involved		
10. Monitor and review the effectiveness of working relationships with colleagues in order to identify areas for improvement		
11. Seek and provide feedback in order to improve your own and your colleagues' performance		

Comments and Action Plan

4. Monitor your own work practices (GEN23)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/2051/>

Performance criteria	Date achieved	Assessor signature
1. Work within your level of competence, responsibility and accountability		
2. Allocate monitoring activities within your work at regular intervals consistent with legal, professional and organisational requirements		
3. Adjust the frequency of monitoring where necessary to ensure compliance with quality systems and whenever risks are identified		
4. Monitor your work activities and outcomes against the relevant quality indicators and standards		
5. Access information from appropriate sources as relevant to the monitoring activity		
6. Carry out all monitoring checks correctly and accurately		
7. Obtain the correct and complete data relevant to the monitoring activity		
8. Correctly identify any non-compliance or variance in work activities and outcomes against relevant quality indicators		
9. Report instances of non-compliance or variance with quality standards accurately and promptly to relevant people		
10. Use the monitoring results to improve your working practices and outcomes		
11. Access appropriate support to improve your practice where required		
12. Act on any recommendations to improve performance and quality outcomes		
13. Review any changes to working practices as required to confirm and sustain improvements		
14. Maintain clear, accurate and complete records of your monitoring activities and outcomes in line with current legislation, guidelines, local policy and protocols		

Comments and Action Plan

5. Manage and organise your own time and activities (HT4)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/2501/>

Performance criteria	Date achieved	Assessor signature
1. Agree with your manager and/or work team: <ul style="list-style-type: none"> • who you will be working with • when • where 		
2. Plan your work and time so that you can meet the commitments you have made with individuals and the requirements of your organisation		
3. Identify the risks of the work and how you can best manage the risks to prepare for your work commitments in advance		
4. Undertake your work to time as far as it is possible to do so		
5. Learn from what happens and change your plans accordingly		
6. Seek help and support from your manager and/or work team when you have difficulties meeting your commitments		
7. Complete records of your work activities according to legal and organisational requirements		

Comments and Action Plan

6. Ensure compliance with legal, regulatory, ethical and social requirements (CFAM&LBB4)

<https://tools.skillsforhealth.org.uk/external/CFAM&LBB4>

Performance criteria	Date achieved	Assessor signature
1. Monitor relevant national and international legal, regulatory, ethical and social requirements and the effect they have on your organisation, including what will happen if you don't meet them		
2. Develop effective policies and procedures to make sure your organisation meets all the necessary requirements		
3. Make sure people have a clear understanding of relevant policies and procedures and the importance of putting them into practice		
4. Monitor the way policies and procedures are put into practice and provide support, where required		
5. Support people to report any concerns about not meeting the requirements		
6. Identify and correct any failures to meet the requirements		
7. Identify reasons for not meeting requirements and adjust the policies and procedures to reduce the likelihood of failures in the future		
8. Provide full reports about any failures to meet the requirements to the relevant stakeholders		

Comments and Action Plan

7. Promote, monitor and maintain health, safety and security (SS03)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/2130/>

Performance criteria	Date achieved	Assessor signature
1. Correctly identify people entering the environment and establish their right to enter		
2. Ensure your practice in relation to health, safety and security is consistent with legislation and organisational requirements		
3. Identify the risks involved prior to starting work activities and ensure they are undertaken in a way which minimises the risks		
4. Maintain work areas as safe and as free from hazards as possible during work activities		
5. Ensure equipment and materials are used in a correct, safe manner which is consistent with current legal and organisational requirements		
6. Store equipment and materials safely and securely when not in use		
7. Dispose of waste and spillage without delay in a safe manner and place		
8. Take the appropriate action to minimise health, safety and security risks which arise during work		
9. Put into effect, without delay, the appropriate safety procedures in an emergency		
10. Ensure health, safety and security records made by you are accurate, legible and complete		
11. Identify the risks to self and others when carrying out work activities and take appropriate actions to minimise risk		
12. Use approved safe methods and systems when undertaking potentially hazardous work activities		
13. Encourage and support others with whom you are working to promote their own health and safety during work activities		
14. Stop the work activity immediately if there is the likelihood of an accident or injury, and take the appropriate action to remedy the problem		
15. Maintain accurate information regarding own whereabouts so that immediate contact can be made should this be necessary		
16. Ensure health, safety and security records made by you are accurate, legible and complete		
17. Summon assistance immediately for any health emergency and begin action appropriate to the condition		
18. Provide support, both verbally and by physical presence, to the individual with the health emergency		
19. Give appropriate support to assist in the ongoing care of the individual with the health emergency, when someone with more competence to deal with the emergency is available		

7. Promote, monitor and maintain health, safety and security (SS03) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/2130/>

Performance criteria	Date achieved	Assessor signature
20. Make the immediate vicinity as private and safe as possible once the intervention has been taken over by an appropriate person		
21. Offer appropriate support to any others involved in the incident once any initial danger has passed		
22. Keep records of incidents that are accurate, legible and complete		

Comments and Action Plan

8. Promote the rights and diversity of individuals (SCDHSC3111)

<https://tools.skillsforhealth.org.uk/external/SCDHSC3111.pdf>

Performance criteria	Date achieved	Assessor signature
Promote the individual's capacity to exercise their rights and responsibilities		
1. Provide up to date information, appropriate explanations and support to enable the individual and key people to understand their rights and responsibilities		
2. Provide up to date information, appropriate explanations and support to enable the individual and key people to exercise their rights		
3. Work in ways that demonstrate to others how to respect and promote the views, choices and wishes of individuals and key people		
4. Work in ways that demonstrate to others how to promote active participation to maximise the individual's control over their own life		
5. Demonstrate through your practice how to promote the right of the individual to make informed choices and decisions about their life and well-being, and about taking and managing potential and actual risks		
6. Interpret the rights and responsibilities of the individual in a way that is consistent with the law, regulation and work setting requirements		
7. Provide up to date information, appropriate explanations and support to enable the individual and key people to acknowledge the complexities of decisions that may need to be made in order to balance their rights, preferences and responsibilities		
8. Seek assistance when conflicts arise that you cannot deal with		

8. Promote the rights and diversity of individuals (SCDHSC3111) *continued*

<https://tools.skillsforhealth.org.uk/external/SCDHSC3111.pdf>

Performance criteria	Date achieved	Assessor signature
Promote a culture that values and respects diversity		
9. Work with the individual, key people and others to understand the cultural experience, background and beliefs of the individual		
10. Identify how and where to access expertise on specific cultures or aspects of culture		
11. Access expertise and advice from people, groups and networks to enhance your understanding of the individual's culture, background and beliefs		
12. Work with the individual, key people and others to enhance aspects of the environment, practice and behaviour that are beneficial to an inclusive culture		
13. Work with the individual, key people and others to address aspects of the environment, practice and behaviour that may create barriers to an inclusive culture		
14. Ensure that activities and practices use the individual's culture and life experiences as a resource		
15. Support the individual to consider how they may wish to build upon their cultural experience in ways that promote participation, inclusivity and co-operation with others		
16. Demonstrate through your practice how to support the individual's right to communicate using their preferred language and method		
17. Model behaviour that encourages others to work in ways that promote equality and respect diversity		
18. Challenge practices and processes that prevent the individual having equal opportunity to services, support and facilities		
19. Seek assistance when you are having difficulty promoting equality and diversity		

8. Promote the rights and diversity of individuals (SCDHSC3111) *continued*

<https://tools.skillsforhealth.org.uk/external/SCDHSC3111.pdf>

Performance criteria	Date achieved	Assessor signature
Promote the individual's rights in relation to information about themselves		
20. Work in ways that demonstrate to others how to support the right of the individual to access information about themselves		
21. Disclose information about the individual only to those who have the right and need to know, and once proof of identity has been obtained		
22. Encourage others to disclose information only to those who have the right and need to know, and once proof of identity has been obtained		
23. Ensure that records and reports about work with the individual are completed within confidentiality agreements and according to legal and work setting requirements		
24. Maintain confidentiality when storing and accessing information about the individual		
25. Work in ways that demonstrate to colleagues how to respect and protect the privacy of the individual when handling information about them		
Promote confidence that the rights of individuals will be upheld in the work setting		
26. Ensure your own practice is always consistent with the law, regulation and work setting requirements		
27. Support others to work within the law, regulation and work setting requirements		
28. Use sensitively and responsibly the influence that accompanies your job role and responsibilities		
29. Support others to use their influence sensitively and responsibly		
30. Work in ways that demonstrate you are honest, trustworthy, reliable and dependable at all times		
31. Encourage others to be honest, trustworthy, reliable and dependable in their work		
32. Work with others to ensure all communication is appropriate, open, accurate and straightforward		
33. Ensure that you honour your work commitments and support colleagues to do the same		
34. Ensure that you and others declare any personal interests that might influence judgements and practice		
35. Work in ways that demonstrate to others how to support the right of the individual to compliment, comment and complain about services they are receiving and to have any comments and complaints taken seriously		

8. Promote the rights and diversity of individuals (SCDHSC3111) *continued*

<https://tools.skillsforhealth.org.uk/external/SCDHSC3111.pdf>

Comments and Action Plan

1. Improve quality of health and healthcare through audit and evaluation (PHS08)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/2470/>

Performance criteria	Date achieved	Assessor signature
1. Develop audit/evaluation plans that: <ul style="list-style-type: none"> • identify the nature of the audit or evaluation • identify standards and guidelines that are relevant to the work • contain the necessary information for effective implementation • are consistent with statutory and organisational requirements • Identify the financial, human, capital, material and time resources required 		
2. Identify and develop appropriate and cost effective quantitative and qualitative assessment tools and techniques		
3. Analyse the data using valid, reliable and cost-effective methods, compare it with established standards, highlight the differences and draw conclusions when there is sufficient evidence to do so		
4. Propose realistic, sustainable and cost-effective methods of improvement, consistent with the findings of the audit or evaluation and effectively disseminate them to the relevant people		
5. Offer appropriate support and encouragement to all those who need to be involved in improving interventions, programmes and services		
6. Re-evaluate to confirm quality improvements on a regular basis		

Comments and Action Plan

2. Assist in the research work (R&D8a)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/2451/>

Performance criteria	Date achieved	Assessor signature
1. Adhere to standard precautions for infection control and other necessary health and safety measures		
2. Respond promptly to any requests and directions you receive		
3. Carry out delegated activities as required, in accordance with your competence level and the remit of your role		
4. Carry out tasks accurately to produce reliable and precise data to support the research investigation		
5. Follow necessary methodology when carrying out analyses and preparing specimens or samples		
6. Record results accurately for presentation to other relevant colleagues		
7. Work within your own personal scope of practice at all times		
8. Communicate required information to others clearly, accurately and in a timely fashion		
9. Collaborate effectively and proactively in situations requiring team working		

Comments and Action Plan

3. Synthesise new knowledge into the development of your own practice (GEN13)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/376/>

Performance criteria	Date achieved	Assessor signature
1. Monitor advances in knowledge and practice relevant to your own area of work to a sufficient level to keep abreast of developments		
2. Identify and take appropriate opportunities to examine and challenge the advances in knowledge and practice made by others		
3. Evaluate others' work for its relevance and applicability to your own area of practice		
4. Use evidence from your own and others' work to inform the development of your own practice		
5. Implement ideas for improving your own practice in structured ways which allow them to be tested and generalised		
6. Monitor the changes which you make to your own practice and reflect on these to determine the effectiveness of the outcomes		
7. Apply new knowledge synthesised into own practice to all areas of work in which it is relevant and likely to be effective		

Comments and Action Plan

4. Identify and evaluate opportunities for innovation and improvement (CFAM&LCA1)

<https://tools.skillsforhealth.org.uk/external/CFAM&LCA1>

Performance criteria	Date achieved	Assessor signature
1. Engage appropriate people within your organisation in identifying and evaluating opportunities for innovation and improvement		
2. Identify and pursue opportunities to work in collaboration with external experts and other organisations to generate and develop ideas		
3. Monitor trends and developments in your organisation’s operating environment		
4. Monitor the performance of your organisation’s products/ services and processes and benchmark with comparable organisations		
5. Identify potential new products/services, new markets, new processes and improvements to existing products/services and processes		
6. Agree with key stakeholders clear criteria for evaluating potential innovations and improvements		
7. Gather sufficient, valid information to allow potential innovations and improvements to be evaluated		
8. Evaluate potential innovations and improvements against agreed criteria		
9. Communicate your evaluation to key stakeholders in ways that help them appreciate the potential value of innovations and improvements		
10. Communicate your evaluation to those involved in ways that reinforce their commitment to seek opportunities for innovation and improvement		
11. Take action to protect the intellectual property rights of innovations, where required		

Comments and Action Plan

job description

person specification

core competences

1. Act within the limits of your own competence and authority (GEN63)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/85/>

Performance criteria	Date achieved	Assessor signature
1. Adhere to legislation, protocols and guidelines relevant to your role and field of practice		
2. Work within organisational systems and requirements as appropriate to your role		
3. Recognise the boundary of your role and responsibility and seek supervision when situations are beyond your competence and authority		
4. Maintain competence within your role and field of practice		
5. Use relevant research based protocols and guidelines as evidence to inform your practice		
6. Promote and demonstrate good practice as an individual and as a team member at all times		
7. Identify and manage potential and actual risks to the quality and safety of practice		
8. Evaluate and reflect on the quality of your work and make continuing improvements		

Comments and Action Plan

2. Engage people in change (CFAM&LCA3)

<https://tools.skillsforhealth.org.uk/external/CFAM&LCA3>

Performance criteria	Date achieved	Assessor signature
1. Engage appropriate people within your organisation and other key stakeholders to suggest innovations and improvements to products/services, processes, systems, structures, roles and cultures		
2. Communicate the business case for change, clearly specifying both the benefits and costs/risks		
3. Provide opportunities for people within your organisation and other key stakeholders to discuss the business case for change, provide feedback, express any concerns and make suggestions		
4. Engage people within your organisation and other key stakeholders in planning change, identifying their specific roles and responsibilities and evaluating how the change will affect them		
5. Engage people involved in the change process in identifying any training or support they will need and how and when these will be provided		
6. Communicate regularly with people within your organisation and other key stakeholders about progress on the change process, clearly specifying how it affects them and any actions required of them		
7. Discuss progress directly with those involved, considering ways of overcoming any difficulties and inviting suggestions for improving the change process		
8. Monitor people's engagement with and responses to the change process		
9. Provide people with the training, support and encouragement, they require.		
10. Communicate the results of the change process to people within your organisation and other key stakeholders, recognising the contributions and cooperation of those involved and affected by the change		
11. Evaluate people's experience of the change process and use the lessons learned to improve future change processes		

Comments and Action Plan

3. Uphold the rights of individuals (SCDHSC0234)

<https://tools.skillsforhealth.org.uk/external/SCDHSC0234.pdf>

Performance criteria	Date achieved	Assessor signature
Uphold the individual's right to be in control of their life		
1. Support the individual to understand their rights		
2. Ensure the individual has access to any advocacy services they wish or require to use		
3. Support the individual to regain or retain their right to be in control of their own life		
4. Work in ways that promote active participation and enable the individual to be in control of their own life		
5. Support the individual's right to make informed choices and decisions about their life and well being		
6. Support the individual's right to make informed decisions about taking and managing potential and actual risks		
7. Support the individual to recognise conflicts that may arise between their rights and their responsibilities towards other people		
8. Seek support to resolve conflicts between the individual's rights and their responsibilities towards other people		
9. Challenge practices that may inappropriately prevent the individual from exercising their rights		
10. Seek advice when you are having difficulty in upholding an individual's rights		

3. Uphold the rights of individuals (SCDHSC0234) *continued*

<https://tools.skillsforhealth.org.uk/external/SCDHSC0234.pdf>

Performance criteria	Date achieved	Assessor signature
Uphold the right to be respected as an individual		
11. Work in ways that demonstrate respect for diversity		
12. Support the right of the individual to communicate using their preferred method of communication and language		
13. Work in ways that demonstrate respect for the individual and their background, beliefs, cultures, values and preferences		
14. Work in ways that put the individual's preferences and best interests at the centre of everything you do		
15. Work in ways that demonstrate respect for the individual's dignity and privacy		
16. Challenge the actions of others where they lead to discrimination Uphold the individual's right to privacy of information		
17. Support the individual to understand your duty of confidentiality and in what circumstances you may need to pass on otherwise confidential information		
18. Maintain clear, accurate and up-to-date records of information relevant to the individual's well-being and their care or support		
19. Ensure that information about the individual is kept confidential within work setting requirements		
20. Confirm proof of identify and the right to access information before disclosing any information to others		
21. Disclose information only to those who have the right and the need to know		
22. Support the rights of the individual to access information about themselves		

4. Develop your practice through reflection and learning (SCDHSC0033)

<https://tools.skillsforhealth.org.uk/external/SCDHSC0033.pdf>

Performance criteria	Date achieved	Assessor signature
Reflect on your own practice		
1. Communicate to others the importance of being a reflective practitioner		
2. Analyse with individuals, key people and others what is required for competent, effective and safe practice in your job role		
3. Use reflection to review your own knowledge, skills, attitudes and behaviours		
4. Reflect on how any life experiences and personal beliefs might affect your work		
5. Evaluate with individuals, key people and others how well you carry out your work to achieve outcomes and promote active participation		
6. Analyse the areas of your work where literacy, numeracy and information technology skills are necessary		
7. Demonstrate where you have used literacy, numeracy and information technology skills in your work		
8. Evaluate with others how your practice and skills could be improved		
Take action to enhance your practice		
9. Use support to identify strengths within your practice		
10. Use support to reflect on and identify ways that your practice can be enhanced		
11. Prioritise aspects of your practice that need to be strengthened		
12. Take action, with support, to identify development opportunities that will enhance your knowledge and practice		
13. Agree with others your personal development plan		
14. Access development opportunities		
15. Apply new learning to your practice		
16. Evaluate how effective the development opportunities have been in enhancing your practice		
17. Share with others how reflection has led to improved ways of working		
18. Revise your personal development plan to take account of personal growth, skills enhancement and new challenges		
19. Keep up-to-date records of your personal and professional development, according to legal and work setting requirements		

4. Develop your practice through reflection and learning (SCDHSC0033) *continued*

<https://tools.skillsforhealth.org.uk/external/SCDHSC0033.pdf>

Comments and Action Plan

5. Develop your own knowledge and practice (SCDHSC0023)

<https://tools.skillsforhealth.org.uk/external/SCDHSC0023.pdf>

Performance criteria	Date achieved	Assessor signature
Reflect on your current practice		
1. Clarify with others the skills, knowledge and values required to carry out your job role		
2. Clarify with others the areas of your work where literacy, numeracy and information technology skills are necessary		
3. Actively seek feedback from individuals, key people and others on your use of skills, knowledge and values in your practice		
4. Agree with others the areas of strength in your practice		
5. Reflect with others on the way your values, personal beliefs and experiences may affect your work with individuals		
Plan to develop your knowledge and practice		
6. Seek support from others to identify areas for development within your practice that would help you to carry out your work activities more effectively		
7. Seek advice on development opportunities to achieve development		
8. Agree a personal development plan with others		
9. Secure opportunities for development Apply acquired knowledge and skills in your work		
10. Use opportunities with others to reflect on your learning from development opportunities in order to continuously improve your practice		
11. Review how the newly acquired skills and knowledge can be applied in your practice		
12. Confirm with others that it is safe and within your job role before applying new skills and knowledge		
13. Apply new skills and knowledge that have been agreed as appropriate to your job role		
14. Evaluate with others how far your new skills and knowledge have enhanced your work		

5. Develop your own knowledge and practice (SCDHSC0023) *continued*

<https://tools.skillsforhealth.org.uk/external/SCDHSC0023.pdf>

Comments and Action Plan

6. Make use of supervision (GEN36)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/2296/>

Performance criteria	Date achieved	Assessor signature
1. Identify the nature of the supervision you require		
2. Assess the available supervision in relation to your identified needs		
3. Select a qualified supervisor to best meet your needs		
4. Identify the role and value of supervision as a key component in professional practice		
5. Seek the frequency of supervision necessary for safe effective practice		
6. Clarify the context, accountability and arrangements for supervision, and explore the implications of these with your supervisor		
7. Clarify and agree with your supervisor: <ul style="list-style-type: none"> • roles • joint responsibilities • commitments • aims and objectives • ways of working • arrangements for monitoring and reviewing the supervision • the timing and process of changing or ending the supervisory relationship 		
8. Negotiate a supervisory contract with your supervisor which: <ul style="list-style-type: none"> • meets the identified purposes of the supervision • identifies the content and agenda for each supervisory session with your supervisor 		
9. Recognise appropriate cases and aspects of your work which require attention in supervision		
10. Bring mistakes and difficult moments in therapeutic practice to supervision		
11. Manage and use the anxieties around supervision to engage in non-defensive reflection, during and following, supervision		
12. Develop the ability to question and challenge your supervisor and use this as a tool for your own development		
13. Use your reflections on the supervisory relationship in supervision and to inform aspects of your work with individuals		
14. Review the process, outcomes and continuing effectiveness of supervision against the aims and objectives		
15. Consider any possible changes to the current supervision		
16. Identify unresolved issues, future supervision requirements and ways of achieving these		

6. Make use of supervision (GEN36) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/2296/>

Comments and Action Plan

7. Support and challenge workers on specific aspects of their practice (GEN132)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/3898/>

Performance criteria	Date achieved	Assessor signature
1. Encourage and support other workers to: <ul style="list-style-type: none"> • identify their own values, interests and priorities in relation to the work they are undertaking • think through and identify the impact which their own values, interests and priorities have on their own practice and personal life • reflect on their own personal beliefs, preferences and behaviours to identify the effect which they have on how they think about and work with others 		
2. Offer other workers constructive feedback on their practice, their effectiveness within their role and their ability to work with others		
3. Encourage other workers to reflect upon and identify: <ul style="list-style-type: none"> • the factors that affect the effectiveness of their practice • which of the identified factors they are able to tackle, and how • those factors for which they need support, and from whom this may come • ways in which their practice can be improved 		
4. Suggest to other workers in a fair and constructive manner: <ul style="list-style-type: none"> • those factors which may be affecting their effectiveness • ways in which their practice could be improved 		
5. Encourage others to challenge any of the worker's views which they feel are not reasonable or justifiable		
6. Assist others to: <ul style="list-style-type: none"> • identify realistic and achievable goals for improving their practice • draw up a realistic and achievable plan for achieving their goals • seek support from appropriate people who are in a position, and are willing to help them to achieve their goals • identify how and when they should review their progress towards their goals and your role in this 		
7. Offer other workers information and advice to enable them to identify and use effective support systems and networks		
8. Agree with other workers the nature, frequency and purpose of routine contact and how to contact you if they are in need of additional discussion, advice and supervision		
9. Maintain contact with other workers to provide opportunities for feedback, discussion and support		
10. Supervise other workers in the manner and at the frequency agreed with them		

7. Support and challenge workers on specific aspects of their practice (GEN132) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/3898/>

Performance criteria	Date achieved	Assessor signature
11. Enable other workers to reflect on and make decisions about: <ul style="list-style-type: none"> • levels of contact • the objectives and outcomes of their work • how their work relates to evidence-based practice • the need for intervention by other specialist workers and agencies 		
12. Actively monitor that professional and behavioural boundaries are clear and are being observed by other workers in their work relationships		
13. Challenge appropriately those workers who show signs of becoming complacent with the progress of their work and re-emphasise the importance and purpose of the work		
14. Take the necessary actions to maintain the key focus of others' work		
15. Offer others appropriate support to manage their work effectively		
16. Supervise other workers at a sufficient level to ensure that they only undertake activities for which they are competent and which are within their remit		
17. Actively monitor the effect which undertaking different activities has on workers and take appropriate action where there are concerns that the activities are detrimental to their health and social well-being		

Comments and Action Plan

Clinical Consultant

Job description	
Post title:	Clinical Consultant
Post reference:	
Accountable to:	
Responsible / reporting to:	
Level of role:	Skills for Health level 8
Location:	

1. The Post

1.1 Post Description

Clinical Consultants (level 8) will have highly specialised knowledge, some of which is at the forefront of knowledge in a field of work, which they use as a basis for original thinking and/or research. They are leaders with considerable responsibility, and the ability to research and analyse complex processes. They have responsibility for service improvement or development. They may have considerable management responsibilities and be accountable for service delivery or have a leading education or commissioning role (www.skillsforhealth.org.uk)

You will provide strategic, professional and clinical leadership and consultancy across the spectrum of the Integrated Urgent Care Service. You will take the lead role in maximising the contribution that values and evidence based practice makes to the patient journey in the areas of:

- Expert clinical practice
- Clinical Professional leadership and consultancy
- Practice and service development, research and evaluation
- Education & Professional Development

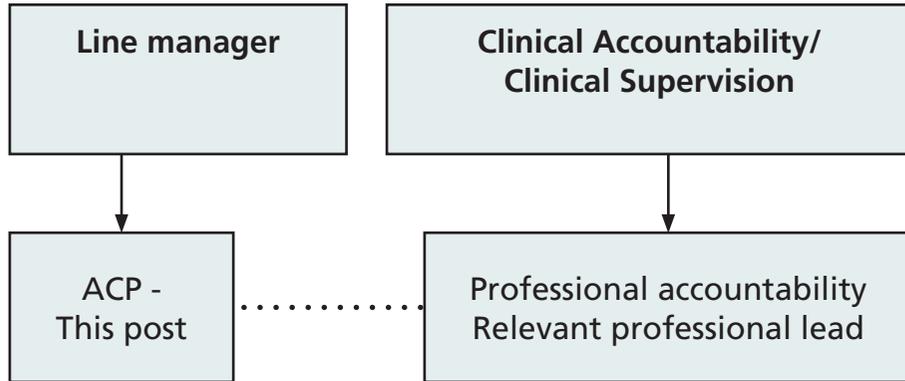
You will work as an expert clinician, using high level decision making skills. Your primary focus will be the design and implementation of excellent patient centred care, encompassing cost effective, evidence based care pathways.

You will participate in research and ensure current research findings are embedded within the service.

You will apply a highly developed theoretical and practical knowledge over a wide range of clinical, technical and leadership functions.

1.2 Organisational chart

(Including in diagrammatic form, to whom the post is responsible to, and any posts which are responsible to the post holder)



1.3 Key working relationships

(The range of individuals and organisations the post holder has contact with, how regularly and for what purpose)

All members of the multi-professional teams within primary base and across relevant services and partner organisations

To include:

- Doctors (primarily GPs)
- Nurses
- AHPs
- Administration
- Clinical Support services e.g laboratory staff and radiology
- Clinical leads

2. Main duties and responsibilities of the post

As Clinical Consultant of a multi-professional team, the post holder will deliver specialist expert clinical work, whilst being accountable and self-directed in line with the relevant code of professional conduct and maintain current registration with appropriate professional body.

2.1 Expert clinical care

- Provide expert clinical advice and support to patients and other practitioners in relation to clinical decision making through telephone triage, remote consultation and/or face to face consultation. This will constitute a minimum of 50% of the Clinical Consultant's time.
- **Take a lead role in the provision of a clinical specialism within the IUC care environment.**
- **Prioritise individuals for future assessment, treatment and care (EUSC07).** This includes having an oversight and navigation function to ensure patient acuity is recognised and to direct cases to the most appropriate staff and/or element of IUC service in a timely manner.
- **Obtain a patient history (CHS168) and Establish a diagnosis of an individual's health condition (CHS40).** Dealing with highly complex patients, demonstrate expert clinical knowledge and highly advanced skills to undertake a remote assessment (**telephone triage** and consultation), including accurate clinical history, and/or perform a **physical examination** to formulate a differential diagnosis and devise, monitor and review evidence based treatment plans and advice. This may be in a call centre, primary care or in patient's home as required, and may include lone working. This may need you to **retrieve**

and reconcile information about an individual's medication (PHARM29.2016) escalating appropriately as necessary.

- **Investigate and diagnose an individual presenting for emergency assistance with:**
 - **breathlessness (EC11A)**
 - **bleeding and fluid loss** (including gynaecological but not pregnancy related) (EC11B)
 - **pain** (including chest and abdominal pain) (EC11C)
 - **tissue trauma** (including musculoskeletal injury) (EC11D)
 - **skin rashes/dermatological features (EC11E)**
 - **toxic ingestion** (may include use of TOXBASE) (EC11F)
 - **altered behaviour** (non crisis – needs discussion) (EC11H)
 - **fever (EC11I)**
 - **fall (EC11J)**
 - **ENT (EC11K)**
 - **unwell older person (EC11L)**
 - **unwell child or young person (EC11M)**

The above are indicative of high volume activity and not exhaustive. As a Clinical Consultant you will be expected to manage all presentation into the IUC setting.

This can be in telephone, remote or face to face settings (e.g. call centre, primary care or patient's home).

- **Arrange services and support with other healthcare providers (CHS98).** Act as a source of consultancy by establishing multi agency collaboration across primary/secondary interface to meet the needs of highly complex patients, including social needs. This may include the need to **Contribute to social care in emergency situation (EC21).**
- **Perform point of care testing (CHS217)** and act as a consultant for queries regarding results from other healthcare professionals undertaking these tests.

- **Provide clinical interpretation from clinical investigations (CHS220) and Determine a treatment plan for an individual (CHS41).** Make a diagnosis and care management decisions for highly complex patients based on interpretation of results, ensuring that optimum physical and psychological needs are met and are ethically based. Act as a point of expert clinical reference for the whole team. Make appropriate follow up referral as needed and/or ensure the patient has instructions on action to take if not improving.
- **Manage an individual's medication to achieve optimum outcomes (CHS74)** as an independent prescriber or within the scope of PGD, seeking advice when necessary.
- **Advise on the health status and healthcare needs of individuals at a distant location using electronic communication media (CHS127) and Conduct handover between handover personnel (CHS126).** Provide accurate, unambiguous, relevant and timely communications to colleagues as required during handover and referral, and which is supported by written information which is consistent with verbal or electronic information.
- Expertly carry out a wide variety of procedures and interventions which require highly advanced levels of knowledge and skills requiring dexterity and accuracy.
This will include: Identify and list any service specific skills: Please note any additional skills which are identified as being required and were not part of initial training must undergo a risk assessment using the Calderdale Framework – risk assessment tool and relevant competency must be written and training must be put in place.
 - **Prepare prescriptions for prescription only medication (CHD HK1).** Act as an independent prescriber. This includes the ongoing monitoring, assessment, evaluation and revision of medication.

- **Act within the limits of your competence and authority (GEN63).** To acknowledge any limitations in knowledge and skills and exercise professional judgments to know when and when not to undertake a clinical activity. Escalate to Clinical Director or other appropriate senior colleague when real time clinical decision making support is required.

2.2 Clinical professional leadership and consultancy

- **Lead your team (CFAM&LBA3):** Provide visionary leadership, motivating and inspiring others to deliver the best multidisciplinary IUC for people. Use high level verbal and non-verbal communication skills, with the ability to adapt to a variety of situations. This includes clinical leadership to members of the multi-disciplinary team working in the IUC setting.
- **Identify and evaluate opportunities for innovation and improvement (CFAM&LCA1),** including challenging professional and organisational boundaries in the interests of patients, clients, carers and staff to improve care outcomes. Work in partnership with other healthcare professionals/agencies influencing the development of innovative, effective multidisciplinary ways of working via co-ordinated and integrated approaches to care.
- **Manage people's performance at work (CFAM&LDB4).** Direct, lead and motivate staff to ensure a high standard of professionalism, efficiency and effectiveness in service delivery, ensuring activity is aligned to service and organisation priorities. Promoting and influencing others to incorporate values based care into practice. Continually assess and monitor risk in own and others practice and challenge others about risk factors.

- **Use information to take effective decisions (CFAM&LEC5)** to identify and bridge service and professional gaps and work with other consultants and senior practitioners to lead and develop services for people requiring IUC services. This includes the ability to process complex, sensitive or contentious information, leading to strategic plans which will drive change across the IUC service and its partners. To identify gaps including effectively managing complaints and concerns from patients, families, carers and visitors to the organisation.
- **Manage yourself (CFAM&LAA1)**. Exercising the highest degree of professional autonomy by displaying a wide understanding of highly complex contributing factors, requiring analysis and interpretation.
- **Represent your area of work in meetings (CFAM&LDD7)**, by building and maintaining good and strong influential relationships with colleagues, staff, internal and external stakeholders.
- **Implement change (CFAM&LCA4)**, by exploring and facilitating opportunities for change, empowering staff ownership of change and ensuring robust systems of evaluation are in operation. Contribute to debates within the multi-professional arena by challenging current structures/traditional ways of working which may limit or inhibit services.
 - **Promote staff wellbeing (CFAM&LDB9)** by demonstrating compassionate leadership.
 - **Lead practice that promotes the rights, responsibilities, equality and diversity of individuals (SCDHSC0452)**.

2.3 Practice and service development; research and evaluation

- **Translate research and development findings into practice (R&D14) and Develop evidence based clinical guidelines (CHS128)** by promotion and demonstration of high quality evidence-based practice by implementing the findings of research into practice, locally, nationally and internationally in order to enable the delivery of specialist IUC services. This will include the selection and design of complex clinical audit and dissemination/implementation of the findings.
- **Develop clinical protocols for delivery of service (CHS170)** and integrate different aspects to practice to improve outcomes for patients.
- **Design quality assurance programmes in healthcare (CHS198)** by promoting and influencing the clinical effectiveness of IUC in collaboration with other IUC providers, taking into account national quality developments.
- **Produce a research and development plan (R&D6)**. Explore research and practice development opportunities within the IUC service and create a culture of research. Acting as a resource to staff in the development of agreed research protocols and enabling and supporting staff at all levels to develop research skills and integrate these into practice. This will include establishing links with academic/research institutions and may include the need to **Carry out clinical trials in healthcare (CHS215)**.
- **Develop procedures for delivery of services (CHS171)** by generating new solutions, which will best meet the needs of patients and clients through thinking laterally about their own and others' practice, facilitate the design of the organisation and systems of work. This will include patient and public involvement in the planning and delivery of patient centred, evidence-based practice.

- **Contribute to innovation in a business environment (CFA_BAA112):** To actively seek opportunities to promote, publicise and disseminate the role of integrated urgent care services. Taking part in local and national professional and multidisciplinary events and through presentations, workshops, formal teaching, conferences, networking and if appropriate publications as required.

2.4 Education and professional development

- **Facilitate individual learning and development (LSILADD07)** by leading and reviewing the educational needs of the IUC service and the healthcare professionals working within it. To be responsible for the design and delivery of education and professional development Programme within IUC. This will include the need to **Undertake coaching or mentoring (LSICM05)** with members of your team.
- **Communicate information and knowledge (CFAM&LEC4).** Contribute to the wider development of their area of practice, through publishing and disseminating developments in the interests of patients and carers.
- **Develop your knowledge skills and competence (CFAM&LAA2)** which will include linking with Clinical Specialists and other Clinical Consultants which may be from outside your expert field of practice and undertaking: **Peer training and mentoring (CCSCS18).** This will involve multi-professional supervision in order to promote transdisciplinary practice.
 - **Promote knowledge management and sharing (CFAM&LEC1)** by facilitating and developing a learning environment amongst the multidisciplinary team, which includes reflective practice and work based learning so that IUC services continuously improve and develop.

- **Develop and sustain productive working relationships with stakeholders (CFAM&LDD2)** by maintaining and fostering genuine partnerships with higher education institutions and professional bodies.

3. Work setting and review

(Who is responsible for setting and reviewing the work, the extent to which the post holder works unsupervised, and the extent to which they are free to act without direct reference to a more senior person)

- To work as an autonomous practitioner in line with their professional code of conduct and scope of practice. Be aware of own limitations and seek advice and guidance as necessary from colleagues.
- The post holder will be directly supervised for those clinical activities which are not within area of competence until such time as competence is met.

Supervision will be from a clinically competent practitioner working to at least the same level as the post holder.

4. Individual responsibilities

The post holder is expected to adhere to organisational policies and procedures and relevant legislation including the requirements of any professional bodies and to attend mandatory training as identified by the organisation.

Particular attention is drawn to the following requirements:

- **CONFIDENTIALITY**

The post holder must maintain the confidentiality of information about patients, staff and Trust business in accordance with the Data Protection Act 1998 and Caldicott principles. You should familiarise yourself with the organisation's confidentiality and data protection policies.

- **INFECTION CONTROL**

In order to comply with the Health Act 2006 (Code of Practice for the Prevention and Control of Health Care Associated Infections) it is the responsibility of every member of staff to prevent and control the spread of infection following the organisation's infection control policies.

- **SAFEGUARDING**

Individuals have a duty of care to children and vulnerable adults that they come into contact with whilst at work to safeguard and promote their welfare and to work to prevent, recognise, respond, appropriately refer and record potential neglect or abuse, adhering to the organisation's Safeguarding and Prevent policies. Safeguarding also means ensuring that fundamental aspects of care, such as appropriate nutrition, preventing falls and minimising the risk of pressure ulcer formation, is provided for each patient in our care.

- **HEALTH AND SAFETY**

All Managers have a general accountability for ensuring, so far as is reasonably practicable, the health, safety and welfare of the employees

under their direction at work.

All employees are required to:

- *take reasonable care for their own acts or omissions and the effect that these may have upon the safety of themselves or any other person.*
- *use safety equipment or clothing in a proper manner and for the purpose intended.*
- *note that any employee who intentionally or recklessly misuses anything supplied in the interests of health and safety will be subject to disciplinary procedures.*
- *work in accordance with any health and safety procedures, instructions or training that has been given.*
- *not undertake any task for which they have not been authorised and for which they are not adequately trained.*
- *bring to the attention of a responsible person any perceived shortcoming in our safety arrangements or any defects in work equipment.*
- *note that all employees are under a duty to familiarise themselves with the Risk Management, Fire, and Health & Safety Policies.*
- *undertake mandatory training in accordance with legal requirements (fire and governance training is required annually and health and safety training is a single event).*

- **CORPORATE GOVERNANCE ARRANGEMENTS**

You will be expected to familiarise yourself with the Organisation's Governance Strategy which outlines the Management and Committee Structures and Procedures for the Governance of the Organisation's activities.

- **RISK MANAGEMENT**

Ensure that you implement systems and procedures at local level to fulfil the requirements of the Organisation's Risk Management Strategy including local management and

resolution of complaints and concerns, management of Untoward Incidents / Near Misses, and compliance with the Risk Profiling Programme.

• **SMOKING**

All Health Service premises are considered as non-smoking zones, other than specific externally designated smoking areas. There will be a strict no-smoking policy within organisation’s premises.

• **EQUALITY AND DIVERSITY**

All staff have a role to play in supporting and championing equality and ensuring that our workplace and the services we deliver are free from discrimination. This includes delivering the organisation’s obligations as they are set out within the Equality Act and Public Sector Equality Duty, which means not only ensuring equal opportunities for staff and service users, but also ensuring that patients have equal access to NHS services and that health inequalities are reduced across all protected characteristics. Treating people equally may mean treating people differently or more favourably, in order to ensure equal access – for example, by giving staff with dyslexia more time to sit tests, or by giving people with learning disabilities longer appointments. All staff must ensure that they have the skills, knowledge and competences outlined within the competency framework to ensure that their practice and the care they provide meets the needs of all individuals with protected characteristics, where appropriate taking account of cultural or language needs, respecting difference and taking action to reduce health inequalities.

All employees must be aware of their obligations and to abide by the spirit and nature of these requirements to avoid direct and indirect discrimination, instead championing equal access to health and care outcomes.

5. Job description agreement

Post holder’s signature

Date

Line Manager’s signature

Date

Clinical Consultant

Requirements	Essential	Desirable	How identified
Qualifications	<p>Registered Practitioner (e.g. GMC/MRCGP/NMC/HCPC/GPhC)</p> <p>Master's degree or equivalent</p> <p>Registered as a non-medical prescriber with the NMC/HCPC or GPhC</p>	<p>PhD or working towards or equivalent Leadership modules</p> <p>ALS/ILS</p> <p>Recognised Teaching and Assessing course (e.g. Mentor Preparation, SLIP, Clinical Educator course, PGCE)</p>	<p>GMC/NMC/HCPC/GPhC register</p> <p>Application form</p> <p>Interview</p>
Experience	<p>Extensive experience working at an advanced level has been required in the speciality area or a related area where advanced skills could be transferable</p> <p>Experience of clinical leadership</p> <p>Ability to communicate effectively at all levels across the Department and Directorate/Trust/Organisations</p> <p>Advanced experience and ability to write academic and organisational reports</p> <p>Proven track record of teaching and assessing</p> <p>Experience of service specific expert clinical skills</p> <p>Experience of working unsupervised and across boundaries and professions.</p> <p>Experience of leading evidenced service improvement and innovation through service /practice development initiatives, audit or research, including use of project management tools</p>	<p>People management experience</p> <p>Clinical supervision/coaching skills</p> <p>General management experience</p>	<p>Application form and interview</p>
Knowledge	<p>Knowledge of local and national healthcare agendas/strategy and policies and how they relate to the specific service</p> <p>Understand the legal, ethical and professional responsibilities and accountability with regards to advanced level, autonomous practice</p> <p>Understand the impact of advanced practice roles on service delivery and their contribution to the multi-professional team</p> <p>Knowledge and understanding of clinical human factors in delivery of safe healthcare practice</p> <p>In depth service-specific knowledge which underpins advanced level practice</p>	<p>Knowledge of medico legal issues and NHS guidance and policies</p>	<p>Application form and interview</p>

Clinical Consultant

Requirements	Essential	Desirable	How identified
Skills and Aptitudes	<p>Ability to work as part of a multidisciplinary team.</p> <p>Developed ability to work autonomously including working flexibly to meet tight deadlines and working under pressure</p> <p>Advanced skills in leading and developing a team, including commitment to personal development of self and others</p> <p>Service evaluation skills including ability to measure the impact of interventions</p> <p>Able to assess the work of the team and provide clear constructive feedback in order to maintain and improve performance</p>	<p>Capable of presenting information to a wide audience</p>	<p>Application form and interview</p>
Personal Circumstances	<p>Positive attitude to innovation and change</p> <p>Adaptable and able to respond to challenging situations</p> <p>Self directed, proactive, willing and committed to learn and develop new skills</p> <p>Ability to maintain and act in a professional manner at all times.</p> <p>Can self analyse own work and performance, with the ability to recognise own limitations and act upon them appropriately</p> <p>To act as a positive role model and promote IUC across the health economy</p> <p>Ability to work flexibly to meet needs of the service. This may include flexible hours within the specific service and adapting to the ongoing development of the Clinical Consultant role</p> <p>Excellent time management skills</p> <p>Ability to work under own initiative and plan and prioritise own workloads</p> <p>Computer and keyboard skills</p>		<p>Application form and interview</p>
Other requirements	<p>Ability to travel to attend relevant events/meet work commitments</p> <p>Ability to pass pre-employment health assessment</p>		

Clinical Consultant

Person Specification Agreement

Post holder

Date

Line Manager

Date

Clinical Consultant

1. Communication	Date achieved	Assessor signature
Level 4 - Develop and maintain communication with people on complex matters, issues and ideas and/or in complex situations (including telephone triage). For example:		
<ul style="list-style-type: none"> Encourages effective communication between all involved 		
<ul style="list-style-type: none"> Develops partnerships and actively maintains them 		
<ul style="list-style-type: none"> Anticipates barriers to communication and takes action to improve communication 		
<ul style="list-style-type: none"> Articulates a vision for organisation focus which generates enthusiasm and commitment from both employees and patients/wider public 		
<ul style="list-style-type: none"> Is persuasive in putting forward own view and that of the organisation 		
<ul style="list-style-type: none"> Communicates effectively and calmly in difficult situations and with difficult people 		

Comments and Action Plan

job description

person specification

core competences

Clinical Consultant

2. Personal and People Development	Date achieved	Assessor signature
Level 4 - Develop oneself and others in areas of practice		
<ul style="list-style-type: none"> • Contributes to development in the workplace as a learning environment 		
<ul style="list-style-type: none"> • Actively creates opportunities to enable everyone to learn from each other and from external good practice 		
<ul style="list-style-type: none"> • Uses a coaching approach to encourage others to develop 		
<ul style="list-style-type: none"> • Ensures all employees managed have annual appraisals and personal development plans in place and comply with mandatory training 		

Comments and Action Plan

Clinical Consultant

3. Health, Safety and Security	Date achieved	Assessor signature
Level 3 - Promote, monitor and maintain best practice in health, safety and security		
<ul style="list-style-type: none"> Identifies and manages risk at work and helps others to do the same 		
<ul style="list-style-type: none"> Makes sure others work in a way that complies with legislation and organisational policies and procedures on health, safety and risk management 		
<ul style="list-style-type: none"> Carries out, or makes sure others carry out risk assessments in own area. Checks work area to make sure it is free from risks and conforms to legislation and organisational policies and procedures on health, safety and risk management 		
<ul style="list-style-type: none"> Takes the right action when risk is identified 		
<ul style="list-style-type: none"> Finds ways of improving health, safety and security in own area 		

Comments and Action Plan

job description

person specification

core competences

Clinical Consultant

4. Service Improvement	Date achieved	Assessor signature
Level 4: Work in partnership with others to develop, take forward and evaluate direction policies and strategy		
<ul style="list-style-type: none"> Involves and engages users of the service and others in discussions about service direction, improvements and the values on which they are based 		
<ul style="list-style-type: none"> Works with others to make sure there is a clear direction for values, strategies and policies and leads the way when interests are in conflict 		
<ul style="list-style-type: none"> Continually reviews the values, strategic plans and directions of the service to take account of changing circumstances 		
<ul style="list-style-type: none"> Works with others to develop strategic plans and business objectives for the service. These need to be consistent with values, realistic, detailed and take account of constraints 		
<ul style="list-style-type: none"> Communicates values, strategic plans and service direction to help all colleagues understand how they are affected. Also creates opportunities for people to contribute their views and ideas 		
<ul style="list-style-type: none"> Works with people affected by service improvements to evaluate the impact of the changes on the service. Feeds this information into ongoing improvements 		

Comments and Action Plan

job description

person specification

core competences

Clinical Consultant

5. Quality	Date achieved	Assessor signature
Level 4: Develop a culture that improves quality		
<ul style="list-style-type: none"> • Initiates, implements ,supports and monitors quality and governance systems and processes 		
<ul style="list-style-type: none"> • Alerts others to the need to improve quality. Ensure others maintain professional registration 		
<ul style="list-style-type: none"> • Is an effective member of the organisation. Works with others to develop and maintain high quality services 		
<ul style="list-style-type: none"> • Role models quality delivery 		
<ul style="list-style-type: none"> • Enables others to understand, identify and deal with risks to quality 		
<ul style="list-style-type: none"> • Actively promotes quality in all areas of work 		
<ul style="list-style-type: none"> • Responsible for continually monitoring quality and takes effective action to address quality issues 		

Comments and Action Plan

job description

person specification

core competences

Clinical Consultant

6. Equality and Diversity	Date achieved	Assessor signature
Level 3 - Promote equality and value diversity		
<ul style="list-style-type: none"> • Interprets equality, diversity and rights in accordance with legislation, policies, procedures and good practice 		
<ul style="list-style-type: none"> • Actively acts as a role model in own behaviour and fosters a non-discriminatory culture 		
<ul style="list-style-type: none"> • Promotes equality and diversity in own area and ensures policies are adhered to 		
<ul style="list-style-type: none"> • Manages people and applies internal processes in a fair and equal way 		

Comments and Action Plan

1. Prioritise individuals for further assessment, treatment and care (EUSC07)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/960/>

Performance criteria	Date achieved	Assessor signature
1. Determine which individuals are to be considered and prioritised for further assessment, treatment and care		
2. Obtain all patient notes and other relevant materials and documentation which might inform the prioritisation of individuals for further assessment, treatment and care		
3. Ascertain relevant details about individuals that could have an impact on the priority status assigned to their further assessment, treatment and care		
4. Ensure in appropriate circumstances that individuals have given informed consent to further assessment, treatment and care		
5. Identify what further assessment, treatment and care each individual will require in order to complete their care pathway, taking into account any available details		
6. Identify accurately which health and care provider is most able to appropriately meet the further assessment, treatment and care needs of the individual		
7. Determine the availability of the required further assessment, treatment and care with the relevant health and care provider that will be providing this service, in a timely and appropriate manner		
8. Prioritise individuals for further assessment, treatment and care taking into account: <ul style="list-style-type: none"> the priority status of each individual being directed towards further assessment, treatment and care, based on available details the availability of the appropriate service providing the required further assessment, treatment and care 		
9. Be alert to any changes in the needs of the individual or the availability of the required service, and reprioritise individuals as appropriate to ensure optimum service delivery		
10. Make arrangements with the relevant health and care provider for the appropriate assessments, treatment and care to be provided, in line with national and local policies and guidelines		
11. Ensure that the needs of individuals requiring multiple further assessment, treatment and care from one or more health and care provider have been taken into account, arranging further service provision in an appropriate and logical sequence		
12. Ensure that the individual or significant others are fully informed about planned further assessment, treatment and care, including: <ul style="list-style-type: none"> what it will involve where it will be conducted when it will be conducted 		

1. Prioritise individuals for further assessment, treatment and care (EUSC07) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/960/>

Performance criteria	Date achieved	Assessor signature
13. Ensure that any required transfer or referral of responsibility for individuals between health and care providers is agreed, arranged and documented appropriately and accurately, in line with agreed policies and protocols		
14. Respect the privacy, dignity and confidentiality of the individual throughout your interaction with them		
15. Work within your scope of responsibility and accountability, referring to others where appropriate and/or necessary		
16. Maintain timely, accurate, complete and legible records in accordance with local policies and procedures and work at all times within appropriate patient and information confidentiality guidelines and protocols		

Comments and Action Plan

2. Obtain a patient history (CHS168)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/2819/>

Performance criteria	Date achieved	Assessor signature
1. Explain your role and responsibilities and check the individual's identity according to local guidelines before the taking of an individual's history relevant to your work area		
2. Follow national and local guidelines if the individual is unable to provide a relevant history		
3. Communicate effectively in the appropriate medium to meet the individual's or third party's needs and preferences		
4. Check the individual's or third party understanding of the purpose of obtaining an individual's relevant history		
5. Respect the individual's privacy, dignity, wishes and beliefs and maintain the confidentiality of the information obtained in line with legislation and organisational requirements		
6. Obtain details of the individual's prior health status and circumstances over a sufficient period of time to inform the assessment and requirements for your work activities		
7. Use appropriate questions to explore, clarify and confirm any unusual or ambiguous information and record the information clearly and accurately in a systematic manner		
8. Accurately answer any questions at a level and pace that is appropriate to the individual's or third party needs		
9. Maintain full, accurate and legible records of information collected in line with current legislation, guidelines, local policies and protocol		

Comments and Action Plan

3. Establish a diagnosis of an individual’s health condition (CHS40)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/220/>

Performance criteria	Date achieved	Assessor signature
1. Check the individual’s identity and confirm valid consent has been obtained for the healthcare investigations or activities required to establish a diagnosis.		
2. Explain your own role, its scope, your responsibilities and accountabilities clearly to the individual and relevant carers		
3. Respect the individual’s privacy, dignity, wishes and beliefs at all times		
4. Communicate with the individual in an appropriate manner, recognising the stressful nature of a potential diagnosis		
5. Consider all the relevant evidence from the individual’s history, baseline observations and tests, and clinical examination		
6. Make use of clinical interpretations and reports to make justifiable assessment of the nature, likely causes and prognosis of the individual’s health condition in accordance with clinical governance		
7. Request further investigations, if required, following national, local and organisational guidelines and protocols		
8. Explain to the individual why you are requesting further investigations, if any, what can be expected to happen and the expected timescales to review the findings and possible implications of normal and abnormal results		
9. Provide opportunities for the individual to ask questions and increase their understanding of their condition		
10. Assess the need for support and provide reassurance where appropriate		
11. Discuss with colleagues, or seek advice from others who are able to assist, where the information you have gathered is difficult to interpret		
12. Discuss the diagnosis with the individual to enable them to think through the implications and how these can be managed		
13. Make a full, accurate and clear record of the information obtained used to establish the diagnosis		
14. Reassure the individual and relevant carers and explain and confirm understanding for the next steps		
15. Ensure you maintain the confidentiality of information at all times in accordance with information governance		

3. Establish a diagnosis of an individual's health condition (CHS40) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/220/>

Comments and Action Plan

[Although these NOS refer to 'emergency' assistance, the content meets the contextual requirements of Integrated Urgent Care services]

4. Retrieve and reconcile information about an individual’s medication (PHARM29.2016)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/4218/>

Performance criteria	Date achieved	Assessor signature
1. Work within the relevant Standard Operating Procedures including the relevant health and safety procedures and within your own limits of competence		
2. Ensure that the environment and timing is suitable for open and confidential discussion with the individual or third party about their medicines		
3. Communicate with the individual and key people at a pace, in a manner and at a level appropriate to the individual’s understanding, preferences and needs		
4. Explain your role and responsibilities, introduce yourself and check the individual’s identity according to local guidelines before retrieving an individual’s medication history relevant to your work area		
5. Obtain valid consent from the individual or third party in accordance with Standard Operating Procedures		
6. Check the individual’s or third party understanding of the purpose of retrieving an individual’s relevant history		
7. Check and record the individual’s allergy status		
8. Use appropriate questions to explore, clarify and confirm any unusual or ambiguous information and record the information clearly and accurately in a systematic manner		
9. Identify and document the medicines and other substances, and ascertain from appropriate sources when and how they are taken by the individual		
10. Use appropriate sources to identify details that are relevant to the individual’s medication history including: <ul style="list-style-type: none"> • medicines that have been started recently • medicines that have stopped • medicines that have changed • medicines that are used regularly • medicines that are used occasionally • medicines that are swapped or shared between individuals or their family and friends • medicines that are bought from other sources • if the individual drinks alcohol, smokes or uses other substances • if the individual has experienced any problems or difficulties with their medication 		

4. Retrieve and reconcile information about an individual’s medication (PHARM29.2016) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/4218/>

Performance criteria	Date achieved	Assessor signature
11. Report any problems, inconsistencies or adverse reactions that the individual may have experienced from their medication in line with Standard Operating Procedures		
12. Reconcile and compare the medication history to the individual’s current list of medicines		
13. Identify and document any discrepancies, changes, deletions or additions		
14. Complete all relevant documentation and store appropriately in accordance with legal and organisational requirements		

Comments and Action Plan

5. Investigate and diagnose an individual presenting for emergency assistance with breathlessness (EC11A)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/607/>

Performance criteria	Date achieved	Assessor signature
1. Explain clearly to the individual: <ul style="list-style-type: none"> • your own role, responsibilities, accountability and scope of practice • the information that is needed from the assessment and who might have access to it 		
2. Obtain the individual's informed consent to the assessment process		
3. Discuss and agree with colleagues: <ul style="list-style-type: none"> • who is responsible for aspects of the assessment and how this will be managed and reported • needs and risks and how these can best be addressed 		
4. Ensure you obtain a complete and accurate history of the presenting individual		
5. Accurately and promptly identify the additional information which you need to make a differential diagnosis		
6. Follow the appropriate procedures and protocols to arrange for any investigations or observations needed to provide you with relevant information		
7. Review all the available information, noting and taking account of any conflicting, confounding or unusual aspects		
8. Recognise accurately and promptly the differentiating features of commonly occurring conditions presenting as breathlessness		
9. Recognise promptly the need for, and obtain, any additional information needed to clarify or confirm your analysis		
10. Identify and make use of relevant research and findings from evidence based practice to inform your interpretation		
11. Promptly seek additional views and advice from relevant others when your interpretation produces unclear results		
12. Develop a diagnosis which is: <ul style="list-style-type: none"> • justifiable given the information available at the time • likely to result in the optimum outcome for the individual 		
13. Balance any additional or unusual aspects of the individual's presenting features against their overall presentation, acknowledging any uncertainties and conflicts		
14. Recognise accurately potential signs of abuse and report them promptly to the appropriate person, in line with national and organisational policy		

5. Investigate and diagnose an individual presenting for emergency assistance with breathlessness (EC11A) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/607/>

Performance criteria	Date achieved	Assessor signature
15. Form an accurate and justifiable identification of: <ul style="list-style-type: none"> the nature and severity of the individual's breathlessness the likely causes of the individual's breathlessness the implications of pre-existing and other medical problems which the individual may have the prognosis for the individual the individual's related needs risks to the individual's health and well being in the short and longer term 		
16. Form a working diagnosis as quickly as possible		
17. Seek additional support and advice from other practitioners as necessary to arrive at a satisfactory working diagnosis		
18. Re-evaluate and adjust, if necessary, your initial diagnosis in the light of emerging symptoms and/or the results of investigations		
19. Determine and confirm when death has occurred, within the limits of your own role, accountability and scope of practice, or inform the appropriate other of the need for them to make this confirmation		
20. Maintain full, accurate and legible records of your diagnosis and any assumptions made and make these available for future reference in line with organisational practices		
21. Initiate symptomatic treatment at the earliest opportunity in line with national, local and organisational guidelines and protocols		
22. Initiate action which provides the best possible outcome for the individual		
23. Advise the individual and any significant others of the diagnosis: <ul style="list-style-type: none"> at the earliest opportunity in a manner which is sensitive to their concerns 		
24. Provide opportunities for the individual and significant others to ask questions and develop their understanding of the diagnosis		
25. Identify and share with colleagues relevant details of the diagnosis you have reached and its implications for further action		

5. Investigate and diagnose an individual presenting for emergency assistance with breathlessness (EC11A) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/607/>

Comments and Action Plan

6. Investigate and diagnose an individual presenting for emergency assistance with bleeding and fluid loss (EC11B)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/608/>

Performance criteria	Date achieved	Assessor signature
1. Explain clearly to the individual: <ul style="list-style-type: none"> • your own role, responsibilities, accountability and scope of practice • the information that is needed from the assessment and who might have access to it 		
2. Obtain the individual's informed consent to the assessment process		
3. Discuss and agree with colleagues: <ul style="list-style-type: none"> • who is responsible for aspects of the assessment and how this will be managed and reported • needs and risks and how these can best be addressed 		
4. Ensure you obtain a complete and accurate history of the presenting individual		
5. Accurately and promptly identify the additional information which you need to make a differential diagnosis		
6. Follow the appropriate procedures and protocols to arrange for any investigations or observations needed to provide you with relevant information		
7. Review all the available information, noting and taking account of any conflicting, confounding or unusual aspects		
8. Recognise accurately and promptly the differentiating features of commonly occurring conditions presenting as bleeding and fluid loss		
9. Recognise promptly the need for, and obtain, any additional information needed to clarify or confirm your analysis		
10. Identify and make use of relevant research and findings from evidence based practice to inform your interpretation		
11. Promptly seek additional views and advice from relevant others when your interpretation produces unclear results		
12. Develop a diagnosis which is: <ul style="list-style-type: none"> • justifiable given the information available at the time • likely to result in the optimum outcome for the individual 		
13. Balance any additional or unusual aspects of the individual's presenting features against their overall presentation, acknowledging any uncertainties and conflicts		
14. Recognise accurately potential signs of abuse and report them promptly to the appropriate person, in line with national and organisational policy		

6. Investigate and diagnose an individual presenting for emergency assistance with bleeding and fluid loss (EC11B) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/608/>

Performance criteria	Date achieved	Assessor signature
15. Form an accurate and justifiable identification of: <ul style="list-style-type: none"> • the nature and severity of the individual's bleeding and fluid loss • the likely causes of the individual's bleeding and fluid loss • the implications of pre-existing and other medical problems which the individual may have • the prognosis for the individual • the individual's related needs • risks to the individual's health and well being in the short and longer term 		
16. Form a working diagnosis as quickly as possible		
17. Seek additional support and advice from other practitioners as necessary to arrive at a satisfactory working diagnosis		
18. Re-evaluate and adjust, if necessary, your initial diagnosis in the light of emerging symptoms and/or the results of investigations		
19. Determine and confirm when death has occurred, within the limits of your own role, accountability and scope of practice, or inform the appropriate other of the need for them to make this confirmation		
20. Maintain full, accurate and legible records of your diagnosis and any assumptions made and make these available for future reference in line with organisational practices		
21. Initiate symptomatic treatment at the earliest opportunity in line with national, local and organisational guidelines and protocols		
22. Initiate action which provides the best possible outcome for the individual		
23. Advise the individual and any significant others of the diagnosis: <ul style="list-style-type: none"> • at the earliest opportunity • in a manner which is sensitive to their concerns 		
24. Provide opportunities for the individual and significant others to ask questions and develop their understanding of the diagnosis		
25. Identify and share with colleagues relevant details of the diagnosis you have reached and its implications for further action		

6. Investigate and diagnose an individual presenting for emergency assistance with bleeding and fluid loss (EC11B) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/608/>

Comments and Action Plan

7. Investigate and diagnose an individual presenting for emergency assistance with pain (EC11C)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/609/>

Performance criteria	Date achieved	Assessor signature
1. Explain clearly to the individual: <ul style="list-style-type: none"> • your own role, responsibilities, accountability and scope of practice • the information that is needed from the assessment and who might have access to it 		
2. Obtain the individual's informed consent to the assessment process		
3. Discuss and agree with colleagues: <ul style="list-style-type: none"> • who is responsible for aspects of the assessment and how this will be managed and reported • needs and risks and how these can best be addressed 		
4. Ensure you obtain a complete and accurate history of the presenting individual		
5. Accurately and promptly identify the additional information which you need to make a differential diagnosis		
6. Follow the appropriate procedures and protocols to arrange for any investigations or observations needed to provide you with relevant information		
7. Review all the available information, noting and taking account of any conflicting, confounding or unusual aspects		
8. Recognise accurately and promptly the differentiating features of commonly occurring conditions presenting as pain		
9. Recognise promptly the need for, and obtain, any additional information needed to clarify or confirm your analysis		
10. Identify and make use of relevant research and findings from evidence based practice to inform your interpretation		
11. Promptly seek additional views and advice from relevant others when your interpretation produces unclear results		
12. Develop a diagnosis which is: <ul style="list-style-type: none"> • justifiable given the information available at the time • likely to result in the optimum outcome for the individual 		
13. Balance any additional or unusual aspects of the individual's presenting features against their overall presentation, acknowledging any uncertainties and conflicts		
14. Recognise accurately potential signs of abuse and report them promptly to the appropriate person, in line with national and organisational policy		

7. Investigate and diagnose an individual presenting for emergency assistance with pain (EC11C) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/609/>

Performance criteria	Date achieved	Assessor signature
15. Form an accurate and justifiable identification of: <ul style="list-style-type: none"> the nature and severity of the individual's pain the likely causes of the individual's pain the implications of pre-existing and other medical problems which the individual may have the prognosis for the individual the individual's related needs risks to the individual's health and well being in the short and longer term 		
16. Form a working diagnosis as quickly as possible		
17. Seek additional support and advice from other practitioners as necessary to arrive at a satisfactory working diagnosis		
18. Re-evaluate and adjust, if necessary, your initial diagnosis in the light of emerging symptoms and/or the results of investigations		
19. Determine and confirm when death has occurred, within the limits of your own role, accountability and scope of practice, or inform the appropriate other of the need for them to make this confirmation		
20. Maintain full, accurate and legible records of your diagnosis and any assumptions made and make these available for future reference in line with organisational practices		
21. Initiate symptomatic treatment at the earliest opportunity in line with national, local and organisational guidelines and protocols		
22. Initiate action which provides the best possible outcome for the individual		
23. Advise the individual and any significant others of the diagnosis: <ul style="list-style-type: none"> at the earliest opportunity in a manner which is sensitive to their concerns 		
24. Provide opportunities for the individual and significant others to ask questions and develop their understanding of the diagnosis		
25. Identify and share with colleagues relevant details of the diagnosis you have reached and its implications for further action		

7. Investigate and diagnose an individual presenting for emergency assistance with pain (EC11C) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/609/>

Comments and Action Plan

8. Investigate and diagnose an individual presenting for emergency assistance with tissue trauma (EC11D)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/598/>

Performance criteria	Date achieved	Assessor signature
1. Explain clearly to the individual: <ul style="list-style-type: none"> • your own role, responsibilities, accountability and scope of practice • the information that is needed from the assessment and who might have access to it 		
2. Obtain the individual's informed consent to the assessment process		
3. Discuss and agree with colleagues: <ul style="list-style-type: none"> • who is responsible for aspects of the assessment and how this will be managed and reported • needs and risks and how these can best be addressed 		
4. Ensure you obtain a complete and accurate history of the presenting individual		
5. Accurately and promptly identify the additional information which you need to make a differential diagnosis		
6. Follow the appropriate procedures and protocols to arrange for any investigations or observations needed to provide you with relevant information		
7. Review all the available information, noting and taking account of any conflicting, confounding or unusual aspects		
8. Recognise accurately and promptly the differentiating features of commonly occurring conditions presenting as tissue trauma		
9. Recognise promptly the need for, and obtain, any additional information needed to clarify or confirm your analysis		
10. Identify and make use of relevant research and findings from evidence based practice to inform your interpretation		
11. Promptly seek additional views and advice from relevant others when your interpretation produces unclear results		
12. Develop a diagnosis which is: <ul style="list-style-type: none"> • justifiable given the information available at the time • likely to result in the optimum outcome for the individual 		
13. Balance any additional or unusual aspects of the individual's presenting features against their overall presentation, acknowledging any uncertainties and conflicts		
14. Recognise accurately potential signs of abuse and report them promptly to the appropriate person, in line with national and organisational policy		

8. Investigate and diagnose an individual presenting for emergency assistance with tissue trauma (EC11D) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/598/>

Performance criteria	Date achieved	Assessor signature
15. Form an accurate and justifiable identification of: <ul style="list-style-type: none"> • the nature and severity of the individual's tissue trauma • the likely causes of the individual's tissue trauma • the implications of pre-existing and other medical problems which the individual may have • the prognosis for the individual • the individual's related needs • risks to the individual's health and well being in the short and longer term 		
16. Form a working diagnosis as quickly as possible		
17. Seek additional support and advice from other practitioners as necessary to arrive at a satisfactory working diagnosis		
18. Re-evaluate and adjust, if necessary, your initial diagnosis in the light of emerging symptoms and/or the results of investigations		
19. Determine and confirm when death has occurred, within the limits of your own role, accountability and scope of practice, or inform the appropriate other of the need for them to make this confirmation		
20. Maintain full, accurate and legible records of your diagnosis and any assumptions made and make these available for future reference in line with organisational practices		
21. Initiate symptomatic treatment at the earliest opportunity in line with national, local and organisational guidelines and protocols		
22. Initiate action which provides the best possible outcome for the individual		
23. Advise the individual and any significant others of the diagnosis: <ul style="list-style-type: none"> • at the earliest opportunity • in a manner which is sensitive to their concerns 		
24. Provide opportunities for the individual and significant others to ask questions and develop their understanding of the diagnosis		
25. Identify and share with colleagues relevant details of the diagnosis you have reached and its implications for further action		

8. Investigate and diagnose an individual presenting for emergency assistance with tissue trauma (EC11D) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/598/>

Comments and Action Plan

9. Investigate and diagnose an individual presenting for emergency assistance with skin rashes/dermatological features (EC11E)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/600/>

Performance criteria	Date achieved	Assessor signature
1. Explain clearly to the individual: <ul style="list-style-type: none"> • your own role, responsibilities, accountability and scope of practice • the information that is needed from the assessment and who might have access to it 		
2. Obtain the individual's informed consent to the assessment process		
3. Discuss and agree with colleagues: <ul style="list-style-type: none"> • who is responsible for aspects of the assessment and how this will be managed and reported • needs and risks and how these can best be addressed 		
4. Ensure you obtain a complete and accurate history of the presenting individual		
5. Accurately and promptly identify the additional information which you need to make a differential diagnosis		
6. Follow the appropriate procedures and protocols to arrange for any investigations or observations needed to provide you with relevant information		
7. Review all the available information, noting and taking account of any conflicting, confounding or unusual aspects		
8. Recognise accurately and promptly the differentiating features of commonly occurring conditions presenting as skin rashes/dermatological features		
9. Recognise promptly the need for, and obtain, any additional information needed to clarify or confirm your analysis		
10. Identify and make use of relevant research and findings from evidence based practice to inform your interpretation		
11. Promptly seek additional views and advice from relevant others when your interpretation produces unclear results		
12. Develop a diagnosis which is: <ul style="list-style-type: none"> • justifiable given the information available at the time • likely to result in the optimum outcome for the individual 		
13. Balance any additional or unusual aspects of the individual's presenting features against their overall presentation, acknowledging any uncertainties and conflicts		
14. Recognise accurately potential signs of abuse and report them promptly to the appropriate person, in line with national and organisational policy		

9. Investigate and diagnose an individual presenting for emergency assistance with skin rashes/dermatological features (EC11E) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/600/>

Performance criteria	Date achieved	Assessor signature
15. Form an accurate and justifiable identification of: <ul style="list-style-type: none"> the nature and severity of the individual's skin rashes/dermatological features the likely causes of the individual's skin rashes/dermatological features the implications of pre-existing and other medical problems which the individual may have the prognosis for the individual the individual's related needs risks to the individual's health and well being in the short and longer term 		
16. Form a working diagnosis as quickly as possible		
17. Seek additional support and advice from other practitioners as necessary to arrive at a satisfactory working diagnosis		
18. Re-evaluate and adjust, if necessary, your initial diagnosis in the light of emerging symptoms and/or the results of investigations		
19. Determine and confirm when death has occurred, within the limits of your own role, accountability and scope of practice, or inform the appropriate other of the need for them to make this confirmation		
20. Maintain full, accurate and legible records of your diagnosis and any assumptions made and make these available for future reference in line with organisational practices		
21. Initiate symptomatic treatment at the earliest opportunity in line with national, local and organisational guidelines and protocols		
22. Initiate action which provides the best possible outcome for the individual		
23. Advise the individual and any significant others of the diagnosis: <ul style="list-style-type: none"> at the earliest opportunity in a manner which is sensitive to their concerns 		
24. Provide opportunities for the individual and significant others to ask questions and develop their understanding of the diagnosis		
25. Identify and share with colleagues relevant details of the diagnosis you have reached and its implications for further action		

9. Investigate and diagnose an individual presenting for emergency assistance with skin rashes/dermatological features (EC11E) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/600/>

Comments and Action Plan

10. Investigate and diagnose an individual presenting for emergency assistance with toxic ingestion (EC11F)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/603/>

Performance criteria	Date achieved	Assessor signature
1. Explain clearly to the individual: <ul style="list-style-type: none"> • your own role, responsibilities, accountability and scope of practice • the information that is needed from the assessment and who might have access to it 		
2. Obtain the individual's informed consent to the assessment process		
3. Discuss and agree with colleagues: <ul style="list-style-type: none"> • who is responsible for aspects of the assessment and how this will be managed and reported • needs and risks and how these can best be addressed 		
4. Ensure you obtain a complete and accurate history of the presenting individual		
5. Accurately and promptly identify the additional information which you need to make a differential diagnosis		
6. Follow the appropriate procedures and protocols to arrange for any investigations or observations needed to provide you with relevant information		
7. Review all the available information, noting and taking account of any conflicting, confounding or unusual aspects		
8. Recognise accurately and promptly the differentiating features of commonly occurring conditions presenting as toxic ingestion		
9. Recognise promptly the need for, and obtain, any additional information needed to clarify or confirm your analysis		
10. Identify and make use of relevant research and findings from evidence based practice to inform your interpretation		
11. Promptly seek additional views and advice from relevant others when your interpretation produces unclear results		
12. Develop a diagnosis which is: <ul style="list-style-type: none"> • justifiable given the information available at the time • likely to result in the optimum outcome for the individual 		
13. Balance any additional or unusual aspects of the individual's presenting features against their overall presentation, acknowledging any uncertainties and conflicts		
14. Recognise accurately potential signs of abuse and report them promptly to the appropriate person, in line with national and organisational policy		

10. Investigate and diagnose an individual presenting for emergency assistance with toxic ingestion (EC11F) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/603/>

Performance criteria	Date achieved	Assessor signature
15. Form an accurate and justifiable identification of: <ul style="list-style-type: none"> the nature and severity of the individual's toxic ingestion the likely causes of the individual's toxic ingestion the implications of pre-existing and other medical problems which the individual may have the prognosis for the individual the individual's related needs risks to the individual's health and well being in the short and longer term 		
16. Form a working diagnosis as quickly as possible		
17. Seek additional support and advice from other practitioners as necessary to arrive at a satisfactory working diagnosis		
18. Re-evaluate and adjust, if necessary, your initial diagnosis in the light of emerging symptoms and/or the results of investigations		
19. Determine and confirm when death has occurred, within the limits of your own role, accountability and scope of practice, or inform the appropriate other of the need for them to make this confirmation		
20. Maintain full, accurate and legible records of your diagnosis and any assumptions made and make these available for future reference in line with organisational practices		
21. Initiate symptomatic treatment at the earliest opportunity in line with national, local and organisational guidelines and protocols		
22. Initiate action which provides the best possible outcome for the individual		
23. Advise the individual and any significant others of the diagnosis: <ul style="list-style-type: none"> at the earliest opportunity in a manner which is sensitive to their concerns 		
24. Provide opportunities for the individual and significant others to ask questions and develop their understanding of the diagnosis		
25. Identify and share with colleagues relevant details of the diagnosis you have reached and its implications for further action		

10. Investigate and diagnose an individual presenting for emergency assistance with toxic ingestion (EC11F) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/603/>

Comments and Action Plan

11. Investigate and diagnose an individual presenting for emergency assistance with altered behaviour (EC11H)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/597/>

Performance criteria	Date achieved	Assessor signature
1. Explain clearly to the individual: <ul style="list-style-type: none"> • your own role, responsibilities, accountability and scope of practice • the information that is needed from the assessment and who might have access to it 		
2. Obtain the individual's informed consent to the assessment process		
3. Discuss and agree with colleagues: <ul style="list-style-type: none"> • who is responsible for aspects of the assessment and how this will be managed and reported • needs and risks and how these can best be addressed 		
4. Ensure you obtain a complete and accurate history of the presenting individual		
5. Accurately and promptly identify the additional information which you need to make a differential diagnosis		
6. Follow the appropriate procedures and protocols to arrange for any investigations or observations needed to provide you with relevant information		
7. Review all the available information, noting and taking account of any conflicting, confounding or unusual aspects		
8. Recognise accurately and promptly the differentiating features of commonly occurring conditions presenting as altered behaviour		
9. Recognise promptly the need for, and obtain, any additional information needed to clarify or confirm your analysis		
10. Identify and make use of relevant research and findings from evidence based practice to inform your interpretation		
11. Promptly seek additional views and advice from relevant others when your interpretation produces unclear results		
12. Develop a diagnosis which is: <ul style="list-style-type: none"> • justifiable given the information available at the time • likely to result in the optimum outcome for the individual 		
13. Balance any additional or unusual aspects of the individual's presenting features against their overall presentation, acknowledging any uncertainties and conflicts		
14. Recognise accurately potential signs of abuse and report them promptly to the appropriate person, in line with national and organisational policy		

11. Investigate and diagnose an individual presenting for emergency assistance with altered behaviour (EC11H) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/597/>

Performance criteria	Date achieved	Assessor signature
15. Form an accurate and justifiable identification of: <ul style="list-style-type: none"> the nature and severity of the individual's altered behaviour the likely causes of the individual's altered behaviour the implications of pre-existing and other medical problems which the individual may have the prognosis for the individual the individual's related needs risks to the individual's health and well being in the short and longer term 		
16. Form a working diagnosis as quickly as possible		
17. Seek additional support and advice from other practitioners as necessary to arrive at a satisfactory working diagnosis		
18. Re-evaluate and adjust, if necessary, your initial diagnosis in the light of emerging symptoms and/or the results of investigations		
19. Determine and confirm when death has occurred, within the limits of your own role, accountability and scope of practice, or inform the appropriate other of the need for them to make this confirmation		
20. Maintain full, accurate and legible records of your diagnosis and any assumptions made and make these available for future reference in line with organisational practices		
21. Initiate symptomatic treatment at the earliest opportunity in line with national, local and organisational guidelines and protocols		
22. Initiate action which provides the best possible outcome for the individual		
23. Advise the individual and any significant others of the diagnosis: <ul style="list-style-type: none"> at the earliest opportunity in a manner which is sensitive to their concerns 		
24. Provide opportunities for the individual and significant others to ask questions and develop their understanding of the diagnosis		
25. Identify and share with colleagues relevant details of the diagnosis you have reached and its implications for further action		

11. Investigate and diagnose an individual presenting for emergency assistance with altered behaviour (EC11H) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/597/>

Comments and Action Plan

12. Investigate and diagnose an individual presenting for emergency assistance with fever (EC11I)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/593/>

Performance criteria	Date achieved	Assessor signature
1. Explain clearly to the individual: <ul style="list-style-type: none"> • your own role, responsibilities, accountability and scope of practice • the information that is needed from the assessment and who might have access to it 		
2. Obtain the individual's informed consent to the assessment process		
3. Discuss and agree with colleagues: <ul style="list-style-type: none"> • who is responsible for aspects of the assessment and how this will be managed and reported • needs and risks and how these can best be addressed 		
4. Ensure you obtain a complete and accurate history of the presenting individual		
5. Accurately and promptly identify the additional information which you need to make a differential diagnosis		
6. Follow the appropriate procedures and protocols to arrange for any investigations or observations needed to provide you with relevant information		
7. Review all the available information, noting and taking account of any conflicting, confounding or unusual aspects		
8. Recognise accurately and promptly the differentiating features of commonly occurring conditions presenting as fever		
9. Recognise promptly the need for, and obtain, any additional information needed to clarify or confirm your analysis		
10. Identify and make use of relevant research and findings from evidence based practice to inform your interpretation		
11. Promptly seek additional views and advice from relevant others when your interpretation produces unclear results		
12. Develop a diagnosis which is: <ul style="list-style-type: none"> • justifiable given the information available at the time • likely to result in the optimum outcome for the individual 		
13. Balance any additional or unusual aspects of the individual's presenting features against their overall presentation, acknowledging any uncertainties and conflicts		
14. Recognise accurately potential signs of abuse and report them promptly to the appropriate person, in line with national and organisational policy		

12. Investigate and diagnose an individual presenting for emergency assistance with fever (EC11I) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/593/>

Performance criteria	Date achieved	Assessor signature
15. Form an accurate and justifiable identification of: <ul style="list-style-type: none"> the nature and severity of the individual's fever the likely causes of the individual's fever the implications of pre-existing and other medical problems which the individual may have the prognosis for the individual the individual's related needs risks to the individual's health and well being in the short and longer term 		
16. Form a working diagnosis as quickly as possible		
17. Seek additional support and advice from other practitioners as necessary to arrive at a satisfactory working diagnosis		
18. Re-evaluate and adjust, if necessary, your initial diagnosis in the light of emerging symptoms and/or the results of investigations		
19. Determine and confirm when death has occurred, within the limits of your own role, accountability and scope of practice, or inform the appropriate other of the need for them to make this confirmation		
20. Maintain full, accurate and legible records of your diagnosis and any assumptions made and make these available for future reference in line with organisational practices		
21. Initiate symptomatic treatment at the earliest opportunity in line with national, local and organisational guidelines and protocols		
22. Initiate action which provides the best possible outcome for the individual		
23. Advise the individual and any significant others of the diagnosis: <ul style="list-style-type: none"> at the earliest opportunity in a manner which is sensitive to their concerns 		
24. Provide opportunities for the individual and significant others to ask questions and develop their understanding of the diagnosis		
25. Identify and share with colleagues relevant details of the diagnosis you have reached and its implications for further action		

12. Investigate and diagnose an individual presenting for emergency assistance with fever (EC11I) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/593/>

Comments and Action Plan

13. Investigate and diagnose an individual presenting for emergency assistance as the result of a fall (EC11J)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/594/>

Performance criteria	Date achieved	Assessor signature
1. Explain clearly to the individual: <ul style="list-style-type: none"> • your own role, responsibilities, accountability and scope of practice • the information that is needed from the assessment and who might have access to it 		
2. Obtain the individual's informed consent to the assessment process		
3. Discuss and agree with colleagues: <ul style="list-style-type: none"> • who is responsible for aspects of the assessment and how this will be managed and reported • needs and risks and how these can best be addressed 		
4. Ensure you obtain a complete and accurate history of the presenting individual		
5. Accurately and promptly identify the additional information which you need to make a differential diagnosis		
6. Follow the appropriate procedures and protocols to arrange for any investigations or observations needed to provide you with relevant information		
7. Review all the available information, noting and taking account of any conflicting, confounding or unusual aspects		
8. Recognise accurately and promptly the differentiating features of commonly occurring conditions arising from a fall		
9. Recognise promptly the need for, and obtain, any additional information needed to clarify or confirm your analysis		
10. Identify and make use of relevant research and findings from evidence based practice to inform your interpretation		
11. Promptly seek additional views and advice from relevant others when your interpretation produces unclear results		
12. Develop a diagnosis which is: <ul style="list-style-type: none"> • justifiable given the information available at the time • likely to result in the optimum outcome for the individual 		
13. Balance any additional or unusual aspects of the individual's presenting features against their overall presentation, acknowledging any uncertainties and conflicts		
14. Recognise accurately potential signs of abuse and report them promptly to the appropriate person, in line with national and organisational policy		

13. Investigate and diagnose an individual presenting for emergency assistance as the result of a fall (EC11J) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/594/>

Performance criteria	Date achieved	Assessor signature
15. Form an accurate and justifiable identification of: <ul style="list-style-type: none"> • the nature and severity of the individual's fall • the likely causes of the individual's fall • the implications of pre-existing and other medical problems which the individual may have • the prognosis for the individual • the individual's related needs • risks to the individual's health and well being in the short and longer term 		
16. Form a working diagnosis as quickly as possible		
17. Seek additional support and advice from other practitioners as necessary to arrive at a satisfactory working diagnosis		
18. Re-evaluate and adjust, if necessary, your initial diagnosis in the light of emerging symptoms and/or the results of investigations		
19. Determine and confirm when death has occurred, within the limits of your own role, accountability and scope of practice, or inform the appropriate other of the need for them to make this confirmation		
20. Maintain full, accurate and legible records of your diagnosis and any assumptions made and make these available for future reference in line with organisational practices		
21. Initiate symptomatic treatment at the earliest opportunity in line with national, local and organisational guidelines and protocols		
22. Initiate action which provides the best possible outcome for the individual		
23. Advise the individual and any significant others of the diagnosis: <ul style="list-style-type: none"> • at the earliest opportunity • in a manner which is sensitive to their concerns 		
24. Provide opportunities for the individual and significant others to ask questions and develop their understanding of the diagnosis		
25. Identify and share with colleagues relevant details of the diagnosis you have reached and its implications for further action		

13. Investigate and diagnose an individual presenting for emergency assistance as the result of a fall (EC11J) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/594/>

Comments and Action Plan

14. Investigate and diagnose an individual presenting for emergency assistance with ear, nose and throat problems (EC11K)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/595/>

Performance criteria	Date achieved	Assessor signature
1. Explain clearly to the individual: <ul style="list-style-type: none"> • your own role, responsibilities, accountability and scope of practice • the information that is needed from the assessment and who might have access to it 		
2. Obtain the individual's informed consent to the assessment process		
3. Discuss and agree with colleagues: <ul style="list-style-type: none"> • who is responsible for aspects of the assessment and how this will be managed and reported • needs and risks and how these can best be addressed 		
4. Ensure you obtain a complete and accurate history of the presenting individual		
5. Accurately and promptly identify the additional information which you need to make a differential diagnosis		
6. Follow the appropriate procedures and protocols to arrange for any investigations or observations needed to provide you with relevant information		
7. Review all the available information, noting and taking account of any conflicting, confounding or unusual aspects		
8. Recognise accurately and promptly the differentiating features of commonly occurring conditions presenting as ear, nose and throat problems		
9. Recognise promptly the need for, and obtain, any additional information needed to clarify or confirm your analysis		
10. Identify and make use of relevant research and findings from evidence based practice to inform your interpretation		
11. Promptly seek additional views and advice from relevant others when your interpretation produces unclear results		
12. Develop a diagnosis which is: <ul style="list-style-type: none"> • justifiable given the information available at the time • likely to result in the optimum outcome for the individual 		
13. Balance any additional or unusual aspects of the individual's presenting features against their overall presentation, acknowledging any uncertainties and conflicts		
14. Recognise accurately potential signs of abuse and report them promptly to the appropriate person, in line with national and organisational policy		

14. Investigate and diagnose an individual presenting for emergency assistance with ear, nose and throat problems (EC11K) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/595/>

Performance criteria	Date achieved	Assessor signature
15. Form an accurate and justifiable identification of: <ul style="list-style-type: none"> • the nature and severity of the individual's ear, nose and throat problems • the likely causes of the individual's ear, nose and throat problems • the implications of pre-existing and other medical problems which the individual may have • the prognosis for the individual • the individual's related needs • risks to the individual's health and well being in the short and longer term 		
16. Form a working diagnosis as quickly as possible		
17. Seek additional support and advice from other practitioners as necessary to arrive at a satisfactory working diagnosis		
18. Re-evaluate and adjust, if necessary, your initial diagnosis in the light of emerging symptoms and/or the results of investigations		
19. Determine and confirm when death has occurred, within the limits of your own role, accountability and scope of practice, or inform the appropriate other of the need for them to make this confirmation		
20. Maintain full, accurate and legible records of your diagnosis and any assumptions made and make these available for future reference in line with organisational practices		
21. Initiate symptomatic treatment at the earliest opportunity in line with national, local and organisational guidelines and protocols		
22. Initiate action which provides the best possible outcome for the individual		
23. Advise the individual and any significant others of the diagnosis: <ul style="list-style-type: none"> • at the earliest opportunity • in a manner which is sensitive to their concerns 		
24. Provide opportunities for the individual and significant others to ask questions and develop their understanding of the diagnosis		
25. Identify and share with colleagues relevant details of the diagnosis you have reached and its implications for further action		

14. Investigate and diagnose an individual presenting for emergency assistance with ear, nose and throat problems (EC11K) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/595/>

Comments and Action Plan

15. Investigate and diagnose an unwell older person presenting for emergency assistance (EC11L)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/592/>

Performance criteria	Date achieved	Assessor signature
1. Establish the older person’s capacity for comprehension and decision-making with regard to what has happened to them and what is now required		
2. Use discretion and respect throughout, balancing the rights and capabilities of the older person with their significant others		
3. Explain clearly to the older person and any carer with them: <ul style="list-style-type: none"> • your own role and its scope, responsibilities and accountability • the information that is needed and who might have access to it • what is involved in the investigation process 		
4. Obtain informed consent from the older person or any carer with them if the older person’s capacity for comprehension and decision making is reduced		
5. Discuss and agree with colleagues: <ul style="list-style-type: none"> • who is responsible for aspects of the assessment and how this will be managed and reported • needs and risks and how these can best be addressed 		
6. Ensure you obtain a complete and accurate history of the presenting older person		
7. Accurately and promptly identify the additional information which you need to make a differential diagnosis		
8. Follow the appropriate procedures and protocols to arrange for any investigations or observations needed to provide you with relevant information		
9. Review all the available information, noting and taking account of any conflicting, confounding or unusual aspects		
10. Recognise accurately and promptly the differentiating features of commonly occurring conditions presenting in unwell older people		
11. Recognise promptly the need for, and obtain, any additional information needed to clarify or confirm your analysis		
12. Identify and make use of relevant research and findings from evidence based practice to inform your interpretation		
13. Promptly seek additional views and advice from relevant others when your interpretation produces unclear results.		

15. Investigate and diagnose an unwell older person presenting for emergency assistance (EC11L) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/592/>

Performance criteria	Date achieved	Assessor signature
14. Develop a diagnosis which is: <ul style="list-style-type: none"> • justifiable given the information available at the time • likely to result in the optimum outcome for the older person 		
15. Balance any additional or unusual aspects of the older person's presenting features against their overall presentation, acknowledging any uncertainties and conflicts		
16. Recognise accurately potential signs of abuse and report them promptly to the appropriate person, in line with national and organisational policy		
17. Form an accurate and justifiable identification of: <ul style="list-style-type: none"> • the nature and severity of the older person's condition • the likely causes of the older person's health problems • the implications of pre-existing and other medical problems which the older person may have • the prognosis for the older person • the older person's related needs • risks to the older person's health and well being in the short and longer term 		
18. Form a working diagnosis as quickly as possible		
19. Seek additional support and advice from other practitioners as necessary to arrive at a satisfactory working diagnosis		
20. Re-evaluate and adjust, if necessary, your initial diagnosis in the light of emerging symptoms and/or the results of investigations		
21. Determine and confirm when death has occurred, within the limits of your own role, accountability and scope of practice, or inform the appropriate other of the need for them to make this confirmation		
22. Maintain full, accurate and legible records of your diagnosis and any assumptions made and make these available for future reference in line with organisational practices		
23. Initiate symptomatic treatment at the earliest opportunity in a manner which is consistent with: <ul style="list-style-type: none"> • evidence based practice • your own scope of practice • legislation and national guidelines and protocols 		
24. Initiate action which provides the best possible outcome for the older person		

15. Investigate and diagnose an unwell older person presenting for emergency assistance (EC11L) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/592/>

Performance criteria	Date achieved	Assessor signature
25. Advise the older person and any significant others of the diagnosis: <ul style="list-style-type: none"> • at the earliest opportunity • in a manner which is sensitive to their concerns 		
26. Provide opportunities for the older person and significant others to ask questions and develop their understanding of the diagnosis		
27. Identify and share with colleagues relevant details of the diagnosis you have reached and its implications for further action		

Comments and Action Plan

16. Investigate and diagnose an unwell child or young person presenting for emergency assistance (EC11M)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/591/>

Performance criteria	Date achieved	Assessor signature
1. Explain clearly to the child or young person: <ul style="list-style-type: none"> • your own role, responsibilities, accountability and scope of practice • the information that is needed from the assessment and who might have access to it 		
2. Explain the assessment process to the child or young person and those involved in their care and obtain the necessary agreement and consent		
3. Discuss and agree with colleagues: <ul style="list-style-type: none"> • who is responsible for aspects of the assessment and how this will be managed and reported • needs and risks and how these can best be addressed 		
4. Ensure you obtain a complete and accurate history of the presenting child or young person		
5. Accurately and promptly identify the additional information which you need to make a differential diagnosis		
6. Follow the appropriate procedures and protocols to arrange for any investigations or observations needed to provide you with relevant information		
7. Review all the available information, noting and taking account of any conflicting, confounding or unusual aspects		
8. Recognise accurately and promptly the differentiating features of commonly occurring conditions presenting in unwell children and young people		
9. Recognise promptly the need for, and obtain, any additional information needed to clarify or confirm your analysis		
10. Identify and make use of relevant research and findings from evidence based practice to inform your interpretation		
11. Promptly seek additional views and advice from relevant others when your interpretation produces unclear results		
12. Work in compliance with child related legislation at all times, particularly where child protection and consent issues are concerned.		
13. Develop a diagnosis which is: <ul style="list-style-type: none"> • justifiable given the information available at the time • likely to result in the optimum outcome for the child or young person 		

16. Investigate and diagnose an unwell child or young person presenting for emergency assistance (EC11M) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/591/>

Performance criteria	Date achieved	Assessor signature
14. Balance any additional or unusual aspects of the child's or young person's presenting features against their overall presentation, acknowledging any uncertainties and conflicts		
15. Recognise accurately potential signs of abuse and report them promptly to the appropriate person, in line with national and organisational policy		
16. Form an accurate and justifiable identification of: <ul style="list-style-type: none"> • the nature and severity of the child's or young person's condition • the likely causes of the individual's health problems • the implications of pre-existing and other medical problems which the child or young person may have • the prognosis for the child or young person • the child's or young person's related needs • risks to the child's or young person's health and well being in the short and longer term 		
17. Form a working diagnosis as quickly as possible		
18. Seek additional support and advice from other practitioners as necessary to arrive at a satisfactory working diagnosis		
19. Re-evaluate and adjust, if necessary, your initial diagnosis in the light of emerging symptoms and/or the results of investigations		
20. Determine and confirm when death has occurred, within the limits of your own role, accountability and scope of practice, or inform the appropriate other of the need for them to make this confirmation		
21. Maintain full, accurate and legible records of your diagnosis and any assumptions made and make these available for future reference in line with organisational practices.		
22. Initiate symptomatic treatment at the earliest opportunity in line with national, local and organisational guidelines and protocols		
23. Initiate action which provides the best possible outcome for the child or young person		
24. Advise the child or young person and any significant others of the diagnosis: <ul style="list-style-type: none"> • at the earliest opportunity • in a manner which is sensitive to their concerns 		

16. Investigate and diagnose an unwell child or young person presenting for emergency assistance (EC11M) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/591/>

Performance criteria	Date achieved	Assessor signature
25. Provide opportunities for the child or young person and significant others to ask questions and develop their understanding of the diagnosis		
26. Identify and share with colleagues relevant details of the diagnosis you have reached and its implications for further action		
27. Identify and refer any potentially inappropriate behaviour or concerns about child abuse or neglect to the relevant people		
28. Work in compliance with child related legislation at all times, particularly where child protection and consent issues are concerned		

Comments and Action Plan

17. Arrange services and support with other healthcare providers (CHS98)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/2261/>

Performance criteria	Date achieved	Assessor signature
1. Develop with others a clear patient care pathway which will involve joint working with other units and Primary Care Teams, including details of: <ul style="list-style-type: none"> • the aims of the pathway • what will happen • who is responsible for doing what • by when 		
2. Establish a working relationship among care providers and provide opportunities for case meetings if required		
3. Establish communication and information networks		
4. Establish effective methods to monitor and review the progress of the joint work through a point of contact		
5. Introduce alterations to the care plan that meet the patient's aims and needs within agreed parameters		
6. Complete records of discussions and agreements accurately and clearly		

Comments and Action Plan

18. Contribute to social care in an emergency situation (EC21)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/584/>

Performance criteria	Date achieved	Assessor signature
1. Clearly explain: <ul style="list-style-type: none"> • who you are and the limits on your role in arranging social care • the name and nature of the organisation you represent 		
2. Identify the nature of the social care needed by the individual		
3. Identify and confirm the details of contacts known to the individual who may be able to provide social care to meet their needs		
4. Obtain informed consent from the individual before initiating any arrangements for social care to meet their needs		
5. Make use of authorised channels of communication when requesting social care for individuals from other services		
6. Keep the individual fully informed about arrangements made on their behalf for social care		
7. Respect the privacy, dignity, wishes and beliefs of individuals and others when working with them		
8. Interact with the individual and others in a calm, reassuring and supportive manner		
9. Identify and predict actual and potential causes of distress and take appropriate action where possible to minimise their effect on the individual and others		
10. Where relevant cause unnecessary personnel and/or bystanders to be withdrawn from the area		
11. Support and monitor the emotional and psychological status of the individual and others throughout and encourage them to promote their own health and well being		
12. Promptly alert the team providing emergency assistance to any issues or risks arising for the individual's emotional and psychological well-being.		

Comments and Action Plan

19. Perform point of care testing (CHS217)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/2842/>

Performance criteria	Date achieved	Assessor signature
1. Work within your level of competence, responsibility and accountability		
2. Confirm the individual's identity against the point of care request and check authorisation for the procedure		
3. Where applicable, clearly explain the procedure to the individual and confirm their understanding		
4. Position and quality check the appropriate equipment, resources and associated systems for the point of care procedure with due regard to confidentiality, safety and access		
5. Confirm that all resources are of correct type, fully operational within expected performance parameters and safety requirements		
6. Apply appropriate health and safety measures and standard precautions for infection prevention and control relevant to the test procedure and environment		
7. Conduct the point of care procedure in accordance with the approved protocols to ensure performance and quality		
8. Seek appropriate advice and guidance if an unexpected situation or any variances or non-conformance occurs and ensure it is fully documented in the appropriate manner, in accordance with local policy and protocol		
9. Obtain the results and compare against expected performance parameters		
10. Seek guidance and apply the referral structures for results outside expected parameters		
11. Inform the relevant requester of the results obtained		
12. Complete all relevant records accurately in a timely fashion, in accordance with approved protocols		
13. Maintain all point of care documentation in the correct location for future reference and traceability in line with current legislation, guidelines, local practice and policies		

Comments and Action Plan

20. Provide Clinical interpretation from Investigations (CHS220)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/2845/>

Performance criteria	Date achieved	Assessor signature
1. Work within your level of competence, responsibility and accountability		
2. Respect the confidentiality and rights of individuals, when communicating reports relating to their health status, diagnosis or treatment plan		
3. Collate results of investigations and review the results obtained against the clinical history provided		
4. Review the data obtained from the relevant diagnostic and/or therapeutic investigation to provide information relevant to the clinical question		
5. Identify any need for and obtain additional results or clinical information to complete the interpretation in an appropriate time frame		
6. Identify the need for and provide supplementary scientific/technological data within the report to facilitate understanding		
7. Consult, as appropriate, with colleagues to support, confirm or resolve concerns in interpretation		
8. Provide the type and level of relevant detail to enable the original requester to make an informed decision		
9. Produce a clinically interpretative report in a form which meets the needs of intended recipients		
10. Authorise and issue the report in a timely manner and in a format that addresses the urgency of the report		
11. When specifically requested, provide a verbal clinical interpretation giving clear, factual and pertinent information in response to any queries, in the appropriate medium to meet the needs of the recipient		
12. Refer any queries that are outside your scope of practice to the appropriate colleague or relevant stakeholder		
13. Maintain full, accurate and legible records and store in the correct location in line with current legislation, guidelines, local policies and protocols		

Comments and Action Plan

21. Determine a treatment plan for an individual (CHS41)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/219/>

Performance criteria	Date achieved	Assessor signature
1. Work within your level of competence, responsibility and accountability and respond in a timely manner to meet individual's needs		
2. Confirm the identity of the individual and obtain valid consent		
3. Explain clearly your own role and its scope, your responsibilities and accountability		
4. Explain the process and importance of determining an appropriate treatment plan in a manner that is consistent with their level of understanding, culture, background and preferred ways of communicating, including: <ul style="list-style-type: none"> • the information that may be collected and access to it • the benefits and risks of different ways of meeting the individual's needs • gaining agreement for the treatment plan with the individual or carers 		
5. Encourage appropriate involvement from the individual's family and relevant others and provide opportunities for them to ask questions		
6. Fully consider the treatment options, effects, side effects, potential interactions, lifestyle and risk factors in discussions with the individual and relevant others to determine the appropriate treatment plan in line with clinical governance		
7. Explain to individuals any prescribed medications and procedures involved in the treatment plan, their effects and benefits, methods and frequency and the importance of adhering to the treatment regime		
8. Determine a clear treatment plan that meet individual's needs with individuals and relevant carers in line with clinical governance		
9. Obtain agreement for the appropriate treatment plan from the individual or relevant others to meet the individuals health status		
10. Identify other specialist services in the treatment plan where such services can help the individual and make effective arrangements for the exchange of information		
11. Establish and agree monitoring methods, including self-monitoring regimes with the individual and agree a date to review the treatment plan with the individual and relevant others		
12. Make clear, full and concise notes of the treatment plan, agreements, monitoring methods and review date on the individual's records		
13. Ensure you maintain the confidentiality of information in accordance with information governance		

21. Determine a treatment plan for an individual (CHS41) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/219/>

Comments and Action Plan

22. Manage an individual's medication to achieve optimum outcomes (CHS74)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/1205/>

Performance criteria	Date achieved	Assessor signature
1. Confirm the individual's details and their medical diagnosis at the start of the consultation		
2. Create an environment suitable for open and confidential discussion with the individual and/or carer		
3. Obtain valid consent, written or verbal, according to protocol		
4. Check drug formulation does not contradict cultural and religious directives		
5. Confirm that relevant investigations have been performed and the results are available		
6. Confirm the medication currently being taken by or being given to an individual. where a current list of medications cannot be established, this needs to be documented		
7. Assess and interpret specified monitoring markers in accordance with your scope of practice		
8. Ask the individual to explain their experiences and any problems or difficulties with the medication regime		
9. Clarify the individual's perception of the optimum outcome and identify the level of compliance with their treatment plan		
10. Discuss with the individual their experiences and report adverse reactions according to protocol		
11. Review the effectiveness of the medication in meeting the objectives of the treatment plan and whether the medication is still required. If no longer required it must be discontinued		
12. Suggest modifications where appropriate and consistent with the individual's treatment plan to achieve optimum outcomes		
13. Explain the treatment and potential side effects and their management to the individual and/or carer and accurately answer any questions at a level and pace that is appropriate to their: <ul style="list-style-type: none"> • level of understanding • culture and background • preferred ways of communicating • needs 		
14. Check that the individual (and/or carer) understands the medication and monitoring regime and any potential side effects together with their management		
15. Ensure that the individual is given written information and instructions regarding their medication		
16. Support the individual to take their medication as prescribed		
17. Reaffirm the benefits of adhering to the medication regime and the potential consequences of non compliance on their health		

22. Manage an individual's medication to achieve optimum outcomes (CHS74) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/1205/>

Performance criteria	Date achieved	Assessor signature
18. Set further review dates, if required		
19. Refer if necessary to an appropriate person for further review		
20. Ensure that the individual has details of who to contact should they be concerned about their condition		
21. Maintain clear, accurate and legible records in accordance with organisational policies, your scope of responsibility and practice		

Comments and Action Plan

23. Advise on the health status and health care needs of individuals at a distant location using electronic communication media (CHS127)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/2585/>

Performance criteria	Date achieved	Assessor signature
1. Ensure the set up and operation of electronic communication media: <ul style="list-style-type: none"> • in accordance with manufacturer’s instructions • in accordance with local policy • so as to optimise the data receipt and storage 		
2. Establish and maintain an effective working relationship with the attending practitioner		
3. Communicate with the attending practitioner clearly and effectively using the correct protocols according to the electronic communication media in operation		
4. Direct the attending practitioner clearly and accurately as to the precise information you require		
5. Obtain as much information as possible about the circumstances leading up to the individual requiring emergency assistance		
6. Collect sufficient information to quickly confirm or discount a life-threatening or high risk situation and take appropriate action		
7. Monitor for and investigate any apparent changes in the individual’s health status during the period you are in contact		
8. Obtain and make use of and interpret accurately all of the information available to you		
9. Discuss and confirm your interpretation of the information with the attending practitioner		
10. Seek additional support and advice from other practitioners as necessary to ensure the advice you give is clinically well-founded		
11. Identify promptly the seriously ill individual		
12. Provide advice which: <ul style="list-style-type: none"> • is taken from evidence based practice • is likely to lead to the best possible outcome for the individual • is appropriate to the nature, severity and extent of the individual’s health needs • balances any additional or unusual aspects of the individual’s presenting symptoms against the overall picture of the individual’s needs 		
13. Make full and effective use of any protocols, guidelines and other sources of information and advice to inform your decision making		
14. Check and confirm that the attending practitioner has understood correctly the advice you have given		

23. Advise on the health status and health care needs of individuals at a distant location using electronic communication media (CHS127) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/2585/>

Performance criteria	Date achieved	Assessor signature
15. Check and confirm the effects on the individual of the actions you have advised and provide further advice as needed to achieve the required results		
16. Maintain liaison with the attending practitioner for as long as necessary to support the attending practitioner and secure the best possible outcome for the individual		
17. Seek opportunities to review the advice given, its effectiveness and any difficulties in communication and use these to improve future practice		
18. Maintain complete, accurate and legible records of: <ul style="list-style-type: none"> • the transmitted information • your interaction (and make these available for future reference in line with organisational practices) 		
19. Treat all information received in line with organisational policy and practices with regard to confidentiality		

Comments and Action Plan

24. Conduct handover between healthcare personnel (CHS126)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/166/>

Performance criteria	Date achieved	Assessor signature
1. Identify and contact the personnel who need to attend the handover		
2. Ensure that emergency cover is available if required during the handover period		
3. Conduct the handover within working hours for all staff		
4. Conduct handover in an easily accessible and appropriate location, where distractions are kept to a minimum		
5. Conduct handover in a detailed yet concise manner, using a predetermined format and structure to ensure that information is exchanged correctly		
6. Provide verbal information regarding any patients, with potential problems, who need regular review and modified care plans		
7. Provide written or IT based information regarding: <ul style="list-style-type: none"> every individual currently receiving treatment, care or another service, and their location accepted and referred patients waiting for assessment, their order of priority, their location and to whom they have been referred operational matters, directly relevant to clinical care such as bed availability patients whose 'early warning scores' (where in use) are deteriorating any additional information that should be recorded 		
8. Confirm with colleagues who are receiving handover that they have understood the information provided, and clarify any resulting queries or concerns		
9. Ensure that all written, IT based and verbal communication conducted during handover maintains patient confidentiality and complies with good practice and data protection legislation and guidance		

Comments and Action Plan

25. Prepare prescriptions for prescription only medicine (CHD HK1)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/699/>

Performance criteria	Date achieved	Assessor signature
1. Keep prescription forms in a safe place		
2. Prescribe medication in line with the individual's treatment plan and condition		
3. Follow guidelines and protocols, where available, in selecting the type of medication, dosage and frequency of administration		
4. Consult an appropriate clinical supervisor, if you are unsure about the medication to be prescribed or your level of competence in prescribing it		
5. State, on the correct form for prescribing prescription-only medicines, <ul style="list-style-type: none"> • the individual's name and address • the name of the medication • the form and, where appropriate, the strength of the preparation • the total quantity of the preparation (the number of dose units) • the dose • the route for administration, if the administration route is other than oral • the end point of the prescription 		
6. Leave no blank space on the form in which the individual could add further items		
7. Sign and date the prescription, or ensure it is signed and dated by a clinician		
8. Make arrangements for repeat prescriptions, when required		
9. Ensure the prescription is cost-effective and that unnecessary supplies are not made		
10. Confirm details of prescriptions with dispensing pharmacists, when required		
11. Record the prescription for medication clearly and accurately on the individual's record		
12. Ensure that records of the individual's treatment are available only to those authorised to see them		
13. Take part in regular clinical reviews of the individual's progress including compliance with the prescribing regime		
14. Review your prescribing practice in view of new guidelines and/or evidence		

25. Prepare prescriptions for prescription only medicine (CHD HK1) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/699/>

Comments and Action Plan

26. Act within the limits of your own competence and authority (GEN63)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/85/>

Performance criteria	Date achieved	Assessor signature
1. Adhere to legislation, protocols and guidelines relevant to your role and field of practice		
2. Work within organisational systems and requirements as appropriate to your role		
3. Recognise the boundary of your role and responsibility and seek supervision when situations are beyond your competence and authority		
4. Maintain competence within your role and field of practice		
5. Use relevant research based protocols and guidelines as evidence to inform your practice		
6. Promote and demonstrate good practice as an individual and as a team member at all times		
7. Identify and manage potential and actual risks to the quality and safety of practice		
8. Evaluate and reflect on the quality of your work and make continuing improvements		

Comments and Action Plan

1. Lead your team (CFAM&LBA3)

<https://tools.skillsforhealth.org.uk/external/CFAM&LBA3>

Performance criteria	Date achieved	Assessor signature
1. Clearly communicate the purpose and objectives of the team to all members		
2. Involve members in planning how the team will achieve its objectives.		
3. Ensure that each member of the team has individual work objectives and understands how these contribute to achieving the objectives of the team and the organisation as a whole		
4. Encourage and support team members to achieve their individual work objectives and those of the team and provide recognition when objectives have been achieved		
5. Steer the team successfully through difficulties and challenges.		
6. Encourage and recognise creativity and innovation within the team		
7. Empower team members to develop their own ways of working and take their own decisions within agreed boundaries		
8. Encourage team members to take responsibility for their own development needs		
9. Give team members support and advice when they need it especially during periods of setback and change		
10. Motivate team members to present their own ideas and listen to what they say		
11. Encourage team members to take the lead when they have the knowledge and expertise and show willingness to follow this lead		
12. Win, through your performance and behaviour, the trust and support of team members		

Comments and Action Plan

2. Identify and evaluate opportunities for innovation and improvement (CFAM&LCA1)

<https://tools.skillsforhealth.org.uk/external/CFAM&LCA1>

Performance criteria	Date achieved	Assessor signature
1. Engage appropriate people within your organisation in identifying and evaluating opportunities for innovation and improvement		
2. Identify and pursue opportunities to work in collaboration with external experts and other organisations to generate and develop ideas		
3. Monitor trends and developments in your organisation's operating environment		
4. Monitor the performance of your organisation's products/ services and processes and benchmark with comparable organisations		
5. Identify potential new products/services, new markets, new processes and improvements to existing products/services and processes		
6. Agree with key stakeholders clear criteria for evaluating potential innovations and improvements		
7. Gather sufficient, valid information to allow potential innovations and improvements to be evaluated		
8. Evaluate potential innovations and improvements against agreed criteria		
9. Communicate your evaluation to key stakeholders in ways that help them appreciate the potential value of innovations and improvements		
10. Communicate your evaluation to those involved in ways that reinforce their commitment to seek opportunities for innovation and improvement		
11. Take action to protect the intellectual property rights of innovations, where required		

Comments and Action Plan

3. Manage people’s performance at work (CFAM&LDB4)

<https://tools.skillsforhealth.org.uk/external/CFAM&LDB4>

Performance criteria	Date achieved	Assessor signature
1. Plan with individuals how overall objectives for your area of responsibility will be achieved, identifying any priorities or critical activities and making best use of the available resources		
2. Delegate responsibilities to individuals on a fair basis taking account of: <ul style="list-style-type: none"> • their skills, knowledge and competence • their backgrounds and experience • their existing workloads, and • opportunities for their development 		
3. Agree SMART (Specific, Measurable, Agreed, Realistic and Time-bound) objectives with individuals, including the standard of performance expected		
4. Agree with individuals how and when progress towards, and achievement of, objectives will be monitored, reviewed and evaluated		
5. Ensure individuals are committed to achieving their objectives and understand their unique contribution to team and organisational objectives		
6. Discuss and agree with individuals effective methods for achieving their objectives and the resources, support and supervision they require		
7. Provide individuals with the resources, support and supervision agreed and, where required, additional support and/or resources to deal with problems or unforeseen events		
8. Monitor progress against objectives and evaluate performance against the standard expected at agreed times		
9. Provide individuals with prompt, specific feedback, designed to maintain and improve their performance		
10. Identify any unsatisfactory performance, discuss the causes and agree ways of improving performance with the individuals concerned		
11. Review objectives with individuals at agreed times and evaluate the extent to which they have been achieved		
12. Recognise successful achievement of objectives in line with your organisation’s policy		
13. Review plans, responsibilities and objectives periodically and in the light of changes in personnel and any significant changes to organisational plans and objectives		
14. Communicate plans, responsibilities and objectives and any changes to these clearly to those affected		

3. Manage people's performance at work (CFAM&LDB4) *continued*

<https://tools.skillsforhealth.org.uk/external/CFAM&LDB4>

Comments and Action Plan

4. Use information to take effective decisions (CFAM&LEC5)

<https://tools.skillsforhealth.org.uk/external/CFAM&LEC5>

Performance criteria	Date achieved	Assessor signature
1. Identify those who may be affected by the decision and their interests		
2. Engage, where appropriate, those who are able to contribute to the decision-making process or will be affected by the decision		
3. Establish the objectives of the decision to be taken – clarify what you are trying to achieve by taking the decision and check that everyone involved agrees		
4. Identify the information you need to take the decision and the sources of this information		
5. Obtain sufficient relevant information to allow you to take the decision and verify its accuracy and reliability		
6. Take timely action to remedy inadequate, unreliable, contradictory or ambiguous information		
7. Analyse the information to identify facts, patterns and trends that may impact on your decision		
8. Identify and evaluate the range of options open to you		
9. Draw conclusions supported by reasoned arguments and reliable information, clearly stating any assumptions you have made and risks that may be involved		
10. Take decisions <ul style="list-style-type: none"> • in line with your objectives • within the scope of your authority • consistent with values, policies and guidelines • in time for necessary action to be taken 		
11. Obtain help and advice if: <ul style="list-style-type: none"> • you do not have adequate information • the decision is outside your area of responsibility or scope of authority your decisions are likely to conflict with values, policies and guidelines 		
12. Communicate your decision and rationale clearly to those who are affected		

4. Use information to take effective decisions (CFAM&LEC5) *continued*

<https://tools.skillsforhealth.org.uk/external/CFAM&LEC5>

Comments and Action Plan

5. Manage yourself (CFAM&LAA1)

<https://tools.skillsforhealth.org.uk/external/CFAM&LAA1>

Performance criteria	Date achieved	Assessor signature
1. Establish the purpose of your work role and how it contributes to achieving your organisation's vision and objectives		
2. Establish how your role relates to other roles in the organisation and where there are opportunities for joint working and mutual support		
3. Develop objectives for your work role which are compatible with the vision, objectives and values of your organisation		
4. Identify your own values, motivations and aspirations, evaluate any conflicts with your organisation's vision, objectives and values, and seek to resolve these with those you report to		
5. Agree, with those you report to, objectives for your work role and how you will evaluate progress and achievement		
6. Prioritise objectives and manage your time in order to achieve them		
7. Delegate objectives and responsibilities where this is possible and appropriate		
8. Use technology effectively to help you achieve your objectives		
9. Identify and eliminate distractions and activities that do not support the achievement of your objectives		
10. Monitor changes to your organisation's objectives, processes, systems and structures and how these impact on your role		
11. Identify and respond quickly and positively to new opportunities and urgent situations when they arise, revising your objectives and priorities as necessary		
12. Manage your emotions and relationships with others in ways that help you achieve your objectives		
13. Get regular feedback on your performance from those who are able to provide objective, specific and valid feedback		
14. Monitor progress towards your objectives and evaluate, with those you report to, the extent to which you have achieved your objectives		
15. Agree, with those you report to, any changes to your objectives in the light of your performance, feedback received or changes in organisational priorities		
16. Seek to achieve an equitable balance between your professional and personal life		

5. Manage yourself (CFAM&LAA1) *continued*

<https://tools.skillsforhealth.org.uk/external/CFAM&LAA1>

Comments and Action Plan

6. Represent your area of responsibility in meetings (CFAM&LDD7)

<https://tools.skillsforhealth.org.uk/external/CFAM&LDD7>

Performance criteria	Date achieved	Assessor signature
1. Brief yourself on the purpose, objectives and agenda of the meeting		
2. Identify relevant information and clarify your opinions regarding the various agenda items		
3. Consult with relevant people in your area of responsibility in order to understand and be able to represent their interests and opinions		
4. Clarify your objectives from the meeting – what you hope the meeting will achieve		
5. Present relevant information to the meeting clearly and concisely		
6. Present your opinions and the interests of those you are representing in a convincing way, providing evidence to support your case, where required		
7. Identify any issues emerging from discussions which impact on your area of responsibility		
8. Propose and evaluate possible solutions which meet the needs of your area of responsibility		
9. Acknowledge and constructively discuss information and opinions provided by other people.		
10. Trade concessions to arrive at decisions which balance the needs of your area of responsibility with the needs of other stakeholders		
11. Clarify decisions taken on the various agenda items, where necessary		
12. Communicate information and decisions clearly, concisely, accurately and in a timely way to relevant people in your area of responsibility, in line with any communication protocol agreed at the meeting		
13. Seek and provide feedback to others to improve the effectiveness of future meetings, where appropriate		

Comments and Action Plan

7. Implement change (CFAM&LCA4)

<https://tools.skillsforhealth.org.uk/external/CFAM&LCA4>

Performance criteria	Date achieved	Assessor signature
1. Engage appropriate people within your organisation and other key stakeholders in implementing change		
2. Put into practice your plan for change in line with agreed timescales and available resources		
3. Delegate responsibilities to competent people in line with your plan		
4. Provide people with the training, support or encouragement they require		
5. Implement contingency plans or take appropriate alternative action in the event of risks materialising		
6. Identify, evaluate and resolve any problems or obstacles that arise		
7. Maintain the continuity of business activities during the period of change		
8. Monitor progress against your plan and take appropriate action in response to any significant variances		
9. Communicate progress regularly and provide opportunities for people to give feedback		
10. Provide recognition for people and teams who achieve results		
11. Make sure change is effective and meets the requirements of the organisation		

Comments and Action Plan

8. Promote staff wellbeing (CFAM&LDB9)

<https://tools.skillsforhealth.org.uk/external/CFAM&LDB9>

Performance criteria	Date achieved	Assessor signature
1. Engage staff, their representatives and other key stakeholders in promoting staff wellbeing		
2. Review key indicators and use these to measure improvements in staff wellbeing		
3. Evaluate levels of staff wellbeing through analysis of available quantitative and qualitative data		
4. Develop a wellbeing culture and implement specific initiatives to enhance staff wellbeing in identified areas		
5. Ensure objectives and workloads of staff are achievable within the working hours available		
6. Provide staff with the training, support and supervision they need to be able to fulfil their responsibilities effectively both now and in the future		
7. Make yourself available to discuss confidentially with staff problems affecting their wellbeing		
8. Recognise indications that staff have problems affecting their wellbeing and take prompt and effective action to alleviate the problems, where possible		
9. Consult with, or refer staff to, specialists, where their problems are outside your area of competence or authority		

Comments and Action Plan

9. Lead practice that promotes the rights, responsibilities, equality and diversity of individuals (SCDHSC0452)

<https://tools.skillsforhealth.org.uk/external/SCDHSC0452.pdf>

Performance criteria	Date achieved	Assessor signature
Act as a role model in promoting the rights and interests of individuals		
1. Ensure that your own actions always demonstrate respect for the dignity and privacy of individuals, key people and others		
2. Encourage others to respect the dignity and privacy of individuals, key people and others		
3. Act in ways that demonstrate how to respect and promote the views, choices and wishes of individuals, key people and others		
4. Act in ways that demonstrate how to promote the active participation and independence of individuals		
5. Support the rights of individuals to make informed choices and decisions about their lives and well-being and how to manage potential and actual risks		
6. Support the rights of individuals to access information about themselves and make comments and complaints		
7. Act in ways that demonstrate that you take complaints, comments and suggestions seriously		
8. Ensure your own behaviour supports others to work in ways that are consistent with individuals' beliefs and preferences, that regard diversity positively and that support anti-discriminatory practice		
9. Pro-actively take action to address discrimination and oppression, challenging discrimination by individuals and oppression by organisations		
Lead practice that supports individuals to exercise their rights and responsibilities		
10. Provide up to date and accessible information that will enable individuals and key people to understand and exercise their rights and responsibilities		
11. Communicate in ways which enable individuals and key people to understand and exercise their rights and responsibilities		
12. Acknowledge the complexity of decisions that individuals need to make to balance their rights, preferences and responsibilities		
13. Develop solutions, where possible, to address dilemmas that arise when promoting the rights and responsibilities of individuals		
14. Support individuals who need assistance to exercise their rights		
15. Seek support when there are conflicts between an individual's rights and responsibilities that you cannot deal with		

9. Lead practice that promotes the rights, responsibilities, equality and diversity of individuals (SCDHSC0452) *continued*

<https://tools.skillsforhealth.org.uk/external/SCDHSC0452.pdf>

Performance criteria	Date achieved	Assessor signature
Lead practice to ensure that systems promote individuals' rights		
16. Work with others to develop, maintain and evaluate systems that respect the rights and interests of individuals		
17. Work with others to develop, maintain and evaluate systems that support individuals to make informed choices and decisions about their lives and well-being and how to manage potential and actual risks		
18. Work with others to develop, maintain and evaluate systems to promote independence, active participation and the contribution and inclusion of all individuals		
19. Work with others to develop, maintain and evaluate systems that support individuals to access information about themselves and make comments and complaints		
20. Support team members to participate in developing, maintaining and evaluating these systems that promote people's rights		
Lead practice to ensure that systems promote respect for diversity		
21. Work with others to develop, maintain and evaluate systems that ensure each person is treated and valued as an individual and that individuals' preferences are placed at the centre of everything that is done		
22. Work with others to develop, maintain and evaluate systems that ensure that equal opportunities are promoted and that the diversity, cultures and values of individuals and key people are respected		
23. Seek advice, information and guidance when you are having difficulty implementing systems to promote equality and diversity		
24. Check that all information generated and used in the work setting recognises and promotes equality and diversity		
25. Address any information that is discriminatory in ways that promote confidence in you and your organisation		

9. Lead practice that promotes the rights, responsibilities, equality and diversity of individuals (SCDHSC0452) *continued*

<https://tools.skillsforhealth.org.uk/external/SCDHSC0452.pdf>

Performance criteria	Date achieved	Assessor signature
Lead practice that promotes confidence in your organisation's capacity to promote rights		
26. Demonstrate through your actions that you are trustworthy, reliable and dependable		
27. Support team members to demonstrate that they are trustworthy, reliable and dependable		
28. Communicate in appropriate, open, accurate and straightforward ways		
29. Support colleagues and others to communicate in appropriate, open, accurate and straightforward ways		
30. Recognise the power and influence that your job role and responsibilities confer on you		
31. Use your power and influence sensitively and responsibly		
32. Contribute to ensuring that systems enable team members to use their influence sensitively and responsibly		
33. Work with others to develop, maintain and evaluate systems that enable individuals, key people and others to understand your work setting's policies and procedures on complaints		
34. Work with others to develop, maintain and evaluate systems that ensure individuals' rights to confidentiality of information are maintained, within confidentiality agreements and according to legal and work setting procedures and requirements		
35. Work with others to make sure work commitments are honoured, ensuring that individuals are informed promptly and sensitively on occasions where this is not possible		
36. Ensure that interests are declared where they might influence judgements and practice		
37. Ensure that you and others reflect on and challenge assumptions and ways of working		
38. Ensure that the rights and needs of individuals are effectively represented, using advocates and interpreters appropriately		
39. Contribute to monitoring the effectiveness of equality, diversity and rights policies and procedures with individuals, key people, team members and others		
40. Provide feedback to improve the effectiveness of policies and procedures on equality, diversity and rights		

9. Lead practice that promotes the rights, responsibilities, equality and diversity of individuals (SCDHSC0452) *continued*

<https://tools.skillsforhealth.org.uk/external/SCDHSC0452.pdf>

Comments and Action Plan

1. Translate research and development findings into practice (R&D14)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/2459/>

Performance criteria	Date achieved	Assessor signature
1. Realign research findings to create a plan		
2. Complete pilot and field studies in line with the plan		
3. Identify and report potential risks associated with the conduct of pilot and field studies		
4. Maintain records of all pilot and field studies in accordance with the plan		
5. Present documentation and provide verbal feedback as required by the plan		
6. Document and report any unexpected outcomes or incidents		
7. Report any delays or problems experienced to authorised personnel with relevant degree of urgency		
8. Report on cost-benefit analysis of implementation		

Comments and Action Plan

2. Develop evidence based clinical guidelines (CHS128)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/3003/>

Performance criteria	Date achieved	Assessor signature
1. Identify all the relevant clinical information and evidence		
2. Articulate the clinical recommendations and provide justification for them by identifying and critically appraising the evidence on which they are based		
3. Identify stakeholders representative of the target audience for the clinical recommendations		
4. Engage stakeholders in the development and validation of the clinical recommendations		
5. Include the patient's perspective, their likely concerns, values, and preferences with regard to goals, outcomes and the balance between risks and benefits		
6. Produce complete and accurate documentation on the development process of the clinical recommendation		

Comments and Action Plan

3. Develop clinical protocols for delivery of service (CHS170)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/140/>

Performance criteria	Date achieved	Assessor signature
1. Identify the clinical question		
2. Demonstrate the potential of the investigation strategy to provide clinically relevant information		
3. Identify key variables including risks associated with the specific clinical activity		
4. Review existing protocols, current practice and external standards		
5. Research data and relevant literature search using multi-disciplinary teams		
6. Evaluate and establish best practise		
7. Obtain relevant clinical governance approvals for the investigation strategy		
8. Produce written guidelines and protocols as required		
9. Educate personnel in implementation of the investigation strategy		
10. Review and audit the investigation strategy in practice		

Comments and Action Plan

4. Design quality assurance programmes in healthcare (CHS198)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/2822/>

Performance criteria	Date achieved	Assessor signature
1. Work within your level of competence, responsibility and accountability		
2. Clarify the need and clinical relevance of the proposed internal or external quality assurance programme with relevant stakeholders		
3. Specify the aims and objectives of the programme, including the number and frequency of distributions and the validation process		
4. Check the inter-relationship with other quality measures and the suitability of the design with the relevant stakeholders		
5. Identify the resources required for the internal or external quality assurance programme		
6. Establish performance measures and criteria appropriate to the quality assurance programme		
7. Establish the content, context and scale of the internal or external quality assurance programme		
8. Select methods, techniques, tools and approaches to optimise programme design		
9. Where appropriate, generate contingency plans to ensure the quality, sufficiency and availability of resources within the work area		
10. Design the internal or external quality assurance programme at sufficient level of detail and in the agreed format to facilitate implementation		
11. Where appropriate, select suitable delivery, storage and distribution arrangements to meet the programme's defined timescales and objectives		
12. Identify supporting statistical and audit procedures for the quality assurance programme		
13. Ensure compliance with national and local standards, polices, guidance and relevant current legislation		
14. Maintain full, accurate and legible records of the design in line with current legislation, guidelines, local policies and protocols		

Comments and Action Plan

job description

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5. Produce a research and development plan (R&D6)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/2446/>

Performance criteria	Date achieved	Assessor signature
1. Plan each component and stage of research in line with research proposal		
2. Allocate resources cost-effectively to meet the research objectives		
3. Produce a plan at sufficient level of detail to facilitate action by others		
4. Select and plan methods and tools suitable for research design, including rationale for their selection		
5. Provide calculations to support the time and resources allocated to each stage and component of the research plan		
6. Identify factors which affect the timescale of the research and incorporate contingency plans to manage these factors		
7. Clearly specify the relationship between tasks in the research plan		
8. Incorporate compliance with relevant regulatory requirements		
9. Present the plan to all relevant people, in the appropriate format and by the designated deadline		

Comments and Action Plan

6. Carry out clinical trials in health (CHS215)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/2840/>

Performance criteria	Date achieved	Assessor signature
1. Work within your level of competence, responsibility and accountability		
2. Identify the clinical problem under investigation and propose options		
3. Collate and interpret current and relevant historical information to support the feasibility of the clinical trial		
4. Take into consideration all the factors to determine the cost effectiveness, resource implications, time period and any other specific requirements for the clinical trial		
5. Identify the boundaries, limitations, guidelines and accountability within the clinical trial		
6. Draft the proposed methodology, evaluation and validation strategies and risk assessments to evaluate the feasibility of conducting the clinical trial and assess if a pilot study is required		
7. Present the clinical trial protocol to the appropriate individuals, organisations and/or professional bodies to secure ethical and/or financial approval for the clinical trial and its associated resources		
8. Where applicable, confirm partnerships with clinical stakeholders for the clinical trial		
9. Communicate effectively with all relevant individuals at the appropriate level, throughout the clinical trial		
10. Undertake the clinical trial in a safe and timely manner, following approved policies, protocols and procedures and codes of conduct relevant to the work practice in line with current legislation and organisational requirements		
11. Collate information and data from the clinical trial and perform relevant statistical analysis where appropriate		
12. Critically evaluate the results and make recommendations for future action		
13. Document the findings, in a timely manner, in the format for the target audience, in accordance with the agreed clinical trial requirements and information governance		
14. Issue the report to relevant stakeholders and where appropriate publish results		
15. Maintain full, accurate and legible records of the clinical trial and store in the correct location in accordance with local policies and protocols		

6. Carry out clinical trials in health (CHS215) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/2840/>

Comments and Action Plan

8. Contribute to innovation in a business environment (CFA_BAA112)

https://tools.skillsforhealth.org.uk/external/CFA_BAA112.pdf

Performance criteria	Date achieved	Assessor signature
1. Constructively question existing ways of working within own area of work		
2. Help to research and identify possible improvements to working methods, services or products		
3. Help gather information to develop ideas		
4. Contribute to the evaluation of ideas based on agreed criteria, including their fit with organisational aims and objectives		
5. Ask appropriate questions to extend own thinking and question own assumptions		
6. Communicate and sell ideas to others		
7. Take feedback into account and show a willingness to compromise		
8. Contribute to deciding if an idea is feasible		

Comments and Action Plan

1. Facilitate individual learning and development (LSILADD07)

https://tools.skillsforhealth.org.uk/external/3173_LSILADD07.pdf

Performance criteria	Date achieved	Assessor signature
1. Establish and maintain a professional relationship with the learner that supports individual learning and reflection		
2. Explore and agree the learner's objectives, learning needs and goals		
3. Agree a plan of learning, application and reflection		
4. Use a range of methods and resources to help the learner acquire/develop the skills and knowledge they need		
5. Support the learner in applying their learning in context		
6. Provide constructive and motivational feedback to improve the learner's application of learning		
7. Assist the learner to reflect on their practice and experience		
8. Adapt learning, application and reflection to meet further needs		
9. Maintain the health and safety of the learner, self and other people		

Comments and Action Plan

2. Undertake coaching or mentoring (LSICM05)

<https://tools.skillsforhealth.org.uk/external/LSICM05.pdf>

Performance criteria	Date achieved	Assessor signature
1. Plan coaching or mentoring objectives and goals with the client to meet identified aspirations, motivations and priorities		
2. Agree approaches to deliver the planned objectives and goals		
3. Apply coaching or mentoring methods to achieve agreed objectives and goals		
4. Elicit motivation in clients to work towards their objectives and goals		
5. Provide opportunities for the client to review progress towards achievement of their goals		
6. Check with the client that that the coaching or mentoring has met the needs and expectations		
7. Take timely action to support clients who may not be achieving their objectives and goals		
8. Enable the client to take responsibility for and ownership of their objectives and goals		
9. Review the coaching or mentoring agreement and reflect on progress toward objectives and goals with the client		
10. Enable clients to revise objectives, modify goals and plan new ones based on their progress		
11. Confirm with the client the course of action and methods to achieve outstanding goals, modified goals or identified new ones		
12. Agree and record the interactions, outcomes and progress towards objectives and goals with the client in accordance with organisational requirements		

Comments and Action Plan

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3. Communicate information and knowledge (CFAM&LEC4)

<https://tools.skillsforhealth.org.uk/external/CFAM&LEC4>

Performance criteria	Date achieved	Assessor signature
1. Identify the information and knowledge people need and why they need them		
2. Communicate information and knowledge only to those who have a right to them, in line with policies and legal requirements		
3. Identify how people prefer to receive information and knowledge and what media, languages, styles, timing and pace are most appropriate		
4. Check that the information and knowledge you are communicating are current, accurate and complete		
5. Take action to minimise any interference or disruption to your communication.		
6. Communicate in ways that help people to understand the information and knowledge you are communicating and their relevance		
7. Use a variety of techniques to gain and maintain people’s attention and interest and to help them retain information and knowledge		
8. Adjust and fine-tune your communication in response to both verbal and non-verbal feedback		
9. State the level of confidence that can be placed in the information and knowledge you are communicating; i.e. whether they are based on rigorously researched evidence, widely accepted facts or personal opinion		
10. Where you have to use jargon, technical terms or abbreviations, explain these carefully		
11. Confirm that people have received and understood the information and knowledge you have communicated		

Comments and Action Plan

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4. Develop your knowledge skills and competence (CFAM&LAA2)

<https://tools.skillsforhealth.org.uk/external/CFAM&LAA2>

Performance criteria	Date achieved	Assessor signature
1. Monitor trends and developments in your sector and area of professional expertise and evaluate their impact on your work role		
2. Evaluate, at appropriate intervals, the current and future requirements of your work role, taking account of the vision and objectives of your organisation		
3. Identify the learning methods which work best for you and ensure that you take these into account in identifying and undertaking development activities		
4. Identify any gaps between the current and future requirements of your work role and your current knowledge, skills and competence		
5. Discuss and agree, with those you report to, a development plan which both addresses any identified gaps in your knowledge, skills and competence and supports your own career and personal goals		
6. Undertake the activities identified in your development plan and evaluate their contribution to your performance		
7. Get regular feedback on your performance from those who are able to provide objective, specific and valid feedback		
8. Review and update your development plan in the light of your performance, any development activities undertaken and any wider changes		

Comments and Action Plan

5. Peer training and mentoring (CCSCCS18)

<https://tools.skillsforhealth.org.uk/external/CCSCCS18.pdf>

Performance criteria	Date achieved	Assessor signature
1. Identify opportunities for peer training and/or mentoring		
2. Investigate a peer training or mentoring situation and evaluate which types of learning would be most effective for the individual/group		
3. Explain your role as trainer/mentor		
4. Behave in a way that demonstrates your acceptance of the learner you are supporting		
5. Agree the boundaries of the training and/or mentoring relationship and understand how they will be recognised and maintained		
6. You will be sensitive to the need for confidentiality		
7. Agree with the learner/s their responsibility for their own personal development		
8. Agree the goals of each training or mentoring session		
9. Ensure appropriate resources are in place to support the training or mentoring processes		
10. Work with groups or individuals to undertake the learning		
11. Give constructive feedback on the learning process		
12. Maintain records of interactions in appropriate format in line with organisational procedures		
13. Monitor, review and evaluate the effects of training or mentoring		
14. Reflect on your contribution to the learning/mentoring processes		
15. Agree what further support or help learners may need and plan with them how it can be accessed		

Comments and Action Plan

6. Promote knowledge management and sharing (CFAM&LEC1)

<https://tools.skillsforhealth.org.uk/external/CFAM&LEC1>

Performance criteria	Date achieved	Assessor signature
1. Engage colleagues and other key stakeholders in developing and implementing systems and processes that promote knowledge management and sharing		
2. Identify where key knowledge is created, developed, shared and transferred and how it adds value to your organisation or area of responsibility		
3. Define and gain support for strategies to facilitate the creation, maintenance and sharing of organisational knowledge		
4. Specify standards and processes that support knowledge creation, development, sharing and capture and which ensure that valuable knowledge is recorded		
5. Make available the systems and tools required to support knowledge management and sharing and ensure people have the necessary guidance and competence to use them effectively		
6. Identify where organisational culture, values, work practices and behaviours hinder effective knowledge management and sharing and any changes required		
7. Identify with key stakeholders strategies and activities for implementing changes in organisational culture, values, work practices and behaviours to enable effective knowledge management and sharing		
8. Encourage senior managers and key influencers within your organisation to act as role models in using knowledge management standards, systems, tools and processes		
9. Implement effective systems and procedures to protect intellectual property from unauthorised use		
10. Identify and implement processes that promote effective knowledge management and sharing and communicate the benefits of doing so		
11. Monitor and review progress in embedding a culture of knowledge management and sharing in your organisation and plan any essential changes		
12. Evaluate and record the value of knowledge management and sharing to the organisation		

Comments and Action Plan

7. Develop and sustain productive working relationships with stakeholders (CFAM&LDD2)

<https://tools.skillsforhealth.org.uk/external/CFAM&LDD2>

Performance criteria	Date achieved	Assessor signature
1. Identify external stakeholders and the nature of their interest in the activities and performance of your organisation		
2. Establish working relationships with relevant internal and external stakeholders.		
3. Recognise and respect the roles, responsibilities, interests and concerns of stakeholders and, particularly in situations of matrix management, their managers' requirements		
4. Seek to create a climate of trust and mutual respect, particularly where you have no authority, or shared authority, over those you are working with		
5. Seek to understand difficult situations and issues from stakeholders' perspectives and provide support, where necessary, to move things forward		
6. Provide stakeholders with appropriate information to enable them to perform effectively		
7. Consult stakeholders in relation to key decisions and activities and take account of their views, including their priorities, expectations and attitudes to potential risks.		
8. Fulfil agreements made with stakeholders and let them know		
9. Advise stakeholders promptly of any difficulties or where it will be impossible to fulfil agreements		
10. Identify and resolve conflicts of interest and disagreements with stakeholders in ways that minimise damage to work and activities and to the stakeholders involved.		
11. Monitor and review the effectiveness of working relationships with stakeholders in order to identify areas for improvement		
12. Seek and provide feedback in order to improve your own and stakeholders' performance		
13. Monitor wider developments in order to identify issues of potential interest or concern to stakeholders in the future and to identify new stakeholders		

Comments and Action Plan

Clinical Director

1. Communication	Date achieved	Assessor signature
Level 4 - Develop and maintain communication with people on complex matters, issues and ideas and/or in complex situations (including telephone triage). For example:		
<ul style="list-style-type: none"> Encourages effective communication between all involved 		
<ul style="list-style-type: none"> Develops partnerships and actively maintains them 		
<ul style="list-style-type: none"> Anticipates barriers to communication and takes action to improve communication 		
<ul style="list-style-type: none"> Articulates a vision for organisation focus which generates enthusiasm and commitment from both employees and patients/wider public 		
<ul style="list-style-type: none"> Is persuasive in putting forward own view and that of the organisation 		
<ul style="list-style-type: none"> Communicates effectively and calmly in difficult situations and with difficult people 		

Comments and Action Plan

Clinical Director

2. Personal and People Development	Date achieved	Assessor signature
Level 4 - Develop oneself and others in areas of practice		
<ul style="list-style-type: none"> • Contributes to development in the workplace as a learning environment 		
<ul style="list-style-type: none"> • Actively creates opportunities to enable everyone to learn from each other and from external good practice 		
<ul style="list-style-type: none"> • Uses a coaching approach to encourage others to develop 		
<ul style="list-style-type: none"> • Ensures all employees managed have annual appraisals and personal development plans in place and comply with mandatory training 		

Comments and Action Plan

Clinical Director

3. Health, Safety and Security	Date achieved	Assessor signature
Level 4 - Maintain and develop an environment and culture that improves health, safety and security		
<ul style="list-style-type: none"> Evaluates the extent to which legislation and organisation policies and procedures on health/safety and risk management have been implemented across the organisation, in own sphere activity 		
<ul style="list-style-type: none"> Evaluates the impact of policies, procedures and legislation across the organisation in own sphere of activity 		
<ul style="list-style-type: none"> Identifies the processes and systems that will promote health, safety and security in the organisation 		
<ul style="list-style-type: none"> Regularly assesses risks and uses the results to make improvements and promote best practice 		
<ul style="list-style-type: none"> Takes appropriate action when there are issues with health, safety and security 		
<ul style="list-style-type: none"> Investigates any accrual or potential health, safety or security incidents and takes the action required 		

Comments and Action Plan

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Clinical Director

4. Service Improvement	Date achieved	Assessor signature
Level 4: Work in partnership with others to develop, take forward and evaluate direction policies and strategy		
<ul style="list-style-type: none"> • Involves and engages users of the service and others in discussions about service direction, improvements and the values on which they are based. 		
<ul style="list-style-type: none"> • Works with others to make sure there is a clear direction for values, strategies and policies and leads the way when interests are in conflict 		
<ul style="list-style-type: none"> • Continually reviews the values, strategic plans and directions of the service to take account of changing circumstances. 		
<ul style="list-style-type: none"> • Works with others to develop strategic plans and business objectives for the service. These need to be consistent with values, realistic, detailed and take account of constraints 		
<ul style="list-style-type: none"> • Communicates values, strategic plans and service direction to help all colleagues understand how they are affected. Also creates opportunities for people to contribute their views and ideas. 		
<ul style="list-style-type: none"> • Works with people affected by service improvements to evaluate the impact of the changes on the service. Feeds this information into ongoing improvements. 		

Comments and Action Plan

Clinical Director

5. Quality	Date achieved	Assessor signature
Level 4: Develop a culture that improves quality		
<ul style="list-style-type: none"> • Initiates, implements ,supports and monitors quality and governance systems and processes 		
<ul style="list-style-type: none"> • Alerts others to the need to improve quality. Ensure others maintain professional registration. 		
<ul style="list-style-type: none"> • Is an effective member of the organisation. Works with others to develop and maintain high quality services. 		
<ul style="list-style-type: none"> • Role models quality delivery. 		
<ul style="list-style-type: none"> • Enables others to understand, identify and deal with risks to quality. 		
<ul style="list-style-type: none"> • Actively promotes quality in all areas of work 		
<ul style="list-style-type: none"> • Responsible for continually monitoring quality and takes effective action to address quality issues. 		

Comments and Action Plan

job description

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core competences

Clinical Director

6. Equality and Diversity	Date achieved	Assessor signature
Level 4 - Develop a culture that promotes equality and values diversity		
<ul style="list-style-type: none"> Actively promotes equality and diversity 		
<ul style="list-style-type: none"> Monitors and evaluates the extent to which legislation and policies are applied 		
<ul style="list-style-type: none"> Monitors and acts on complaints around equality and diversity 		
<ul style="list-style-type: none"> Actively challenges unacceptable behaviour and discrimination 		
<ul style="list-style-type: none"> Supports people who need assistance in exercising their rights 		

Comments and Action Plan

1. Prioritise individuals for further assessment, treatment and care (EUSC07)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/960/>

Performance criteria	Date achieved	Assessor signature
1. Determine which individuals are to be considered and prioritised for further assessment, treatment and care		
2. Obtain all patient notes and other relevant materials and documentation which might inform the prioritisation of individuals for further assessment, treatment and care		
3. Ascertain relevant details about individuals that could have an impact on the priority status assigned to their further assessment, treatment and care		
4. Ensure in appropriate circumstances that individuals have given informed consent to further assessment, treatment and care		
5. Identify what further assessment, treatment and care each individual will require in order to complete their care pathway, taking into account any available details		
6. Identify accurately which health and care provider is most able to appropriately meet the further assessment, treatment and care needs of the individual		
7. Determine the availability of the required further assessment, treatment and care with the relevant health and care provider that will be providing this service, in a timely and appropriate manner		
8. Prioritise individuals for further assessment, treatment and care taking into account: <ul style="list-style-type: none"> the priority status of each individual being directed towards further assessment, treatment and care, based on available details the availability of the appropriate service providing the required further assessment, treatment and care 		
9. Be alert to any changes in the needs of the individual or the availability of the required service, and reprioritise individuals as appropriate to ensure optimum service delivery		
10. Make arrangements with the relevant health and care provider for the appropriate assessments, treatment and care to be provided, in line with national and local policies and guidelines		
11. Ensure that the needs of individuals requiring multiple further assessment, treatment and care from one or more health and care provider have been taken into account, arranging further service provision in an appropriate and logical sequence		
12. Ensure that the individual or significant others are fully informed about planned further assessment, treatment and care, including: <ul style="list-style-type: none"> what it will involve where it will be conducted when it will be conducted 		

1. Prioritise individuals for further assessment, treatment and care (EUSC07) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/960/>

Performance criteria	Date achieved	Assessor signature
13. Ensure that any required transfer or referral of responsibility for individuals between health and care providers is agreed, arranged and documented appropriately and accurately, in line with agreed policies and protocols		
14. Respect the privacy, dignity and confidentiality of the individual throughout your interaction with them		
15. Work within your scope of responsibility and accountability, referring to others where appropriate and/or necessary		
16. Maintain timely, accurate, complete and legible records in accordance with local policies and procedures and work at all times within appropriate patient and information confidentiality guidelines and protocols		

Comments and Action Plan

2. Obtain a patient history (CHS168)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/2819/>

Performance criteria	Date achieved	Assessor signature
1. Explain your role and responsibilities and check the individual's identity according to local guidelines before the taking of an individual's history relevant to your work area		
2. Follow national and local guidelines if the individual is unable to provide a relevant history		
3. Communicate effectively in the appropriate medium to meet the individual's or third party's needs and preferences		
4. Check the individual's or third party understanding of the purpose of obtaining an individual's relevant history		
5. Respect the individual's privacy, dignity, wishes and beliefs and maintain the confidentiality of the information obtained in line with legislation and organisational requirements		
6. Obtain details of the individual's prior health status and circumstances over a sufficient period of time to inform the assessment and requirements for your work activities		
7. Use appropriate questions to explore, clarify and confirm any unusual or ambiguous information and record the information clearly and accurately in a systematic manner		
8. Accurately answer any questions at a level and pace that is appropriate to the individual's or third party needs		
9. Maintain full, accurate and legible records of information collected in line with current legislation, guidelines, local policies and protocol		

Comments and Action Plan

3. Establish a diagnosis of an individual’s health condition (CHS40)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/220/>

Performance criteria	Date achieved	Assessor signature
1. Check the individual’s identity and confirm valid consent has been obtained for the healthcare investigations or activities required to establish a diagnosis.		
2. Explain your own role, its scope, your responsibilities and accountabilities clearly to the individual and relevant carers		
3. Respect the individual’s privacy, dignity, wishes and beliefs at all times		
4. Communicate with the individual in an appropriate manner, recognising the stressful nature of a potential diagnosis		
5. Consider all the relevant evidence from the individual’s history, baseline observations and tests, and clinical examination		
6. Make use of clinical interpretations and reports to make justifiable assessment of the nature, likely causes and prognosis of the individual’s health condition in accordance with clinical governance		
7. Request further investigations, if required, following national, local and organisational guidelines and protocols		
8. Explain to the individual why you are requesting further investigations, if any, what can be expected to happen and the expected timescales to review the findings and possible implications of normal and abnormal results		
9. Provide opportunities for the individual to ask questions and increase their understanding of their condition		
10. Assess the need for support and provide reassurance where appropriate		
11. Discuss with colleagues, or seek advice from others who are able to assist, where the information you have gathered is difficult to interpret		
12. Discuss the diagnosis with the individual to enable them to think through the implications and how these can be managed		
13. Make a full, accurate and clear record of the information obtained used to establish the diagnosis		
14. Reassure the individual and relevant carers and explain and confirm understanding for the next steps		
15. Ensure you maintain the confidentiality of information at all times in accordance with information governance		

3. Establish a diagnosis of an individual's health condition (CHS40) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/220/>

Comments and Action Plan

[Although these NOS refer to 'emergency' assistance, the content meets the contextual requirements of Integrated Urgent Care services]

4. Investigate and diagnose an individual presenting for emergency assistance with breathlessness (EC11A)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/607/>

Performance criteria	Date achieved	Assessor signature
1. Explain clearly to the individual: <ul style="list-style-type: none"> • your own role, responsibilities, accountability and scope of practice • the information that is needed from the assessment and who might have access to it 		
2. Obtain the individual's informed consent to the assessment process		
3. Discuss and agree with colleagues: <ul style="list-style-type: none"> • who is responsible for aspects of the assessment and how this will be managed and reported • needs and risks and how these can best be addressed 		
4. Ensure you obtain a complete and accurate history of the presenting individual		
5. Accurately and promptly identify the additional information which you need to make a differential diagnosis		
6. Follow the appropriate procedures and protocols to arrange for any investigations or observations needed to provide you with relevant information		
7. Review all the available information, noting and taking account of any conflicting, confounding or unusual aspects		
8. Recognise accurately and promptly the differentiating features of commonly occurring conditions presenting as breathlessness		
9. Recognise promptly the need for, and obtain, any additional information needed to clarify or confirm your analysis		
10. Identify and make use of relevant research and findings from evidence based practice to inform your interpretation		
11. Promptly seek additional views and advice from relevant others when your interpretation produces unclear results		
12. Develop a diagnosis which is: <ul style="list-style-type: none"> • justifiable given the information available at the time • likely to result in the optimum outcome for the individual 		
13. Balance any additional or unusual aspects of the individual's presenting features against their overall presentation, acknowledging any uncertainties and conflicts		
14. Recognise accurately potential signs of abuse and report them promptly to the appropriate person, in line with national and organisational policy		

4. Investigate and diagnose an individual presenting for emergency assistance with breathlessness (EC11A) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/607/>

Performance criteria	Date achieved	Assessor signature
15. Form an accurate and justifiable identification of: <ul style="list-style-type: none"> the nature and severity of the individual's breathlessness the likely causes of the individual's breathlessness the implications of pre-existing and other medical problems which the individual may have the prognosis for the individual the individual's related needs risks to the individual's health and well being in the short and longer term 		
16. Form a working diagnosis as quickly as possible		
17. Seek additional support and advice from other practitioners as necessary to arrive at a satisfactory working diagnosis		
18. Re-evaluate and adjust, if necessary, your initial diagnosis in the light of emerging symptoms and/or the results of investigations		
19. Determine and confirm when death has occurred, within the limits of your own role, accountability and scope of practice, or inform the appropriate other of the need for them to make this confirmation		
20. Maintain full, accurate and legible records of your diagnosis and any assumptions made and make these available for future reference in line with organisational practices		
21. Initiate symptomatic treatment at the earliest opportunity in line with national, local and organisational guidelines and protocols		
22. Initiate action which provides the best possible outcome for the individual		
23. Advise the individual and any significant others of the diagnosis: <ul style="list-style-type: none"> at the earliest opportunity in a manner which is sensitive to their concerns 		
24. Provide opportunities for the individual and significant others to ask questions and develop their understanding of the diagnosis		
25. Identify and share with colleagues relevant details of the diagnosis you have reached and its implications for further action		

4. Investigate and diagnose an individual presenting for emergency assistance with breathlessness (EC11A) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/607/>

Comments and Action Plan

5. Investigate and diagnose an individual presenting for emergency assistance with bleeding and fluid loss (EC11B)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/608/>

Performance criteria	Date achieved	Assessor signature
1. Explain clearly to the individual: <ul style="list-style-type: none"> • your own role, responsibilities, accountability and scope of practice • the information that is needed from the assessment and who might have access to it 		
2. Obtain the individual's informed consent to the assessment process		
3. Discuss and agree with colleagues: <ul style="list-style-type: none"> • who is responsible for aspects of the assessment and how this will be managed and reported • needs and risks and how these can best be addressed 		
4. Ensure you obtain a complete and accurate history of the presenting individual		
5. Accurately and promptly identify the additional information which you need to make a differential diagnosis		
6. Follow the appropriate procedures and protocols to arrange for any investigations or observations needed to provide you with relevant information		
7. Review all the available information, noting and taking account of any conflicting, confounding or unusual aspects		
8. Recognise accurately and promptly the differentiating features of commonly occurring conditions presenting as bleeding and fluid loss		
9. Recognise promptly the need for, and obtain, any additional information needed to clarify or confirm your analysis		
10. Identify and make use of relevant research and findings from evidence based practice to inform your interpretation		
11. Promptly seek additional views and advice from relevant others when your interpretation produces unclear results		
12. Develop a diagnosis which is: <ul style="list-style-type: none"> • justifiable given the information available at the time • likely to result in the optimum outcome for the individual 		
13. Balance any additional or unusual aspects of the individual's presenting features against their overall presentation, acknowledging any uncertainties and conflicts		
14. Recognise accurately potential signs of abuse and report them promptly to the appropriate person, in line with national and organisational policy		

5. Investigate and diagnose an individual presenting for emergency assistance with bleeding and fluid loss (EC11B) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/608/>

Performance criteria	Date achieved	Assessor signature
15. Form an accurate and justifiable identification of: <ul style="list-style-type: none"> the nature and severity of the individual's bleeding and fluid loss the likely causes of the individual's bleeding and fluid loss the implications of pre-existing and other medical problems which the individual may have the prognosis for the individual the individual's related needs risks to the individual's health and well being in the short and longer term 		
16. Form a working diagnosis as quickly as possible		
17. Seek additional support and advice from other practitioners as necessary to arrive at a satisfactory working diagnosis		
18. Re-evaluate and adjust, if necessary, your initial diagnosis in the light of emerging symptoms and/or the results of investigations		
19. Determine and confirm when death has occurred, within the limits of your own role, accountability and scope of practice, or inform the appropriate other of the need for them to make this confirmation		
20. Maintain full, accurate and legible records of your diagnosis and any assumptions made and make these available for future reference in line with organisational practices		
21. Initiate symptomatic treatment at the earliest opportunity in line with national, local and organisational guidelines and protocols		
22. Initiate action which provides the best possible outcome for the individual		
23. Advise the individual and any significant others of the diagnosis: <ul style="list-style-type: none"> at the earliest opportunity in a manner which is sensitive to their concerns 		
24. Provide opportunities for the individual and significant others to ask questions and develop their understanding of the diagnosis		
25. Identify and share with colleagues relevant details of the diagnosis you have reached and its implications for further action		

5. Investigate and diagnose an individual presenting for emergency assistance with bleeding and fluid loss (EC11B) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/608/>

Comments and Action Plan

6. Investigate and diagnose an individual presenting for emergency assistance with pain (EC11C)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/609/>

Performance criteria	Date achieved	Assessor signature
1. Explain clearly to the individual: <ul style="list-style-type: none"> • your own role, responsibilities, accountability and scope of practice • the information that is needed from the assessment and who might have access to it 		
2. Obtain the individual's informed consent to the assessment process		
3. Discuss and agree with colleagues: <ul style="list-style-type: none"> • who is responsible for aspects of the assessment and how this will be managed and reported • needs and risks and how these can best be addressed 		
4. Ensure you obtain a complete and accurate history of the presenting individual		
5. Accurately and promptly identify the additional information which you need to make a differential diagnosis		
6. Follow the appropriate procedures and protocols to arrange for any investigations or observations needed to provide you with relevant information		
7. Review all the available information, noting and taking account of any conflicting, confounding or unusual aspects		
8. Recognise accurately and promptly the differentiating features of commonly occurring conditions presenting as pain		
9. Recognise promptly the need for, and obtain, any additional information needed to clarify or confirm your analysis		
10. Identify and make use of relevant research and findings from evidence based practice to inform your interpretation		
11. Promptly seek additional views and advice from relevant others when your interpretation produces unclear results		
12. Develop a diagnosis which is: <ul style="list-style-type: none"> • justifiable given the information available at the time • likely to result in the optimum outcome for the individual 		
13. Balance any additional or unusual aspects of the individual's presenting features against their overall presentation, acknowledging any uncertainties and conflicts		
14. Recognise accurately potential signs of abuse and report them promptly to the appropriate person, in line with national and organisational policy		

6. Investigate and diagnose an individual presenting for emergency assistance with pain (EC11C) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/609/>

Performance criteria	Date achieved	Assessor signature
15. Form an accurate and justifiable identification of: <ul style="list-style-type: none"> • the nature and severity of the individual's pain • the likely causes of the individual's pain • the implications of pre-existing and other medical problems which the individual may have • the prognosis for the individual • the individual's related needs • risks to the individual's health and well being in the short and longer term 		
16. Form a working diagnosis as quickly as possible		
17. Seek additional support and advice from other practitioners as necessary to arrive at a satisfactory working diagnosis		
18. Re-evaluate and adjust, if necessary, your initial diagnosis in the light of emerging symptoms and/or the results of investigations		
19. Determine and confirm when death has occurred, within the limits of your own role, accountability and scope of practice, or inform the appropriate other of the need for them to make this confirmation		
20. Maintain full, accurate and legible records of your diagnosis and any assumptions made and make these available for future reference in line with organisational practices		
21. Initiate symptomatic treatment at the earliest opportunity in line with national, local and organisational guidelines and protocols		
22. Initiate action which provides the best possible outcome for the individual		
23. Advise the individual and any significant others of the diagnosis: <ul style="list-style-type: none"> • at the earliest opportunity • in a manner which is sensitive to their concerns 		
24. Provide opportunities for the individual and significant others to ask questions and develop their understanding of the diagnosis		
25. Identify and share with colleagues relevant details of the diagnosis you have reached and its implications for further action		

6. Investigate and diagnose an individual presenting for emergency assistance with pain (EC11C) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/609/>

Comments and Action Plan

7. Investigate and diagnose an individual presenting for emergency assistance with tissue trauma (EC11D)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/598/>

Performance criteria	Date achieved	Assessor signature
1. Explain clearly to the individual: <ul style="list-style-type: none"> • your own role, responsibilities, accountability and scope of practice • the information that is needed from the assessment and who might have access to it 		
2. Obtain the individual's informed consent to the assessment process		
3. Discuss and agree with colleagues: <ul style="list-style-type: none"> • who is responsible for aspects of the assessment and how this will be managed and reported • needs and risks and how these can best be addressed 		
4. Ensure you obtain a complete and accurate history of the presenting individual		
5. Accurately and promptly identify the additional information which you need to make a differential diagnosis		
6. Follow the appropriate procedures and protocols to arrange for any investigations or observations needed to provide you with relevant information		
7. Review all the available information, noting and taking account of any conflicting, confounding or unusual aspects		
8. Recognise accurately and promptly the differentiating features of commonly occurring conditions presenting as tissue trauma		
9. Recognise promptly the need for, and obtain, any additional information needed to clarify or confirm your analysis		
10. Identify and make use of relevant research and findings from evidence based practice to inform your interpretation		
11. Promptly seek additional views and advice from relevant others when your interpretation produces unclear results		
12. Develop a diagnosis which is: <ul style="list-style-type: none"> • justifiable given the information available at the time • likely to result in the optimum outcome for the individual 		
13. Balance any additional or unusual aspects of the individual's presenting features against their overall presentation, acknowledging any uncertainties and conflicts		
14. Recognise accurately potential signs of abuse and report them promptly to the appropriate person, in line with national and organisational policy		

7. Investigate and diagnose an individual presenting for emergency assistance with tissue trauma (EC11D) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/598/>

Performance criteria	Date achieved	Assessor signature
15. Form an accurate and justifiable identification of: <ul style="list-style-type: none"> • the nature and severity of the individual’s tissue trauma • the likely causes of the individual’s tissue trauma • the implications of pre-existing and other medical problems which the individual may have • the prognosis for the individual • the individual’s related needs • risks to the individual’s health and well being in the short and longer term 		
16. Form a working diagnosis as quickly as possible		
17. Seek additional support and advice from other practitioners as necessary to arrive at a satisfactory working diagnosis		
18. Re-evaluate and adjust, if necessary, your initial diagnosis in the light of emerging symptoms and/or the results of investigations		
19. Determine and confirm when death has occurred, within the limits of your own role, accountability and scope of practice, or inform the appropriate other of the need for them to make this confirmation		
20. Maintain full, accurate and legible records of your diagnosis and any assumptions made and make these available for future reference in line with organisational practices		
21. Initiate symptomatic treatment at the earliest opportunity in line with national, local and organisational guidelines and protocols		
22. Initiate action which provides the best possible outcome for the individual		
23. Advise the individual and any significant others of the diagnosis: <ul style="list-style-type: none"> • at the earliest opportunity • in a manner which is sensitive to their concerns 		
24. Provide opportunities for the individual and significant others to ask questions and develop their understanding of the diagnosis		
25. Identify and share with colleagues relevant details of the diagnosis you have reached and its implications for further action		

7. Investigate and diagnose an individual presenting for emergency assistance with tissue trauma (EC11D) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/598/>

Comments and Action Plan

8. Investigate and diagnose an individual presenting for emergency assistance with skin rashes/dermatological features (EC11E)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/600/>

Performance criteria	Date achieved	Assessor signature
1. Explain clearly to the individual: <ul style="list-style-type: none"> • your own role, responsibilities, accountability and scope of practice • the information that is needed from the assessment and who might have access to it 		
2. Obtain the individual's informed consent to the assessment process		
3. Discuss and agree with colleagues: <ul style="list-style-type: none"> • who is responsible for aspects of the assessment and how this will be managed and reported • needs and risks and how these can best be addressed 		
4. Ensure you obtain a complete and accurate history of the presenting individual		
5. Accurately and promptly identify the additional information which you need to make a differential diagnosis		
6. Follow the appropriate procedures and protocols to arrange for any investigations or observations needed to provide you with relevant information		
7. Review all the available information, noting and taking account of any conflicting, confounding or unusual aspects		
8. Recognise accurately and promptly the differentiating features of commonly occurring conditions presenting as skin rashes/dermatological features		
9. Recognise promptly the need for, and obtain, any additional information needed to clarify or confirm your analysis		
10. Identify and make use of relevant research and findings from evidence based practice to inform your interpretation		
11. Promptly seek additional views and advice from relevant others when your interpretation produces unclear results		
12. Develop a diagnosis which is: <ul style="list-style-type: none"> • justifiable given the information available at the time • likely to result in the optimum outcome for the individual 		
13. Balance any additional or unusual aspects of the individual's presenting features against their overall presentation, acknowledging any uncertainties and conflicts		
14. Recognise accurately potential signs of abuse and report them promptly to the appropriate person, in line with national and organisational policy		

8. Investigate and diagnose an individual presenting for emergency assistance with skin rashes/dermatological features (EC11E) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/600/>

Performance criteria	Date achieved	Assessor signature
15. Form an accurate and justifiable identification of: <ul style="list-style-type: none"> the nature and severity of the individual's skin rashes/dermatological features the likely causes of the individual's skin rashes/dermatological features the implications of pre-existing and other medical problems which the individual may have the prognosis for the individual the individual's related needs risks to the individual's health and well being in the short and longer term 		
16. Form a working diagnosis as quickly as possible		
17. Seek additional support and advice from other practitioners as necessary to arrive at a satisfactory working diagnosis		
18. Re-evaluate and adjust, if necessary, your initial diagnosis in the light of emerging symptoms and/or the results of investigations		
19. Determine and confirm when death has occurred, within the limits of your own role, accountability and scope of practice, or inform the appropriate other of the need for them to make this confirmation		
20. Maintain full, accurate and legible records of your diagnosis and any assumptions made and make these available for future reference in line with organisational practices		
21. Initiate symptomatic treatment at the earliest opportunity in line with national, local and organisational guidelines and protocols		
22. Initiate action which provides the best possible outcome for the individual		
23. Advise the individual and any significant others of the diagnosis: <ul style="list-style-type: none"> at the earliest opportunity in a manner which is sensitive to their concerns 		
24. Provide opportunities for the individual and significant others to ask questions and develop their understanding of the diagnosis		
25. Identify and share with colleagues relevant details of the diagnosis you have reached and its implications for further action		

8. Investigate and diagnose an individual presenting for emergency assistance with skin rashes/dermatological features (EC11E) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/600/>

Comments and Action Plan

9. Investigate and diagnose an individual presenting for emergency assistance with toxic ingestion (EC11F)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/603/>

Performance criteria	Date achieved	Assessor signature
1. Explain clearly to the individual: <ul style="list-style-type: none"> • your own role, responsibilities, accountability and scope of practice • the information that is needed from the assessment and who might have access to it 		
2. Obtain the individual's informed consent to the assessment process		
3. Discuss and agree with colleagues: <ul style="list-style-type: none"> • who is responsible for aspects of the assessment and how this will be managed and reported • needs and risks and how these can best be addressed 		
4. Ensure you obtain a complete and accurate history of the presenting individual		
5. Accurately and promptly identify the additional information which you need to make a differential diagnosis		
6. Follow the appropriate procedures and protocols to arrange for any investigations or observations needed to provide you with relevant information		
7. Review all the available information, noting and taking account of any conflicting, confounding or unusual aspects		
8. Recognise accurately and promptly the differentiating features of commonly occurring conditions presenting as toxic ingestion		
9. Recognise promptly the need for, and obtain, any additional information needed to clarify or confirm your analysis		
10. Identify and make use of relevant research and findings from evidence based practice to inform your interpretation		
11. Promptly seek additional views and advice from relevant others when your interpretation produces unclear results		
12. Develop a diagnosis which is: <ul style="list-style-type: none"> • justifiable given the information available at the time • likely to result in the optimum outcome for the individual 		
13. Balance any additional or unusual aspects of the individual's presenting features against their overall presentation, acknowledging any uncertainties and conflicts		
14. Recognise accurately potential signs of abuse and report them promptly to the appropriate person, in line with national and organisational policy		

9. Investigate and diagnose an individual presenting for emergency assistance with toxic ingestion (EC11F) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/603/>

Performance criteria	Date achieved	Assessor signature
15. Form an accurate and justifiable identification of: <ul style="list-style-type: none"> the nature and severity of the individual's toxic ingestion the likely causes of the individual's toxic ingestion the implications of pre-existing and other medical problems which the individual may have the prognosis for the individual the individual's related needs risks to the individual's health and well being in the short and longer term 		
16. Form a working diagnosis as quickly as possible		
17. Seek additional support and advice from other practitioners as necessary to arrive at a satisfactory working diagnosis		
18. Re-evaluate and adjust, if necessary, your initial diagnosis in the light of emerging symptoms and/or the results of investigations		
19. Determine and confirm when death has occurred, within the limits of your own role, accountability and scope of practice, or inform the appropriate other of the need for them to make this confirmation		
20. Maintain full, accurate and legible records of your diagnosis and any assumptions made and make these available for future reference in line with organisational practices		
21. Initiate symptomatic treatment at the earliest opportunity in line with national, local and organisational guidelines and protocols		
22. Initiate action which provides the best possible outcome for the individual		
23. Advise the individual and any significant others of the diagnosis: <ul style="list-style-type: none"> at the earliest opportunity in a manner which is sensitive to their concerns 		
24. Provide opportunities for the individual and significant others to ask questions and develop their understanding of the diagnosis		
25. Identify and share with colleagues relevant details of the diagnosis you have reached and its implications for further action		

9. Investigate and diagnose an individual presenting for emergency assistance with toxic ingestion (EC11F) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/603/>

Comments and Action Plan

10. Investigate and diagnose an individual presenting for emergency assistance with altered behaviour (EC11H)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/597/>

Performance criteria	Date achieved	Assessor signature
1. Explain clearly to the individual: <ul style="list-style-type: none"> • your own role, responsibilities, accountability and scope of practice • the information that is needed from the assessment and who might have access to it 		
2. Obtain the individual's informed consent to the assessment process		
3. Discuss and agree with colleagues: <ul style="list-style-type: none"> • who is responsible for aspects of the assessment and how this will be managed and reported • needs and risks and how these can best be addressed 		
4. Ensure you obtain a complete and accurate history of the presenting individual		
5. Accurately and promptly identify the additional information which you need to make a differential diagnosis		
6. Follow the appropriate procedures and protocols to arrange for any investigations or observations needed to provide you with relevant information		
7. Review all the available information, noting and taking account of any conflicting, confounding or unusual aspects		
8. Recognise accurately and promptly the differentiating features of commonly occurring conditions presenting as altered behaviour		
9. Recognise promptly the need for, and obtain, any additional information needed to clarify or confirm your analysis		
10. Identify and make use of relevant research and findings from evidence based practice to inform your interpretation		
11. Promptly seek additional views and advice from relevant others when your interpretation produces unclear results		
12. Develop a diagnosis which is: <ul style="list-style-type: none"> • justifiable given the information available at the time • likely to result in the optimum outcome for the individual 		
13. Balance any additional or unusual aspects of the individual's presenting features against their overall presentation, acknowledging any uncertainties and conflicts		
14. Recognise accurately potential signs of abuse and report them promptly to the appropriate person, in line with national and organisational policy		

10. Investigate and diagnose an individual presenting for emergency assistance with altered behaviour (EC11H) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/597/>

Performance criteria	Date achieved	Assessor signature
15. Form an accurate and justifiable identification of: <ul style="list-style-type: none"> the nature and severity of the individual's altered behaviour the likely causes of the individual's altered behaviour the implications of pre-existing and other medical problems which the individual may have the prognosis for the individual the individual's related needs risks to the individual's health and well being in the short and longer term 		
16. Form a working diagnosis as quickly as possible		
17. Seek additional support and advice from other practitioners as necessary to arrive at a satisfactory working diagnosis		
18. Re-evaluate and adjust, if necessary, your initial diagnosis in the light of emerging symptoms and/or the results of investigations		
19. Determine and confirm when death has occurred, within the limits of your own role, accountability and scope of practice, or inform the appropriate other of the need for them to make this confirmation		
20. Maintain full, accurate and legible records of your diagnosis and any assumptions made and make these available for future reference in line with organisational practices		
21. Initiate symptomatic treatment at the earliest opportunity in line with national, local and organisational guidelines and protocols		
22. Initiate action which provides the best possible outcome for the individual		
23. Advise the individual and any significant others of the diagnosis: <ul style="list-style-type: none"> at the earliest opportunity in a manner which is sensitive to their concerns 		
24. Provide opportunities for the individual and significant others to ask questions and develop their understanding of the diagnosis		
25. Identify and share with colleagues relevant details of the diagnosis you have reached and its implications for further action		

10. Investigate and diagnose an individual presenting for emergency assistance with altered behaviour (EC11H) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/597/>

Comments and Action Plan

11. Investigate and diagnose an individual presenting for emergency assistance with fever (EC11I)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/593/>

Performance criteria	Date achieved	Assessor signature
1. Explain clearly to the individual: <ul style="list-style-type: none"> • your own role, responsibilities, accountability and scope of practice • the information that is needed from the assessment and who might have access to it 		
2. Obtain the individual's informed consent to the assessment process		
3. Discuss and agree with colleagues: <ul style="list-style-type: none"> • who is responsible for aspects of the assessment and how this will be managed and reported • needs and risks and how these can best be addressed 		
4. Ensure you obtain a complete and accurate history of the presenting individual		
5. Accurately and promptly identify the additional information which you need to make a differential diagnosis		
6. Follow the appropriate procedures and protocols to arrange for any investigations or observations needed to provide you with relevant information		
7. Review all the available information, noting and taking account of any conflicting, confounding or unusual aspects		
8. Recognise accurately and promptly the differentiating features of commonly occurring conditions presenting as fever		
9. Recognise promptly the need for, and obtain, any additional information needed to clarify or confirm your analysis		
10. Identify and make use of relevant research and findings from evidence based practice to inform your interpretation		
11. Promptly seek additional views and advice from relevant others when your interpretation produces unclear results		
12. Develop a diagnosis which is: <ul style="list-style-type: none"> • justifiable given the information available at the time • likely to result in the optimum outcome for the individual 		
13. Balance any additional or unusual aspects of the individual's presenting features against their overall presentation, acknowledging any uncertainties and conflicts		
14. Recognise accurately potential signs of abuse and report them promptly to the appropriate person, in line with national and organisational policy		

11. Investigate and diagnose an individual presenting for emergency assistance with fever (EC11I) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/593/>

Performance criteria	Date achieved	Assessor signature
15. Form an accurate and justifiable identification of: <ul style="list-style-type: none"> the nature and severity of the individual's fever the likely causes of the individual's fever the implications of pre-existing and other medical problems which the individual may have the prognosis for the individual the individual's related needs risks to the individual's health and well being in the short and longer term 		
16. Form a working diagnosis as quickly as possible		
17. Seek additional support and advice from other practitioners as necessary to arrive at a satisfactory working diagnosis		
18. Re-evaluate and adjust, if necessary, your initial diagnosis in the light of emerging symptoms and/or the results of investigations		
19. Determine and confirm when death has occurred, within the limits of your own role, accountability and scope of practice, or inform the appropriate other of the need for them to make this confirmation		
20. Maintain full, accurate and legible records of your diagnosis and any assumptions made and make these available for future reference in line with organisational practices		
21. Initiate symptomatic treatment at the earliest opportunity in line with national, local and organisational guidelines and protocols		
22. Initiate action which provides the best possible outcome for the individual		
23. Advise the individual and any significant others of the diagnosis: <ul style="list-style-type: none"> at the earliest opportunity in a manner which is sensitive to their concerns 		
24. Provide opportunities for the individual and significant others to ask questions and develop their understanding of the diagnosis		
25. Identify and share with colleagues relevant details of the diagnosis you have reached and its implications for further action		

11. Investigate and diagnose an individual presenting for emergency assistance with fever (EC11I) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/593/>

Comments and Action Plan

12. Investigate and diagnose an individual presenting for emergency assistance as the result of a fall (EC11J)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/594/>

Performance criteria	Date achieved	Assessor signature
1. Explain clearly to the individual: <ul style="list-style-type: none"> • your own role, responsibilities, accountability and scope of practice • the information that is needed from the assessment and who might have access to it 		
2. Obtain the individual's informed consent to the assessment process		
3. Discuss and agree with colleagues: <ul style="list-style-type: none"> • who is responsible for aspects of the assessment and how this will be managed and reported • needs and risks and how these can best be addressed 		
4. Ensure you obtain a complete and accurate history of the presenting individual		
5. Accurately and promptly identify the additional information which you need to make a differential diagnosis		
6. Follow the appropriate procedures and protocols to arrange for any investigations or observations needed to provide you with relevant information		
7. Review all the available information, noting and taking account of any conflicting, confounding or unusual aspects		
8. Recognise accurately and promptly the differentiating features of commonly occurring conditions arising from a fall		
9. Recognise promptly the need for, and obtain, any additional information needed to clarify or confirm your analysis		
10. Identify and make use of relevant research and findings from evidence based practice to inform your interpretation		
11. Promptly seek additional views and advice from relevant others when your interpretation produces unclear results		
12. Develop a diagnosis which is: <ul style="list-style-type: none"> • justifiable given the information available at the time • likely to result in the optimum outcome for the individual 		
13. Balance any additional or unusual aspects of the individual's presenting features against their overall presentation, acknowledging any uncertainties and conflicts		
14. Recognise accurately potential signs of abuse and report them promptly to the appropriate person, in line with national and organisational policy		

12. Investigate and diagnose an individual presenting for emergency assistance as the result of a fall (EC11J) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/594/>

Performance criteria	Date achieved	Assessor signature
15. Form an accurate and justifiable identification of: <ul style="list-style-type: none"> • the nature and severity of the individual's fall • the likely causes of the individual's fall • the implications of pre-existing and other medical problems which the individual may have • the prognosis for the individual • the individual's related needs • risks to the individual's health and well being in the short and longer term 		
16. Form a working diagnosis as quickly as possible		
17. Seek additional support and advice from other practitioners as necessary to arrive at a satisfactory working diagnosis		
18. Re-evaluate and adjust, if necessary, your initial diagnosis in the light of emerging symptoms and/or the results of investigations		
19. Determine and confirm when death has occurred, within the limits of your own role, accountability and scope of practice, or inform the appropriate other of the need for them to make this confirmation		
20. Maintain full, accurate and legible records of your diagnosis and any assumptions made and make these available for future reference in line with organisational practices		
21. Initiate symptomatic treatment at the earliest opportunity in line with national, local and organisational guidelines and protocols		
22. Initiate action which provides the best possible outcome for the individual		
23. Advise the individual and any significant others of the diagnosis: <ul style="list-style-type: none"> • at the earliest opportunity • in a manner which is sensitive to their concerns 		
24. Provide opportunities for the individual and significant others to ask questions and develop their understanding of the diagnosis		
25. Identify and share with colleagues relevant details of the diagnosis you have reached and its implications for further action		

12. Investigate and diagnose an individual presenting for emergency assistance as the result of a fall (EC11J) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/594/>

Comments and Action Plan

13. Investigate and diagnose an individual presenting for emergency assistance with ear, nose and throat problems (EC11K)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/595/>

Performance criteria	Date achieved	Assessor signature
1. Explain clearly to the individual: <ul style="list-style-type: none"> • your own role, responsibilities, accountability and scope of practice • the information that is needed from the assessment and who might have access to it 		
2. Obtain the individual's informed consent to the assessment process		
3. Discuss and agree with colleagues: <ul style="list-style-type: none"> • who is responsible for aspects of the assessment and how this will be managed and reported • needs and risks and how these can best be addressed 		
4. Ensure you obtain a complete and accurate history of the presenting individual		
5. Accurately and promptly identify the additional information which you need to make a differential diagnosis		
6. Follow the appropriate procedures and protocols to arrange for any investigations or observations needed to provide you with relevant information		
7. Review all the available information, noting and taking account of any conflicting, confounding or unusual aspects		
8. Recognise accurately and promptly the differentiating features of commonly occurring conditions presenting as ear, nose and throat problems		
9. Recognise promptly the need for, and obtain, any additional information needed to clarify or confirm your analysis		
10. Identify and make use of relevant research and findings from evidence based practice to inform your interpretation		
11. Promptly seek additional views and advice from relevant others when your interpretation produces unclear results		
12. Develop a diagnosis which is: <ul style="list-style-type: none"> • justifiable given the information available at the time • likely to result in the optimum outcome for the individual 		
13. Balance any additional or unusual aspects of the individual's presenting features against their overall presentation, acknowledging any uncertainties and conflicts		
14. Recognise accurately potential signs of abuse and report them promptly to the appropriate person, in line with national and organisational policy		

13. Investigate and diagnose an individual presenting for emergency assistance with ear, nose and throat problems (EC11K) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/595/>

Performance criteria	Date achieved	Assessor signature
15. Form an accurate and justifiable identification of: <ul style="list-style-type: none"> • the nature and severity of the individual's ear, nose and throat problems • the likely causes of the individual's ear, nose and throat problems • the implications of pre-existing and other medical problems which the individual may have • the prognosis for the individual • the individual's related needs • risks to the individual's health and well being in the short and longer term 		
16. Form a working diagnosis as quickly as possible		
17. Seek additional support and advice from other practitioners as necessary to arrive at a satisfactory working diagnosis		
18. Re-evaluate and adjust, if necessary, your initial diagnosis in the light of emerging symptoms and/or the results of investigations		
19. Determine and confirm when death has occurred, within the limits of your own role, accountability and scope of practice, or inform the appropriate other of the need for them to make this confirmation		
20. Maintain full, accurate and legible records of your diagnosis and any assumptions made and make these available for future reference in line with organisational practices		
21. Initiate symptomatic treatment at the earliest opportunity in line with national, local and organisational guidelines and protocols		
22. Initiate action which provides the best possible outcome for the individual		
23. Advise the individual and any significant others of the diagnosis: <ul style="list-style-type: none"> • at the earliest opportunity • in a manner which is sensitive to their concerns 		
24. Provide opportunities for the individual and significant others to ask questions and develop their understanding of the diagnosis		
25. Identify and share with colleagues relevant details of the diagnosis you have reached and its implications for further action		

13. Investigate and diagnose an individual presenting for emergency assistance with ear, nose and throat problems (EC11K) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/595/>

Comments and Action Plan

14. Investigate and diagnose an unwell older person presenting for emergency assistance (EC11L)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/592/>

Performance criteria	Date achieved	Assessor signature
1. Establish the older person’s capacity for comprehension and decision-making with regard to what has happened to them and what is now required		
2. Use discretion and respect throughout, balancing the rights and capabilities of the older person with their significant others		
3. Explain clearly to the older person and any carer with them: <ul style="list-style-type: none"> • your own role and its scope, responsibilities and accountability • the information that is needed and who might have access to it • what is involved in the investigation process 		
4. Obtain informed consent from the older person or any carer with them if the older person’s capacity for comprehension and decision making is reduced		
5. Discuss and agree with colleagues: <ul style="list-style-type: none"> • who is responsible for aspects of the assessment and how this will be managed and reported • needs and risks and how these can best be addressed 		
6. Ensure you obtain a complete and accurate history of the presenting older person		
7. Accurately and promptly identify the additional information which you need to make a differential diagnosis		
8. Follow the appropriate procedures and protocols to arrange for any investigations or observations needed to provide you with relevant information		
9. Review all the available information, noting and taking account of any conflicting, confounding or unusual aspects		
10. Recognise accurately and promptly the differentiating features of commonly occurring conditions presenting in unwell older people		
11. Recognise promptly the need for, and obtain, any additional information needed to clarify or confirm your analysis		
12. Identify and make use of relevant research and findings from evidence based practice to inform your interpretation		
13. Promptly seek additional views and advice from relevant others when your interpretation produces unclear results.		

14. Investigate and diagnose an unwell older person presenting for emergency assistance (EC11L) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/592/>

Performance criteria	Date achieved	Assessor signature
14. Develop a diagnosis which is: <ul style="list-style-type: none"> • justifiable given the information available at the time • likely to result in the optimum outcome for the older person 		
15. Balance any additional or unusual aspects of the older person's presenting features against their overall presentation, acknowledging any uncertainties and conflicts		
16. Recognise accurately potential signs of abuse and report them promptly to the appropriate person, in line with national and organisational policy		
17. Form an accurate and justifiable identification of: <ul style="list-style-type: none"> • the nature and severity of the older person's condition • the likely causes of the older person's health problems • the implications of pre-existing and other medical problems which the older person may have • the prognosis for the older person • the older person's related needs • risks to the older person's health and well being in the short and longer term 		
18. Form a working diagnosis as quickly as possible		
19. Seek additional support and advice from other practitioners as necessary to arrive at a satisfactory working diagnosis		
20. Re-evaluate and adjust, if necessary, your initial diagnosis in the light of emerging symptoms and/or the results of investigations		
21. Determine and confirm when death has occurred, within the limits of your own role, accountability and scope of practice, or inform the appropriate other of the need for them to make this confirmation		
22. Maintain full, accurate and legible records of your diagnosis and any assumptions made and make these available for future reference in line with organisational practices		
23. Initiate symptomatic treatment at the earliest opportunity in a manner which is consistent with: <ul style="list-style-type: none"> • evidence based practice • your own scope of practice • legislation and national guidelines and protocols 		
24. Initiate action which provides the best possible outcome for the older person		

14. Investigate and diagnose an unwell older person presenting for emergency assistance (EC11L) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/592/>

Performance criteria	Date achieved	Assessor signature
25. Advise the older person and any significant others of the diagnosis: <ul style="list-style-type: none"> • at the earliest opportunity • in a manner which is sensitive to their concerns 		
26. Provide opportunities for the older person and significant others to ask questions and develop their understanding of the diagnosis		
27. Identify and share with colleagues relevant details of the diagnosis you have reached and its implications for further action		

Comments and Action Plan

15. Investigate and diagnose an unwell child or young person presenting for emergency assistance (EC11M)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/591/>

Performance criteria	Date achieved	Assessor signature
1. Explain clearly to the child or young person: <ul style="list-style-type: none"> • your own role, responsibilities, accountability and scope of practice • the information that is needed from the assessment and who might have access to it 		
2. Explain the assessment process to the child or young person and those involved in their care and obtain the necessary agreement and consent		
3. Discuss and agree with colleagues: <ul style="list-style-type: none"> • who is responsible for aspects of the assessment and how this will be managed and reported • needs and risks and how these can best be addressed 		
4. Ensure you obtain a complete and accurate history of the presenting child or young person		
5. Accurately and promptly identify the additional information which you need to make a differential diagnosis		
6. Follow the appropriate procedures and protocols to arrange for any investigations or observations needed to provide you with relevant information		
7. Review all the available information, noting and taking account of any conflicting, confounding or unusual aspects		
8. Recognise accurately and promptly the differentiating features of commonly occurring conditions presenting in unwell children and young people		
9. Recognise promptly the need for, and obtain, any additional information needed to clarify or confirm your analysis		
10. Identify and make use of relevant research and findings from evidence based practice to inform your interpretation		
11. Promptly seek additional views and advice from relevant others when your interpretation produces unclear results		
12. Work in compliance with child related legislation at all times, particularly where child protection and consent issues are concerned.		
13. Develop a diagnosis which is: <ul style="list-style-type: none"> • justifiable given the information available at the time • likely to result in the optimum outcome for the child or young person 		

15. Investigate and diagnose an unwell child or young person presenting for emergency assistance (EC11M) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/591/>

Performance criteria	Date achieved	Assessor signature
14. Balance any additional or unusual aspects of the child’s or young person’s presenting features against their overall presentation, acknowledging any uncertainties and conflicts		
15. Recognise accurately potential signs of abuse and report them promptly to the appropriate person, in line with national and organisational policy		
16. Form an accurate and justifiable identification of: <ul style="list-style-type: none"> • the nature and severity of the child’s or young person’s condition • the likely causes of the individual’s health problems • the implications of pre-existing and other medical problems which the child or young person may have • the prognosis for the child or young person • the child’s or young person’s related needs • risks to the child’s or young person’s health and well being in the short and longer term 		
17. Form a working diagnosis as quickly as possible		
18. Seek additional support and advice from other practitioners as necessary to arrive at a satisfactory working diagnosis		
19. Re-evaluate and adjust, if necessary, your initial diagnosis in the light of emerging symptoms and/or the results of investigations		
20. Determine and confirm when death has occurred, within the limits of your own role, accountability and scope of practice, or inform the appropriate other of the need for them to make this confirmation		
21. Maintain full, accurate and legible records of your diagnosis and any assumptions made and make these available for future reference in line with organisational practices.		
22. Initiate symptomatic treatment at the earliest opportunity in line with national, local and organisational guidelines and protocols		
23. Initiate action which provides the best possible outcome for the child or young person		
24. Advise the child or young person and any significant others of the diagnosis: <ul style="list-style-type: none"> • at the earliest opportunity • in a manner which is sensitive to their concerns 		

15. Investigate and diagnose an unwell child or young person presenting for emergency assistance (EC11M) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/591/>

Performance criteria	Date achieved	Assessor signature
25. Provide opportunities for the child or young person and significant others to ask questions and develop their understanding of the diagnosis		
26. Identify and share with colleagues relevant details of the diagnosis you have reached and its implications for further action		
27. Identify and refer any potentially inappropriate behaviour or concerns about child abuse or neglect to the relevant people		
28. Work in compliance with child related legislation at all times, particularly where child protection and consent issues are concerned		

Comments and Action Plan

16. Arrange services and support with other healthcare providers (CHS98)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/2261/>

Performance criteria	Date achieved	Assessor signature
1. Develop with others a clear patient care pathway which will involve joint working with other units and Primary Care Teams, including details of: <ul style="list-style-type: none"> • the aims of the pathway • what will happen • who is responsible for doing what • by when 		
2. Establish a working relationship among care providers and provide opportunities for case meetings if required		
3. Establish communication and information networks		
4. Establish effective methods to monitor and review the progress of the joint work through a point of contact		
5. Introduce alterations to the care plan that meet the patient's aims and needs within agreed parameters		
6. Complete records of discussions and agreements accurately and clearly		

Comments and Action Plan

17. Contribute to social care in an emergency situation (EC21)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/584/>

Performance criteria	Date achieved	Assessor signature
1. Clearly explain: <ul style="list-style-type: none"> • who you are and the limits on your role in arranging social care • the name and nature of the organisation you represent 		
2. Identify the nature of the social care needed by the individual		
3. Identify and confirm the details of contacts known to the individual who may be able to provide social care to meet their needs		
4. Obtain informed consent from the individual before initiating any arrangements for social care to meet their needs		
5. Make use of authorised channels of communication when requesting social care for individuals from other services		
6. Keep the individual fully informed about arrangements made on their behalf for social care		
7. Respect the privacy, dignity, wishes and beliefs of individuals and others when working with them		
8. Interact with the individual and others in a calm, reassuring and supportive manner		
9. Identify and predict actual and potential causes of distress and take appropriate action where possible to minimise their effect on the individual and others		
10. Where relevant cause unnecessary personnel and/or bystanders to be withdrawn from the area		
11. Support and monitor the emotional and psychological status of the individual and others throughout and encourage them to promote their own health and well being		
12. Promptly alert the team providing emergency assistance to any issues or risks arising for the individual's emotional and psychological well-being.		

Comments and Action Plan

18. Perform point of care testing (CHS217)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/2842/>

Performance criteria	Date achieved	Assessor signature
1. Work within your level of competence, responsibility and accountability		
2. Confirm the individual's identity against the point of care request and check authorisation for the procedure		
3. Where applicable, clearly explain the procedure to the individual and confirm their understanding		
4. Position and quality check the appropriate equipment, resources and associated systems for the point of care procedure with due regard to confidentiality, safety and access		
5. Confirm that all resources are of correct type, fully operational within expected performance parameters and safety requirements		
6. Apply appropriate health and safety measures and standard precautions for infection prevention and control relevant to the test procedure and environment		
7. Conduct the point of care procedure in accordance with the approved protocols to ensure performance and quality		
8. Seek appropriate advice and guidance if an unexpected situation or any variances or non-conformance occurs and ensure it is fully documented in the appropriate manner, in accordance with local policy and protocol		
9. Obtain the results and compare against expected performance parameters		
10. Seek guidance and apply the referral structures for results outside expected parameters		
11. Inform the relevant requester of the results obtained		
12. Complete all relevant records accurately in a timely fashion, in accordance with approved protocols		
13. Maintain all point of care documentation in the correct location for future reference and traceability in line with current legislation, guidelines, local practice and policies		

Comments and Action Plan

19. Provide Clinical interpretation from Investigations (CHS220)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/2845/>

Performance criteria	Date achieved	Assessor signature
1. Work within your level of competence, responsibility and accountability		
2. Respect the confidentiality and rights of individuals, when communicating reports relating to their health status, diagnosis or treatment plan		
3. Collate results of investigations and review the results obtained against the clinical history provided		
4. Review the data obtained from the relevant diagnostic and/or therapeutic investigation to provide information relevant to the clinical question		
5. Identify any need for and obtain additional results or clinical information to complete the interpretation in an appropriate time frame		
6. Identify the need for and provide supplementary scientific/technological data within the report to facilitate understanding		
7. Consult, as appropriate, with colleagues to support, confirm or resolve concerns in interpretation		
8. Provide the type and level of relevant detail to enable the original requester to make an informed decision		
9. Produce a clinically interpretative report in a form which meets the needs of intended recipients		
10. Authorise and issue the report in a timely manner and in a format that addresses the urgency of the report		
11. When specifically requested, provide a verbal clinical interpretation giving clear, factual and pertinent information in response to any queries, in the appropriate medium to meet the needs of the recipient		
12. Refer any queries that are outside your scope of practice to the appropriate colleague or relevant stakeholder		
13. Maintain full, accurate and legible records and store in the correct location in line with current legislation, guidelines, local policies and protocols		

Comments and Action Plan

20. Determine a treatment plan for an individual (CHS41)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/219/>

Performance criteria	Date achieved	Assessor signature
1. Work within your level of competence, responsibility and accountability and respond in a timely manner to meet individual's needs		
2. Confirm the identity of the individual and obtain valid consent		
3. Explain clearly your own role and its scope, your responsibilities and accountability		
4. Explain the process and importance of determining an appropriate treatment plan in a manner that is consistent with their level of understanding, culture, background and preferred ways of communicating, including: <ul style="list-style-type: none"> • the information that may be collected and access to it • the benefits and risks of different ways of meeting the individual's needs • gaining agreement for the treatment plan with the individual or carers 		
5. Encourage appropriate involvement from the individual's family and relevant others and provide opportunities for them to ask questions		
6. Fully consider the treatment options, effects, side effects, potential interactions, lifestyle and risk factors in discussions with the individual and relevant others to determine the appropriate treatment plan in line with clinical governance		
7. Explain to individuals any prescribed medications and procedures involved in the treatment plan, their effects and benefits, methods and frequency and the importance of adhering to the treatment regime		
8. Determine a clear treatment plan that meet individual's needs with individuals and relevant carers in line with clinical governance		
9. Obtain agreement for the appropriate treatment plan from the individual or relevant others to meet the individuals health status		
10. Identify other specialist services in the treatment plan where such services can help the individual and make effective arrangements for the exchange of information		
11. Establish and agree monitoring methods, including self-monitoring regimes with the individual and agree a date to review the treatment plan with the individual and relevant others		
12. Make clear, full and concise notes of the treatment plan, agreements, monitoring methods and review date on the individual's records		
13. Ensure you maintain the confidentiality of information in accordance with information governance		

20. Determine a treatment plan for an individual (CHS41) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/219/>

Comments and Action Plan

21. Advise on the health status and health care needs of individuals at a distant location using electronic communication media (CHS127)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/2585/>

Performance criteria	Date achieved	Assessor signature
1. Ensure the set up and operation of electronic communication media: <ul style="list-style-type: none"> • in accordance with manufacturer’s instructions • in accordance with local policy • so as to optimise the data receipt and storage 		
2. Establish and maintain an effective working relationship with the attending practitioner		
3. Communicate with the attending practitioner clearly and effectively using the correct protocols according to the electronic communication media in operation		
4. Direct the attending practitioner clearly and accurately as to the precise information you require		
5. Obtain as much information as possible about the circumstances leading up to the individual requiring emergency assistance		
6. Collect sufficient information to quickly confirm or discount a life-threatening or high risk situation and take appropriate action		
7. Monitor for and investigate any apparent changes in the individual’s health status during the period you are in contact		
8. Obtain and make use of and interpret accurately all of the information available to you		
9. Discuss and confirm your interpretation of the information with the attending practitioner		
10. Seek additional support and advice from other practitioners as necessary to ensure the advice you give is clinically well-founded		
11. Identify promptly the seriously ill individual		
12. Provide advice which: <ul style="list-style-type: none"> • is taken from evidence based practice • is likely to lead to the best possible outcome for the individual • is appropriate to the nature, severity and extent of the individual’s health needs • balances any additional or unusual aspects of the individual’s presenting symptoms against the overall picture of the individual’s needs 		
13. Make full and effective use of any protocols, guidelines and other sources of information and advice to inform your decision making		
14. Check and confirm that the attending practitioner has understood correctly the advice you have given		

21. Advise on the health status and health care needs of individuals at a distant location using electronic communication media (CHS127) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/2585/>

Performance criteria	Date achieved	Assessor signature
15. Check and confirm the effects on the individual of the actions you have advised and provide further advice as needed to achieve the required results		
16. Maintain liaison with the attending practitioner for as long as necessary to support the attending practitioner and secure the best possible outcome for the individual		
17. Seek opportunities to review the advice given, its effectiveness and any difficulties in communication and use these to improve future practice		
18. Maintain complete, accurate and legible records of: <ul style="list-style-type: none"> • the transmitted information • your interaction (and make these available for future reference in line with organisational practices) 		
19. Treat all information received in line with organisational policy and practices with regard to confidentiality		

Comments and Action Plan

22. Conduct handover between healthcare personnel (CHS126)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/166/>

Performance criteria	Date achieved	Assessor signature
1. Identify and contact the personnel who need to attend the handover		
2. Ensure that emergency cover is available if required during the handover period		
3. Conduct the handover within working hours for all staff		
4. Conduct handover in an easily accessible and appropriate location, where distractions are kept to a minimum		
5. Conduct handover in a detailed yet concise manner, using a predetermined format and structure to ensure that information is exchanged correctly		
6. Provide verbal information regarding any patients, with potential problems, who need regular review and modified care plans		
7. Provide written or IT based information regarding: <ul style="list-style-type: none"> every individual currently receiving treatment, care or another service, and their location accepted and referred patients waiting for assessment, their order of priority, their location and to whom they have been referred operational matters, directly relevant to clinical care such as bed availability patients whose 'early warning scores' (where in use) are deteriorating any additional information that should be recorded 		
8. Confirm with colleagues who are receiving handover that they have understood the information provided, and clarify any resulting queries or concerns		
9. Ensure that all written, IT based and verbal communication conducted during handover maintains patient confidentiality and complies with good practice and data protection legislation and guidance		

Comments and Action Plan

23. Prepare prescriptions for prescription only medicine (CHD HK1)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/699/>

Performance criteria	Date achieved	Assessor signature
1. Keep prescription forms in a safe place		
2. Prescribe medication in line with the individual's treatment plan and condition		
3. Follow guidelines and protocols, where available, in selecting the type of medication, dosage and frequency of administration		
4. Consult an appropriate clinical supervisor, if you are unsure about the medication to be prescribed or your level of competence in prescribing it		
5. State, on the correct form for prescribing prescription-only medicines, <ul style="list-style-type: none"> • the individual's name and address • the name of the medication • the form and, where appropriate, the strength of the preparation • the total quantity of the preparation (the number of dose units) • the dose • the route for administration, if the administration route is other than oral • the end point of the prescription 		
6. Leave no blank space on the form in which the individual could add further items		
7. Sign and date the prescription, or ensure it is signed and dated by a clinician		
8. Make arrangements for repeat prescriptions, when required		
9. Ensure the prescription is cost-effective and that unnecessary supplies are not made		
10. Confirm details of prescriptions with dispensing pharmacists, when required		
11. Record the prescription for medication clearly and accurately on the individual's record		
12. Ensure that records of the individual's treatment are available only to those authorised to see them		
13. Take part in regular clinical reviews of the individual's progress including compliance with the prescribing regime		
14. Review your prescribing practice in view of new guidelines and/or evidence		

23. Prepare prescriptions for prescription only medicine (CHD HK1) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/699/>

Comments and Action Plan

24. Act within the limits of your own competence and authority (GEN63)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/85/>

Performance criteria	Date achieved	Assessor signature
1. Adhere to legislation, protocols and guidelines relevant to your role and field of practice		
2. Work within organisational systems and requirements as appropriate to your role		
3. Recognise the boundary of your role and responsibility and seek supervision when situations are beyond your competence and authority		
4. Maintain competence within your role and field of practice		
5. Use relevant research based protocols and guidelines as evidence to inform your practice		
6. Promote and demonstrate good practice as an individual and as a team member at all times		
7. Identify and manage potential and actual risks to the quality and safety of practice		
8. Evaluate and reflect on the quality of your work and make continuing improvements		

Comments and Action Plan

1. Lead your team (CFAM&LBA3)

<https://tools.skillsforhealth.org.uk/external/CFAM&LBA3>

Performance criteria	Date achieved	Assessor signature
1. Clearly communicate the purpose and objectives of the team to all members		
2. Involve members in planning how the team will achieve its objectives.		
3. Ensure that each member of the team has individual work objectives and understands how these contribute to achieving the objectives of the team and the organisation as a whole		
4. Encourage and support team members to achieve their individual work objectives and those of the team and provide recognition when objectives have been achieved		
5. Steer the team successfully through difficulties and challenges.		
6. Encourage and recognise creativity and innovation within the team		
7. Empower team members to develop their own ways of working and take their own decisions within agreed boundaries		
8. Encourage team members to take responsibility for their own development needs		
9. Give team members support and advice when they need it especially during periods of setback and change		
10. Motivate team members to present their own ideas and listen to what they say		
11. Encourage team members to take the lead when they have the knowledge and expertise and show willingness to follow this lead		
12. Win, through your performance and behaviour, the trust and support of team members		

Comments and Action Plan

2. Identify and evaluate opportunities for innovation and improvement (CFAM&LCA1)

<https://tools.skillsforhealth.org.uk/external/CFAM&LCA1>

Performance criteria	Date achieved	Assessor signature
1. Engage appropriate people within your organisation in identifying and evaluating opportunities for innovation and improvement		
2. Identify and pursue opportunities to work in collaboration with external experts and other organisations to generate and develop ideas		
3. Monitor trends and developments in your organisation’s operating environment		
4. Monitor the performance of your organisation’s products/ services and processes and benchmark with comparable organisations		
5. Identify potential new products/services, new markets, new processes and improvements to existing products/services and processes		
6. Agree with key stakeholders clear criteria for evaluating potential innovations and improvements		
7. Gather sufficient, valid information to allow potential innovations and improvements to be evaluated		
8. Evaluate potential innovations and improvements against agreed criteria		
9. Communicate your evaluation to key stakeholders in ways that help them appreciate the potential value of innovations and improvements		
10. Communicate your evaluation to those involved in ways that reinforce their commitment to seek opportunities for innovation and improvement		
11. Take action to protect the intellectual property rights of innovations, where required		

Comments and Action Plan

3. Manage people’s performance at work (CFAM&LDB4)

<https://tools.skillsforhealth.org.uk/external/CFAM&LDB4>

Performance criteria	Date achieved	Assessor signature
1. Plan with individuals how overall objectives for your area of responsibility will be achieved, identifying any priorities or critical activities and making best use of the available resources		
2. Delegate responsibilities to individuals on a fair basis taking account of: <ul style="list-style-type: none"> • their skills, knowledge and competence • their backgrounds and experience • their existing workloads, and • opportunities for their development 		
3. Agree SMART (Specific, Measurable, Agreed, Realistic and Time-bound) objectives with individuals, including the standard of performance expected		
4. Agree with individuals how and when progress towards, and achievement of, objectives will be monitored, reviewed and evaluated		
5. Ensure individuals are committed to achieving their objectives and understand their unique contribution to team and organisational objectives		
6. Discuss and agree with individuals effective methods for achieving their objectives and the resources, support and supervision they require		
7. Provide individuals with the resources, support and supervision agreed and, where required, additional support and/or resources to deal with problems or unforeseen events		
8. Monitor progress against objectives and evaluate performance against the standard expected at agreed times		
9. Provide individuals with prompt, specific feedback, designed to maintain and improve their performance		
10. Identify any unsatisfactory performance, discuss the causes and agree ways of improving performance with the individuals concerned		
11. Review objectives with individuals at agreed times and evaluate the extent to which they have been achieved		
12. Recognise successful achievement of objectives in line with your organisation’s policy		
13. Review plans, responsibilities and objectives periodically and in the light of changes in personnel and any significant changes to organisational plans and objectives		
14. Communicate plans, responsibilities and objectives and any changes to these clearly to those affected		

3. Manage people's performance at work (CFAM&LDB4) *continued*

<https://tools.skillsforhealth.org.uk/external/CFAM&LDB4>

Comments and Action Plan

4. Use information to take effective decisions (CFAM&LEC5)

<https://tools.skillsforhealth.org.uk/external/CFAM&LEC5>

Performance criteria	Date achieved	Assessor signature
1. Identify those who may be affected by the decision and their interests		
2. Engage, where appropriate, those who are able to contribute to the decision-making process or will be affected by the decision		
3. Establish the objectives of the decision to be taken – clarify what you are trying to achieve by taking the decision and check that everyone involved agrees		
4. Identify the information you need to take the decision and the sources of this information		
5. Obtain sufficient relevant information to allow you to take the decision and verify its accuracy and reliability		
6. Take timely action to remedy inadequate, unreliable, contradictory or ambiguous information		
7. Analyse the information to identify facts, patterns and trends that may impact on your decision		
8. Identify and evaluate the range of options open to you		
9. Draw conclusions supported by reasoned arguments and reliable information, clearly stating any assumptions you have made and risks that may be involved		
10. Take decisions <ul style="list-style-type: none"> • in line with your objectives • within the scope of your authority • consistent with values, policies and guidelines • in time for necessary action to be taken 		
11. Obtain help and advice if: <ul style="list-style-type: none"> • you do not have adequate information • the decision is outside your area of responsibility or scope of authority your decisions are likely to conflict with values, policies and guidelines 		
12. Communicate your decision and rationale clearly to those who are affected		

4. Use information to take effective decisions (CFAM&LEC5) *continued*

<https://tools.skillsforhealth.org.uk/external/CFAM&LEC5>

Comments and Action Plan

5. Manage yourself (CFAM&LAA1)

<https://tools.skillsforhealth.org.uk/external/CFAM&LAA1>

Performance criteria	Date achieved	Assessor signature
1. Establish the purpose of your work role and how it contributes to achieving your organisation's vision and objectives		
2. Establish how your role relates to other roles in the organisation and where there are opportunities for joint working and mutual support		
3. Develop objectives for your work role which are compatible with the vision, objectives and values of your organisation		
4. Identify your own values, motivations and aspirations, evaluate any conflicts with your organisation's vision, objectives and values, and seek to resolve these with those you report to		
5. Agree, with those you report to, objectives for your work role and how you will evaluate progress and achievement		
6. Prioritise objectives and manage your time in order to achieve them		
7. Delegate objectives and responsibilities where this is possible and appropriate		
8. Use technology effectively to help you achieve your objectives		
9. Identify and eliminate distractions and activities that do not support the achievement of your objectives		
10. Monitor changes to your organisation's objectives, processes, systems and structures and how these impact on your role		
11. Identify and respond quickly and positively to new opportunities and urgent situations when they arise, revising your objectives and priorities as necessary		
12. Manage your emotions and relationships with others in ways that help you achieve your objectives		
13. Get regular feedback on your performance from those who are able to provide objective, specific and valid feedback		
14. Monitor progress towards your objectives and evaluate, with those you report to, the extent to which you have achieved your objectives		
15. Agree, with those you report to, any changes to your objectives in the light of your performance, feedback received or changes in organisational priorities		
16. Seek to achieve an equitable balance between your professional and personal life		

5. Manage yourself (CFAM&LAA1) *continued*

<https://tools.skillsforhealth.org.uk/external/CFAM&LAA1>

Comments and Action Plan

6. Represent your area of responsibility in meetings (CFAM&LDD7)

<https://tools.skillsforhealth.org.uk/external/CFAM&LDD7>

Performance criteria	Date achieved	Assessor signature
1. Brief yourself on the purpose, objectives and agenda of the meeting		
2. Identify relevant information and clarify your opinions regarding the various agenda items		
3. Consult with relevant people in your area of responsibility in order to understand and be able to represent their interests and opinions		
4. Clarify your objectives from the meeting – what you hope the meeting will achieve		
5. Present relevant information to the meeting clearly and concisely		
6. Present your opinions and the interests of those you are representing in a convincing way, providing evidence to support your case, where required		
7. Identify any issues emerging from discussions which impact on your area of responsibility		
8. Propose and evaluate possible solutions which meet the needs of your area of responsibility		
9. Acknowledge and constructively discuss information and opinions provided by other people.		
10. Trade concessions to arrive at decisions which balance the needs of your area of responsibility with the needs of other stakeholders		
11. Clarify decisions taken on the various agenda items, where necessary		
12. Communicate information and decisions clearly, concisely, accurately and in a timely way to relevant people in your area of responsibility, in line with any communication protocol agreed at the meeting		
13. Seek and provide feedback to others to improve the effectiveness of future meetings, where appropriate		

Comments and Action Plan

7. Implement change (CFAM&LCA4)

<https://tools.skillsforhealth.org.uk/external/CFAM&LCA4>

Performance criteria	Date achieved	Assessor signature
1. Engage appropriate people within your organisation and other key stakeholders in implementing change		
2. Put into practice your plan for change in line with agreed timescales and available resources		
3. Delegate responsibilities to competent people in line with your plan		
4. Provide people with the training, support or encouragement they require		
5. Implement contingency plans or take appropriate alternative action in the event of risks materialising		
6. Identify, evaluate and resolve any problems or obstacles that arise		
7. Maintain the continuity of business activities during the period of change		
8. Monitor progress against your plan and take appropriate action in response to any significant variances		
9. Communicate progress regularly and provide opportunities for people to give feedback		
10. Provide recognition for people and teams who achieve results		
11. Make sure change is effective and meets the requirements of the organisation		

Comments and Action Plan

8. Promote staff wellbeing (CFAM&LDB9)

<https://tools.skillsforhealth.org.uk/external/CFAM&LDB9>

Performance criteria	Date achieved	Assessor signature
1. Engage staff, their representatives and other key stakeholders in promoting staff wellbeing		
2. Review key indicators and use these to measure improvements in staff wellbeing		
3. Evaluate levels of staff wellbeing through analysis of available quantitative and qualitative data		
4. Develop a wellbeing culture and implement specific initiatives to enhance staff wellbeing in identified areas		
5. Ensure objectives and workloads of staff are achievable within the working hours available		
6. Provide staff with the training, support and supervision they need to be able to fulfil their responsibilities effectively both now and in the future		
7. Make yourself available to discuss confidentially with staff problems affecting their wellbeing		
8. Recognise indications that staff have problems affecting their wellbeing and take prompt and effective action to alleviate the problems, where possible		
9. Consult with, or refer staff to, specialists, where their problems are outside your area of competence or authority		

Comments and Action Plan

9. Lead practice that promotes the rights, responsibilities, equality and diversity of individuals (SCDHSC0452)

<https://tools.skillsforhealth.org.uk/external/SCDHSC0452.pdf>

Performance criteria	Date achieved	Assessor signature
Act as a role model in promoting the rights and interests of individuals		
1. Ensure that your own actions always demonstrate respect for the dignity and privacy of individuals, key people and others		
2. Encourage others to respect the dignity and privacy of individuals, key people and others		
3. Act in ways that demonstrate how to respect and promote the views, choices and wishes of individuals, key people and others		
4. Act in ways that demonstrate how to promote the active participation and independence of individuals		
5. Support the rights of individuals to make informed choices and decisions about their lives and well-being and how to manage potential and actual risks		
6. Support the rights of individuals to access information about themselves and make comments and complaints		
7. Act in ways that demonstrate that you take complaints, comments and suggestions seriously		
8. Ensure your own behaviour supports others to work in ways that are consistent with individuals' beliefs and preferences, that regard diversity positively and that support anti-discriminatory practice		
9. Pro-actively take action to address discrimination and oppression, challenging discrimination by individuals and oppression by organisations		
Lead practice that supports individuals to exercise their rights and responsibilities		
10. Provide up to date and accessible information that will enable individuals and key people to understand and exercise their rights and responsibilities		
11. Communicate in ways which enable individuals and key people to understand and exercise their rights and responsibilities		
12. Acknowledge the complexity of decisions that individuals need to make to balance their rights, preferences and responsibilities		
13. Develop solutions, where possible, to address dilemmas that arise when promoting the rights and responsibilities of individuals		
14. Support individuals who need assistance to exercise their rights		
15. Seek support when there are conflicts between an individual's rights and responsibilities that you cannot deal with		

9. Lead practice that promotes the rights, responsibilities, equality and diversity of individuals (SCDHSC0452) *continued*

<https://tools.skillsforhealth.org.uk/external/SCDHSC0452.pdf>

Performance criteria	Date achieved	Assessor signature
Lead practice to ensure that systems promote individuals' rights		
16. Work with others to develop, maintain and evaluate systems that respect the rights and interests of individuals		
17. Work with others to develop, maintain and evaluate systems that support individuals to make informed choices and decisions about their lives and well-being and how to manage potential and actual risks		
18. Work with others to develop, maintain and evaluate systems to promote independence, active participation and the contribution and inclusion of all individuals		
19. Work with others to develop, maintain and evaluate systems that support individuals to access information about themselves and make comments and complaints		
20. Support team members to participate in developing, maintaining and evaluating these systems that promote people's rights		
Lead practice to ensure that systems promote respect for diversity		
21. Work with others to develop, maintain and evaluate systems that ensure each person is treated and valued as an individual and that individuals' preferences are placed at the centre of everything that is done		
22. Work with others to develop, maintain and evaluate systems that ensure that equal opportunities are promoted and that the diversity, cultures and values of individuals and key people are respected		
23. Seek advice, information and guidance when you are having difficulty implementing systems to promote equality and diversity		
24. Check that all information generated and used in the work setting recognises and promotes equality and diversity		
25. Address any information that is discriminatory in ways that promote confidence in you and your organisation		

9. Lead practice that promotes the rights, responsibilities, equality and diversity of individuals (SCDHSC0452) *continued*

<https://tools.skillsforhealth.org.uk/external/SCDHSC0452.pdf>

Performance criteria	Date achieved	Assessor signature
Lead practice that promotes confidence in your organisation's capacity to promote rights		
26. Demonstrate through your actions that you are trustworthy, reliable and dependable		
27. Support team members to demonstrate that they are trustworthy, reliable and dependable		
28. Communicate in appropriate, open, accurate and straightforward ways		
29. Support colleagues and others to communicate in appropriate, open, accurate and straightforward ways		
30. Recognise the power and influence that your job role and responsibilities confer on you		
31. Use your power and influence sensitively and responsibly		
32. Contribute to ensuring that systems enable team members to use their influence sensitively and responsibly		
33. Work with others to develop, maintain and evaluate systems that enable individuals, key people and others to understand your work setting's policies and procedures on complaints		
34. Work with others to develop, maintain and evaluate systems that ensure individuals' rights to confidentiality of information are maintained, within confidentiality agreements and according to legal and work setting procedures and requirements		
35. Work with others to make sure work commitments are honoured, ensuring that individuals are informed promptly and sensitively on occasions where this is not possible		
36. Ensure that interests are declared where they might influence judgements and practice		
37. Ensure that you and others reflect on and challenge assumptions and ways of working		
38. Ensure that the rights and needs of individuals are effectively represented, using advocates and interpreters appropriately		
39. Contribute to monitoring the effectiveness of equality, diversity and rights policies and procedures with individuals, key people, team members and others		
40. Provide feedback to improve the effectiveness of policies and procedures on equality, diversity and rights		

9. Lead practice that promotes the rights, responsibilities, equality and diversity of individuals (SCDHSC0452) *continued*

<https://tools.skillsforhealth.org.uk/external/SCDHSC0452.pdf>

Comments and Action Plan

10. Manage information, knowledge and communication systems (CFAM&LEC2)

<https://tools.skillsforhealth.org.uk/external/CFAM&LEC2>

Performance criteria	Date achieved	Assessor signature
1. Engage appropriate colleagues and other key stakeholders in developing, implementing and maintaining information, knowledge and communication systems		
2. Establish the current and likely future information, knowledge and communication needs of people within your organisation or area of responsibility and other key stakeholders		
3. Establish the levels of security required for information, knowledge and communication systems		
4. Evaluate the capability and capacity of existing information, knowledge and communication systems to meet current and likely future needs, and identify changes and enhancements required		
5. Evaluate the capability of technologies and suppliers to meet current and likely future information, knowledge and communication needs		
6. Select technologies and suppliers capable of meeting current and likely future information, knowledge and communication needs to the level of security required within resource constraints		
7. Establish the need for new or modified protocols to allow information, knowledge and communication systems to be used effectively and securely and make these available		
8. Evaluate the training and on-going support required to enable people to use information, knowledge and communication systems effectively, efficiently and securely		
9. Develop and implement plans to introduce changes and enhancements to information, knowledge and communication systems that minimise adverse impacts on business activities and enable people to benefit from the changes and enhancements as soon as possible.		
10. Provide user training and on-going support required		
11. Ensure maintenance and updating of information, knowledge and communication systems is carried out as required		
12. Monitor the security of systems and their effectiveness in meeting people's information, knowledge and communication needs, and take effective action to address any problems		

Comments and Action Plan

11. Develop strategic business plans (CFAM&LBA6)

<https://tools.skillsforhealth.org.uk/external/CFAM&LBA6>

Performance criteria	Date achieved	Assessor signature
1. Engage appropriate people within your organisation and other key stakeholders in developing strategic business plans		
2. Establish and prioritise strategic objectives that are consistent with your organisation’s vision and values		
3. Identify programmes of activity capable of achieving the strategic objectives		
4. Evaluate the risks involved and develop realistic plans to manage risks		
5. Identify resource requirements and evaluate their availability both now and in the future		
6. Develop policies that will guide the work of others towards the achievement of the organisation’s vision		
7. Identify reliable measures and methods for monitoring and evaluating the plan		
8. Communicate the strategic business plan in ways that win the support and commitment of key stakeholders		
9. Review and redefine the strategic business plan in the light of significant changes in the operating environment		

Comments and Action Plan

12. Lead your organisation (CFAM&LBA1)

<https://tools.skillsforhealth.org.uk/external/CFAM&LBA1>

Performance criteria	Date achieved	Assessor signature
1. Engage people within your organisation and other key stakeholders in defining your organisation's direction and committing their energies and expertise to achieving its results		
2. Clearly and enthusiastically communicate and reinforce your organisation's purpose, values and vision to people across the organisation and, where appropriate, to external stakeholders		
3. Evaluate the impact of your organisation on the environment, the local community and society as a whole and ways in which its impact can be more beneficial		
4. Ensure that organisational plans support your organisation's purpose, values and vision		
5. Steer your organisation successfully through difficulties and challenges		
6. Develop a range of leadership styles and apply them appropriately to different people and situations		
7. Motivate people to achieve their objectives and recognise their successes		
8. Encourage people to take responsibility for their own development needs		
9. Give people support, advice and guidance when they need it, especially during periods of setback and change		
10. Motivate people to present their own ideas and listen to what they say		
11. Empower people to develop their own ways of working within agreed boundaries.		
12. Encourage people to take the lead when they have the knowledge and expertise and show willingness to follow this lead		
13. Win, through your performance and behaviour, the trust and support of people across the organisation and key stakeholders and get regular feedback on your performance		
14. Monitor activities and progress in different areas of the organisation without interfering		

Comments and Action Plan

13. Plan change (CFAM&LCA2)

<https://tools.skillsforhealth.org.uk/external/CFAM&LCA2>

Performance criteria	Date achieved	Assessor signature
1. Engage appropriate people within your organisation and other key stakeholders in planning change		
2. Establish with key stakeholders the processes, systems, structures, roles or cultures that need to be changed		
3. Evaluate the gap between the current state and the required future state		
4. Identify and evaluate obstacles to change		
5. Develop a detailed plan to achieve the required change effectively and efficiently		
6. Agree with key stakeholders' criteria against which to evaluate the success of the change process		
7. Clearly identify the roles and responsibilities of all those involved in or affected by the change		
8. Make arrangements for any necessary training and support for those involved in the change		
9. Make arrangements for the continuity of business activities during the period of change		
10. Evaluate the risks associated with the plan and develop contingency arrangements.		
11. Establish how and when progress will be monitored against the plan		
12. Develop a communication strategy to keep people informed about the progress and allow them to give feedback		

Comments and Action Plan

job description

person specification

core competences

14. Develop operational plans (CFAM&LBA9)

<https://tools.skillsforhealth.org.uk/external/CFAM&LBA9>

Performance criteria	Date achieved	Assessor signature
1. Engage appropriate people within your area of responsibility and other key stakeholders in developing operational plans		
2. Develop operational plans that are consistent with organisational values and strategy and the specific objectives of your area of responsibility		
3. Ensure the operational plan complements and exploits synergies with other areas within the organisation		
4. Consider both innovative approaches and tried-and-tested solutions		
5. Evaluate the risks involved and develop realistic plans to manage significant risks		
6. Identify resource requirements and evaluate their availability both now and in the future		
7. Identify reliable indicators and methods for monitoring and evaluating the plan		
8. Communicate the plan in ways that engage the commitment of those involved and the support of other key stakeholders		
9. Review and redefine the operational plan, in the light of changes to organisational strategy or the operating environment		

Comments and Action Plan

15. Review and support management of risks for the organisation (SfJXA3)

<https://tools.skillsforhealth.org.uk/external/SFJXA3.pdf>

Performance criteria	Date achieved	Assessor signature
Review the overall portfolio of risk for the organisation		
1. Identify the range of risks and challenges that may impact on the overall survival of the organisation and its reputation		
2. Analyse the range of risks and challenges that may impact on the organisation and its ability to achieve its goals including the potential impact of multiple risks		
3. Review the organisation’s risk management policy and internal control systems and agree responsibilities for risk management including those where the Board should take responsibility		
4. Analyse and agree the potential impact that risks may have on each other		
5. Agree and implement processes and procedures for the regular review of risk, the risk management process and internal control systems and the protocols that the Board need to put in place to ensure the appropriate action planning to address the risks		
6. Agree and implement processes and procedures for ensuring that key stakeholders are assured of the effectiveness of the risk management processes and internal control systems		
Take responsibility for the ongoing monitoring of the risk management process		
7. Analyse and review the ways in which organisational risks are being addressed and propose any amendments		
8. Ensure the appropriate allocation of resources to the Executive to enable the implementation of an effective risk management process		
9. Review any legislative, environmental or political initiatives and developments that may impact on the organisation and build into the risk assessment process		
10. Promote an organisational culture which encourages an awareness of risk but balances that against the need to take acceptable risks		

Comments and Action Plan

1. Translate research and development findings into practice (R&D14)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/2459/>

Performance criteria	Date achieved	Assessor signature
1. Realign research findings to create a plan		
2. Complete pilot and field studies in line with the plan		
3. Identify and report potential risks associated with the conduct of pilot and field studies		
4. Maintain records of all pilot and field studies in accordance with the plan		
5. Present documentation and provide verbal feedback as required by the plan		
6. Document and report any unexpected outcomes or incidents		
7. Report any delays or problems experienced to authorised personnel with relevant degree of urgency		
8. Report on cost-benefit analysis of implementation		

Comments and Action Plan

2. Develop evidence based clinical guidelines (CHS128)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/3003/>

Performance criteria	Date achieved	Assessor signature
1. Identify all the relevant clinical information and evidence		
2. Articulate the clinical recommendations and provide justification for them by identifying and critically appraising the evidence on which they are based		
3. Identify stakeholders representative of the target audience for the clinical recommendations		
4. Engage stakeholders in the development and validation of the clinical recommendations		
5. Include the patient's perspective, their likely concerns, values, and preferences with regard to goals, outcomes and the balance between risks and benefits		
6. Produce complete and accurate documentation on the development process of the clinical recommendation		

Comments and Action Plan

4. Design quality assurance programmes in healthcare (CHS198)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/2822/>

Performance criteria	Date achieved	Assessor signature
1. Work within your level of competence, responsibility and accountability		
2. Clarify the need and clinical relevance of the proposed internal or external quality assurance programme with relevant stakeholders		
3. Specify the aims and objectives of the programme, including the number and frequency of distributions and the validation process		
4. Check the inter-relationship with other quality measures and the suitability of the design with the relevant stakeholders		
5. Identify the resources required for the internal or external quality assurance programme		
6. Establish performance measures and criteria appropriate to the quality assurance programme		
7. Establish the content, context and scale of the internal or external quality assurance programme		
8. Select methods, techniques, tools and approaches to optimise programme design		
9. Where appropriate, generate contingency plans to ensure the quality, sufficiency and availability of resources within the work area		
10. Design the internal or external quality assurance programme at sufficient level of detail and in the agreed format to facilitate implementation		
11. Where appropriate, select suitable delivery, storage and distribution arrangements to meet the programme's defined timescales and objectives		
12. Identify supporting statistical and audit procedures for the quality assurance programme		
13. Ensure compliance with national and local standards, polices, guidance and relevant current legislation		
14. Maintain full, accurate and legible records of the design in line with current legislation, guidelines, local policies and protocols		

Comments and Action Plan

job description

person specification

core competences

5. Produce a research and development plan (R&D6)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/2446/>

Performance criteria	Date achieved	Assessor signature
1. Plan each component and stage of research in line with research proposal		
2. Allocate resources cost-effectively to meet the research objectives		
3. Produce a plan at sufficient level of detail to facilitate action by others		
4. Select and plan methods and tools suitable for research design, including rationale for their selection		
5. Provide calculations to support the time and resources allocated to each stage and component of the research plan		
6. Identify factors which affect the timescale of the research and incorporate contingency plans to manage these factors		
7. Clearly specify the relationship between tasks in the research plan		
8. Incorporate compliance with relevant regulatory requirements		
9. Present the plan to all relevant people, in the appropriate format and by the designated deadline		

Comments and Action Plan

6. Carry out clinical trials in health (CHS215)

<https://tools.skillsforhealth.org.uk/competence/show/html/id/2840/>

Performance criteria	Date achieved	Assessor signature
1. Work within your level of competence, responsibility and accountability		
2. Identify the clinical problem under investigation and propose options		
3. Collate and interpret current and relevant historical information to support the feasibility of the clinical trial		
4. Take into consideration all the factors to determine the cost effectiveness, resource implications, time period and any other specific requirements for the clinical trial		
5. Identify the boundaries, limitations, guidelines and accountability within the clinical trial		
6. Draft the proposed methodology, evaluation and validation strategies and risk assessments to evaluate the feasibility of conducting the clinical trial and assess if a pilot study is required		
7. Present the clinical trial protocol to the appropriate individuals, organisations and/or professional bodies to secure ethical and/or financial approval for the clinical trial and its associated resources		
8. Where applicable, confirm partnerships with clinical stakeholders for the clinical trial		
9. Communicate effectively with all relevant individuals at the appropriate level, throughout the clinical trial		
10. Undertake the clinical trial in a safe and timely manner, following approved policies, protocols and procedures and codes of conduct relevant to the work practice in line with current legislation and organisational requirements		
11. Collate information and data from the clinical trial and perform relevant statistical analysis where appropriate		
12. Critically evaluate the results and make recommendations for future action		
13. Document the findings, in a timely manner, in the format for the target audience, in accordance with the agreed clinical trial requirements and information governance		
14. Issue the report to relevant stakeholders and where appropriate publish results		
15. Maintain full, accurate and legible records of the clinical trial and store in the correct location in accordance with local policies and protocols		

6. Carry out clinical trials in health (CHS215) *continued*

<https://tools.skillsforhealth.org.uk/competence/show/html/id/2840/>

Comments and Action Plan

8. Contribute to innovation in a business environment (CFA_BAA112)

https://tools.skillsforhealth.org.uk/external/CFA_BAA112.pdf

Performance criteria	Date achieved	Assessor signature
1. Constructively question existing ways of working within own area of work		
2. Help to research and identify possible improvements to working methods, services or products		
3. Help gather information to develop ideas		
4. Contribute to the evaluation of ideas based on agreed criteria, including their fit with organisational aims and objectives		
5. Ask appropriate questions to extend own thinking and question own assumptions		
6. Communicate and sell ideas to others		
7. Take feedback into account and show a willingness to compromise		
8. Contribute to deciding if an idea is feasible		

Comments and Action Plan

9. Find innovative ways to improve your business (CFAEE4)

<https://tools.skillsforhealth.org.uk/external/CFAEE4>

Performance criteria	Date achieved	Assessor signature
1. Explore different solutions to challenges and problems rather than the most obvious or usual approach		
2. Be radical and prepared to think creatively when finding ways to improve your business		
3. Actively encourage feedback, comments, new ideas and suggestions for improvement from staff, customers, stakeholders, trusted members of your network and professional advisers		
4. Give feedback to your staff, customers, stakeholders, trusted members of your network and professional advisers on how you have used their suggestions and what worked and didn't work		
5. Assess the benefits and risks of new ideas		
6. Be open and receptive to new ideas		
7. Be prepared to take calculated risks to improve your business		
8. Evaluate the success or failure of new ideas you have implemented to help you develop future strategies		
9. Organise your business in a way that allows for innovation and the creation and discussion of innovative ideas		

Comments and Action Plan

10. Ensure compliance with legal, regulatory, ethical and social requirements (CFAM&LBB4)

<https://tools.skillsforhealth.org.uk/external/CFAM&LBB4>

Performance criteria	Date achieved	Assessor signature
1. Monitor relevant national and international legal, regulatory, ethical and social requirements and the effect they have on your organisation, including what will happen if you don't meet them		
2. Develop effective policies and procedures to make sure your organisation meets all the necessary requirements		
3. Make sure people have a clear understanding of relevant policies and procedures and the importance of putting them into practice		
4. Monitor the way policies and procedures are put into practice and provide support, where required		
5. Support people to report any concerns about not meeting the requirements		
6. Identify and correct any failures to meet the requirements		
7. Identify reasons for not meeting requirements and adjust the policies and procedures to reduce the likelihood of failures in the future		
8. Provide full reports about any failures to meet the requirements to the relevant stakeholders		

Comments and Action Plan

11. Develop your organisation’s values and culture (CFAM&LBA8)

<https://tools.skillsforhealth.org.uk/external/CFAM&LBA8>

Performance criteria	Date achieved	Assessor signature
1. Engage appropriate people in your organisation and other key stakeholders in developing your organisation’s values and culture		
2. Agree values consistent with your organisation’s overall vision and strategy and the needs and interests of key stakeholders		
3. Identify the types of behaviour expected of people in your organisation, consistent with its values		
4. Make sure your own behaviour consistently reinforces organisational values		
5. Communicate agreed values to people across your organisation		
6. Encourage people to act in ways consistent both with organisational values and with their culture of origin		
7. Put in place policies, programmes and systems to support agreed values		
8. Continuously monitor the way values are applied at work		
9. Challenge behaviour and counter messages that conflict with agreed values		
10. Periodically review your organisation’s culture and redefine or reinforce values, if required		

Comments and Action Plan

12. Inform and facilitate organisational decision making (CFA_BAI132)

https://tools.skillsforhealth.org.uk/external/CFA_BAI132.pdf

Performance criteria	Date achieved	Assessor signature
Promote and facilitate effective governance		
1. Confirm governance responsibilities and make sure relevant people in the organisation are aware of their governance responsibilities		
2. Provide information and advice to enable decision-making		
3. Record and communicate decisions made by the governance body		
4. Make sure the organisation's governance and decisions conform to legal, regulatory, organisational, environmental and ethical requirements		
Advise decision-makers on the organisation's ethical and social responsibilities		
5. Confirm the organisation's ethical and social responsibilities		
6. Evaluate implications of ethical and social responsibilities and communicate relevant ethical and social standards to decision- makers		
7. Provide information and advice on relevant ethical and social standards to enable effective decision-making		
8. Make sure the organisation's policies, procedures and decisions reflect ethical and social responsibilities		
9. Advise decision-makers on the organisation's ethical and social responsibilities		

Comments and Action Plan

13. Plan, implement and manage systems for the exchange of sensitive information, data and intelligence (SfJHF14)

<https://tools.skillsforhealth.org.uk/external/SFJHF14.pdf>

Performance criteria	Date achieved	Assessor signature
Promote and facilitate effective governance		
1. Confirm governance responsibilities and make sure relevant people in the organisation are aware of their governance responsibilities		
2. Provide information and advice to enable decision-making		
3. Record and communicate decisions made by the governance body		
4. Make sure the organisation's governance and decisions conform to legal, regulatory, organisational, environmental and ethical requirements		
Advise decision-makers on the organisation's ethical and social responsibilities		
5. Confirm the organisation's ethical and social responsibilities		
6. Evaluate implications of ethical and social responsibilities and communicate relevant ethical and social standards to decision-makers		
7. Provide information and advice on relevant ethical and social standards to enable effective decision-making		
8. Make sure the organisation's policies, procedures and decisions reflect ethical and social responsibilities		

Comments and Action Plan

1. Facilitate individual learning and development (LSILADD07)

https://tools.skillsforhealth.org.uk/external/3173_LSILADD07.pdf

Performance criteria	Date achieved	Assessor signature
1. Establish and maintain a professional relationship with the learner that supports individual learning and reflection		
2. Explore and agree the learner's objectives, learning needs and goals		
3. Agree a plan of learning, application and reflection		
4. Use a range of methods and resources to help the learner acquire/develop the skills and knowledge they need		
5. Support the learner in applying their learning in context		
6. Provide constructive and motivational feedback to improve the learner's application of learning		
7. Assist the learner to reflect on their practice and experience		
8. Adapt learning, application and reflection to meet further needs		
9. Maintain the health and safety of the learner, self and other people		

Comments and Action Plan

2. Undertake coaching or mentoring (LSICM05)

<https://tools.skillsforhealth.org.uk/external/LSICM05.pdf>

Performance criteria	Date achieved	Assessor signature
1. Plan coaching or mentoring objectives and goals with the client to meet identified aspirations, motivations and priorities		
2. Agree approaches to deliver the planned objectives and goals		
3. Apply coaching or mentoring methods to achieve agreed objectives and goals		
4. Elicit motivation in clients to work towards their objectives and goals		
5. Provide opportunities for the client to review progress towards achievement of their goals		
6. Check with the client that that the coaching or mentoring has met the needs and expectations		
7. Take timely action to support clients who may not be achieving their objectives and goals		
8. Enable the client to take responsibility for and ownership of their objectives and goals		
9. Review the coaching or mentoring agreement and reflect on progress toward objectives and goals with the client		
10. Enable clients to revise objectives, modify goals and plan new ones based on their progress		
11. Confirm with the client the course of action and methods to achieve outstanding goals, modified goals or identified new ones		
12. Agree and record the interactions, outcomes and progress towards objectives and goals with the client in accordance with organisational requirements		

Comments and Action Plan

3. Communicate information and knowledge (CFAM&LEC4)

<https://tools.skillsforhealth.org.uk/external/CFAM&LEC4>

Performance criteria	Date achieved	Assessor signature
1. Identify the information and knowledge people need and why they need them		
2. Communicate information and knowledge only to those who have a right to them, in line with policies and legal requirements		
3. Identify how people prefer to receive information and knowledge and what media, languages, styles, timing and pace are most appropriate		
4. Check that the information and knowledge you are communicating are current, accurate and complete		
5. Take action to minimise any interference or disruption to your communication.		
6. Communicate in ways that help people to understand the information and knowledge you are communicating and their relevance		
7. Use a variety of techniques to gain and maintain people’s attention and interest and to help them retain information and knowledge		
8. Adjust and fine-tune your communication in response to both verbal and non-verbal feedback		
9. State the level of confidence that can be placed in the information and knowledge you are communicating; i.e. whether they are based on rigorously researched evidence, widely accepted facts or personal opinion		
10. Where you have to use jargon, technical terms or abbreviations, explain these carefully		
11. Confirm that people have received and understood the information and knowledge you have communicated		

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4. Develop your knowledge skills and competence (CFAM&LAA2)

<https://tools.skillsforhealth.org.uk/external/CFAM&LAA2>

Performance criteria	Date achieved	Assessor signature
1. Monitor trends and developments in your sector and area of professional expertise and evaluate their impact on your work role		
2. Evaluate, at appropriate intervals, the current and future requirements of your work role, taking account of the vision and objectives of your organisation		
3. Identify the learning methods which work best for you and ensure that you take these into account in identifying and undertaking development activities		
4. Identify any gaps between the current and future requirements of your work role and your current knowledge, skills and competence		
5. Discuss and agree, with those you report to, a development plan which both addresses any identified gaps in your knowledge, skills and competence and supports your own career and personal goals		
6. Undertake the activities identified in your development plan and evaluate their contribution to your performance		
7. Get regular feedback on your performance from those who are able to provide objective, specific and valid feedback		
8. Review and update your development plan in the light of your performance, any development activities undertaken and any wider changes		

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5. Peer training and mentoring (CCSCCS18)

<https://tools.skillsforhealth.org.uk/external/CCSCCS18.pdf>

Performance criteria	Date achieved	Assessor signature
1. Identify opportunities for peer training and/or mentoring		
2. Investigate a peer training or mentoring situation and evaluate which types of learning would be most effective for the individual/group		
3. Explain your role as trainer/mentor		
4. Behave in a way that demonstrates your acceptance of the learner you are supporting		
5. Agree the boundaries of the training and/or mentoring relationship and understand how they will be recognised and maintained		
6. You will be sensitive to the need for confidentiality		
7. Agree with the learner/s their responsibility for their own personal development		
8. Agree the goals of each training or mentoring session		
9. Ensure appropriate resources are in place to support the training or mentoring processes		
10. Work with groups or individuals to undertake the learning		
11. Give constructive feedback on the learning process		
12. Maintain records of interactions in appropriate format in line with organisational procedures		
13. Monitor, review and evaluate the effects of training or mentoring		
14. Reflect on your contribution to the learning/mentoring processes		
15. Agree what further support or help learners may need and plan with them how it can be accessed		

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6. Promote knowledge management and sharing (CFAM&LEC1)

<https://tools.skillsforhealth.org.uk/external/CFAM&LEC1>

Performance criteria	Date achieved	Assessor signature
1. Engage colleagues and other key stakeholders in developing and implementing systems and processes that promote knowledge management and sharing		
2. Identify where key knowledge is created, developed, shared and transferred and how it adds value to your organisation or area of responsibility		
3. Define and gain support for strategies to facilitate the creation, maintenance and sharing of organisational knowledge		
4. Specify standards and processes that support knowledge creation, development, sharing and capture and which ensure that valuable knowledge is recorded		
5. Make available the systems and tools required to support knowledge management and sharing and ensure people have the necessary guidance and competence to use them effectively		
6. Identify where organisational culture, values, work practices and behaviours hinder effective knowledge management and sharing and any changes required		
7. Identify with key stakeholders strategies and activities for implementing changes in organisational culture, values, work practices and behaviours to enable effective knowledge management and sharing		
8. Encourage senior managers and key influencers within your organisation to act as role models in using knowledge management standards, systems, tools and processes		
9. Implement effective systems and procedures to protect intellectual property from unauthorised use		
10. Identify and implement processes that promote effective knowledge management and sharing and communicate the benefits of doing so		
11. Monitor and review progress in embedding a culture of knowledge management and sharing in your organisation and plan any essential changes		
12. Evaluate and record the value of knowledge management and sharing to the organisation		

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7. Develop and sustain productive working relationships with stakeholders (CFAM&LDD2)

<https://tools.skillsforhealth.org.uk/external/CFAM&LDD2>

Performance criteria	Date achieved	Assessor signature
1. Identify external stakeholders and the nature of their interest in the activities and performance of your organisation		
2. Establish working relationships with relevant internal and external stakeholders.		
3. Recognise and respect the roles, responsibilities, interests and concerns of stakeholders and, particularly in situations of matrix management, their managers' requirements		
4. Seek to create a climate of trust and mutual respect, particularly where you have no authority, or shared authority, over those you are working with		
5. Seek to understand difficult situations and issues from stakeholders' perspectives and provide support, where necessary, to move things forward		
6. Provide stakeholders with appropriate information to enable them to perform effectively		
7. Consult stakeholders in relation to key decisions and activities and take account of their views, including their priorities, expectations and attitudes to potential risks.		
8. Fulfil agreements made with stakeholders and let them know		
9. Advise stakeholders promptly of any difficulties or where it will be impossible to fulfil agreements		
10. Identify and resolve conflicts of interest and disagreements with stakeholders in ways that minimise damage to work and activities and to the stakeholders involved.		
11. Monitor and review the effectiveness of working relationships with stakeholders in order to identify areas for improvement		
12. Seek and provide feedback in order to improve your own and stakeholders' performance		
13. Monitor wider developments in order to identify issues of potential interest or concern to stakeholders in the future and to identify new stakeholders		

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8. Develop and sustain collaborative relationships with other organisations (CFAM&LDD4)

<https://tools.skillsforhealth.org.uk/external/CFAM&LDD4>

Performance criteria	Date achieved	Assessor signature
1. Identify organisations which share common or complementary objectives and evaluate the feasibility of collaboration in line with your organisation’s strategic objectives		
2. Decide whether to collaborate with other organisations, based on an evaluation of potential benefits, the compatibility of the organisations and your ability to mitigate any risks involved		
3. Seek to create a climate of trust and mutual respect, particularly where you have no authority, or shared authority, over those you are working with		
4. Agree internally and with the other organisations: <ul style="list-style-type: none"> • the aims and objectives of collaboration • the benefits each organisation expects from collaboration • the costs to each organisation from collaboration • the actions each organisation will take and when • the required outcomes from collaboration • the risks involved in the collaboration and how these will be managed • arrangements for communicating with each other and reporting progress • arrangements for processing information in line with relevant legislation • how and when you will review the effectiveness of your collaboration 		
5. Take agreed actions at the agreed time; inform the other organisations if you are unable to do so and the reasons for this		
6. Seek to understand difficult situations and issues from the other organisations’ perspective and provide support, where necessary, to move things forward		
7. Report to, and receive reports from, the other organisations according to arrangements agreed		
8. Provide feedback to the other organisations in ways that help them to perform effectively and reinforce their commitment and enthusiasm for collaboration		
9. Process information supplied by the other organisations in line with arrangements and relevant legislation		

8. Develop and sustain collaborative relationships with other organisations (CFAM&LDD4) *continued*

<https://tools.skillsforhealth.org.uk/external/CFAM&LDD4>

Performance criteria	Date achieved	Assessor signature
<p>10. Review the effectiveness of your collaboration at agreed times and agree:</p> <ul style="list-style-type: none"> • the extent to which the aims and objectives have been achieved • the actions carried out by each organisation, any deviations from the actions agreed and reasons for these • any failures or mistakes, the reasons for these and ways of avoiding these failures or mistakes in the future • the costs to each organisation of collaboration and ways in which these costs may be reduced in the future • the benefits to each organisation, the value of these benefits and how mutual benefits may be increased in the future • the extent to which the expectations of each organisation have been met • any changes to make your collaboration more effective in the future 		

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Acronyms

ACP	Advanced Clinical Practitioner
AHP	Allied Health Professional
CAS	Clinical Assessment Service
CDSS	Clinical Decision Support System
CPD	Continued Professional Development
CQI	Continuous Quality Improvement
DoS	Directory of Service
EWS	Effective Workforce Solutions
HCPC	Health and Care Professions Council
HEE	Health Education England
IUC	Integrated Urgent Care
KSF	Knowledge and Skills Framework
MDT	Multi-Disciplinary Team
MSc	Master of Science
NHSE	NHS England
NMC	Nursing, Midwifery Council
PELC	Partnership of East London Co-operatives Limited
SfH	Skills for Health
TTS	Telephone Triage System
UEC	Urgent and Emergency Care
WFDP	Workforce Development Programme

Further Information

Apprenticeships

Funding matters

Useful guidance about apprenticeship funding and the apprenticeship levy.

<https://www.gov.uk/government/publications/apprenticeship-levy-how-it-will-work/apprenticeship-levy-how-it-will-work>

This factsheet, from NHS Employers, is another useful source of information:

<http://www.nhsemployers.org/case-studies-and-resources/2017/01/apprenticeship-levy-fact-sheet>

New and developing standards

Standards are developed by employer groups known as 'trailblazers'. The standard will show what an apprentice will be doing and the skills required of them, by job role. This site lists which standards are available and their current status, whether in development or approved for delivery.

This site also includes: information about funding bands, i.e. how much the standards will cost each employer; information on training providers; and information on Trailblazers.

<https://www.gov.uk/government/collections/apprenticeship-standards>

Skills for Health: Healthcare Apprenticeships online

This site helps employers find the right healthcare apprenticeship standards online.

<https://haso.skillsforhealth.org.uk/>

Register of apprenticeship training providers

Useful signposting to organisations approved to deliver apprenticeship training for employers using the apprenticeship service. Includes links to the Register of Approved Training providers (RoATP).

<https://www.gov.uk/guidance/register-of-apprenticeship-training-providers>

Healthcare Workforce Development

Skills for Health

Skills for Health is a not-for-profit organisation committed to the development of an improved and sustainable healthcare workforce across the UK. Established in 2002 as the Sector Skills Council for Health for the UK health sector, Skills for Health helps to inform policy and standards focusing on health, education and improving the wider wellbeing of public health:

<http://www.skillsforhealth.org.uk/>

Health Education England

<https://hee.nhs.uk/>

Health Education England (HEE) supports the delivery of excellent healthcare and health improvement to the patients and public of England by ensuring that the workforce of today and tomorrow has the right numbers, skills, values and behaviours, at the right time and in the right place:

<https://hee.nhs.uk/our-work/developing-our-workforce>

<https://hee.nhs.uk/printpdf/our-work/developing-our-workforce/developing-nhs-111-workforce>

<https://hee.nhs.uk/printpdf/talentforcare/wideningparticipation>

NHS England

<https://www.england.nhs.uk/about/>

NHS England leads the National Health Service (NHS) in England, setting the priorities and direction of the NHS and encouraging and informing the national debate to improve health and care. The joint work with HEE to develop the Integrated Urgent Care/NHS 111 workforce is detailed here:

<http://www.england.nhs.uk/ourwork/pe/nhs-111/urgent-care-workforce-development/>

NHS Employers

<http://www.nhsemployers.org/>

As the voice of NHS workforce leaders, the site provides useful information on a range of topics, including improving staff retention, apprenticeships, case studies and more.