

The NHS Knowledge and Skills Framework – a short guide to KSF dimensions

January 2006

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This easy-to-use, short guide to the NHS Knowledge and Skills Framework (KSF) is a brief summary of the guidance contained in the *KSF handbook*¹ and guidance for specific staff groups.²

This guide is designed as a 'crib sheet' to be used alongside the *KSF handbook*. It is not intended to replace the KSF handbook and should not be used as a sole source of reference in designing KSF post outlines.

¹ *The NHS Knowledge and Skills Framework (NHS KSF) and the development review process*, Department of Health, October 2004, available from www.nhsemployers.org/agendaforchange

² Full guidance for staff groups is available online at www.wise.nhs.uk/agendaforchange

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Core dimensions

Every KSF outline must contain the core dimensions so the discussion is about agreeing the correct level for the post; but remember:

- **think about the aspects of the post that fit into the core dimensions, rather than choosing too many specific dimensions.**

Core 1 Communication

This dimension underpins all of the other dimensions in the KSF, since communication is a key aspect of all jobs in the NHS.

Remember:

- It covers all forms of communication, including listening.
- Breaking bad news is not confined to clinical situations – think about redundancy, not having paid enough tax, hospital closures.

Core 2 Personal and people development

All NHS staff need to develop themselves in order for services to continue to meet the needs of patients/clients and the public.

Remember:

- Personal development covers a very wide range of activities during both on-going work and learning and development on one's own, for example in-service training, job shadowing, secondments, 'acting up', e-learning and distance learning. It does **not** mean having to attend courses as the sole means of development.
- Maintaining existing skills and developing new ones to keep up to date with evidence-based practice is covered here, as is critically appraising new and changing theoretical models, policies and legislation relating to the post. This should be kept in mind when considering if IK3 Knowledge and information resources or G2 Development and innovation are appropriate specific dimensions to choose.
- Personal development also covers learning from developing others, so having students on placement fits in here.
- This dimension is different from dimension G1 Learning and development, which focuses on more formal approaches to learning and development (a clinical tutor who has students on placement and also teaches on the university course may have G1 in addition to Core 2).

Core 3 Health, safety and security

This dimension focuses on maintaining and promoting the health, safety and security of everyone in the organisation or anyone who comes into contact with it.

Remember:

- It includes tasks that are undertaken as a routine but small part of one's work, for example moving and handling people and/or goods using equipment (including vehicles) as appropriate. This dimension is different from dimension EF3 Transport and logistics, which focuses on the transportation and flow of people and materials between agencies and community locations.
- This dimension also covers the following of local policies, procedures and guidelines in relation to actual and potential child and adult protection. Core 3 supports dimension HWB3 Protection of health and wellbeing, which relates to the specialist function of protecting people's health and wellbeing through monitoring and taking direct action when there are serious risks. The broader focus of Core 3 is sufficient to cover the demands of the majority of posts, so it is worthwhile considering whether it is necessary to include HWB3.
- Security of information is also covered, for example not sharing passwords, security of premises, confidentiality policies.
- Risks might be related to:
 - physical interactions, for example abuse, aggression, violence, theft
 - psychological factors, for example bullying, harassment
 - social interactions, for example discrimination, lone working
 - the environment – anything from lighting levels to work-related stress.

Core 4 Service improvement

This is a key aspect of NHS jobs as all staff have a role in implementing policies and strategies and improving services. It is about taking services forward. These may be directly related to patients or may be services that support the smooth running of the organisation.

Remember:

- Improvements may be small-scale, relating to a specific aspect of a service or programme, or on a large scale, affecting the whole of an organisation or service.
- Improvements might arise from, for example, audit, 'bright ideas', national policy and targets, working with service users, the need to modernise services.

- Aspects of leadership are covered in this dimension, for example 'inspiring others with values and vision' in level 3.

Linked but different:

- This dimension is different from dimension G2 Development and innovation, which focuses on appraising new and innovative methods, equipment, concepts and ideas and testing them in practice. However, there can be links as the outcomes from G2 may well lead to service improvement.
- This dimension is also different from G7 Capacity and capability, which focuses on developing collective capability. The need for capacity and capability building will often be necessary to support service improvements identified in Core 4.

Core 5 Quality

This dimension underpins all of the other dimensions in the KSF as everyone is responsible for the quality of their own work. It relates to maintaining high quality in all areas of work and practice, including the important aspect of effective team working.

Remember:

- Quality can be supported using a range of different approaches, for example codes of conduct and practice, evidence-based practice, guidelines, legislation, protocols, procedures, standards and systems.
- This dimension supports the governance function in organisations – clinical, corporate, financial, information, staff etc.
- This dimension is different from Core 4 Service improvement, which focuses on taking services forward, whereas Core 5 focuses on the quality of current practice/services.

Core 6 Equality and diversity

This dimension reflects a key aspect of all jobs and underpins all dimensions in the KSF. It emphasises the benefits of diversity and equality being integral to organisations. Equality and diversity are related to the actions and responsibilities of everyone: users of services, including patients, clients and carers; work colleagues; employees; people in other organisations; and the public in general.

Progression through the levels in the dimension is characterised by:

- moving from own practice to the consideration of team and organisational cultures
- an increasing understanding of the nature and complexity of equality and diversity

- being more proactive and challenging in the promotion of equality and diversity
- increasing knowledge about the legislation, policies and procedures relating to equality and diversity, from:
 - awareness
 - knowing where to obtain information
 - having a working knowledge of the legislation, policies and procedures and being able to interpret them to others
 - having an extended knowledge of the legislation, policies and procedures and monitoring their effectiveness in organisations.

Remember that equality should be reflected in all activities, for example:

- being aware of the wellbeing of all members of the work team and supporting them appropriately
- the allocation of resources
- the development of services
- involving the local population in the development of services
- the availability of services
- enabling people to make the best use of their abilities
- ensuring that development opportunities are available for all staff
- ensuring the fair recruitment and selection of staff
- developing and supporting one's own team in relation to equality and diversity
- promoting an open and fair culture throughout the organisation
- promoting equality and diversity during partnership working, for example ensuring that providers and suppliers understand the organisation's values and direction and work in accordance with them.

Specific dimensions

Selecting specific dimensions to create a post outline

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

Setting levels for a given dimension

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

Progress in the dimensions may be marked by:

- increasing levels for the dimension(s)
- keeping the same level(s) but having more demanding areas of application
- adding specific dimensions to include other aspects of posts, particularly managerial or specialist areas of work. The specialist aspects are most likely to be reflected in the **areas of application**, whereas the management aspects are most likely to be shown in the use of additional specific dimensions in the KSF
- reviewing the need to include some dimensions (for example, the health and wellbeing dimensions) if a person with a clinical background concentrates on, for example, management or education.

Choosing specific areas of application for a given level

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

Foundation outlines

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

Guidance on using the health and wellbeing dimensions

Information to date suggests that these dimensions tend to form different patterns in different KSF post outlines, dependent on the nature of the post being considered. For example:

- Public health posts, including health promotion, tend to focus on the first three health and wellbeing dimensions (HWB1 to HWB3) and might also include dimensions on learning and development, and capacity and capability.
- Social work/care posts often cover the first five HWB dimensions, as do a number of nursing posts, for example in mental health or learning disabilities.
- Some healthcare practitioner posts appear to focus on HWB2 and HWB4 to HWB5 with perhaps level 1 of HWB1, for example nursing, midwifery, support workers.
- Other healthcare practitioner posts focus mainly on HWB6 and HWB7, for example therapists.
- Other posts cover the wide range of dimensions HWB2, HWB4, HWB5, HWB6 and HWB7, for example community staff who combine broad holistic assessment of an individual in the context of their family and living conditions with specific assessment and treatment of their acute/chronic presenting condition.
- Someone like a sexual health nurse who tests samples as well as takes them (taking them as in HWB2 or HWB6) might have dimension HWB8 in their post outline. This is not that common, as the procedures described in HWB8 would more usually be undertaken by others in a laboratory setting.

The key is to identify the **purpose** of the activity that is being undertaken rather than the activity itself. For example, are activities being undertaken:

- because the individual is at that moment not able to do it for themselves? If so, then dimension HWB5 is appropriate as it focuses on providing care.
- to develop people's skills and abilities? If so, then dimension HWB4 is appropriate as it focuses on enabling people.
- to treat a specific condition or health need? If so, then dimension HWB7 might be appropriate.

Having more dimensions does not make the post more important, it just describes the nature of that post. It might be that one post requires a relatively large number of dimensions but not many areas of application within them; other posts might require fewer dimensions but a wider range of applications related to those dimensions. Each organisation will need to decide through partnership working between managers and staff which HWB dimensions are appropriate for the post concerned.

It is worth noting that clinical managers will not necessarily need the HWB dimensions in their own post outlines – they will only need them if the post still requires the person to undertake clinical work. If not, any remaining clinical aspects of the post can be captured in the areas of application of other dimensions, such as G5 Services and project management and G6 People management.

The following table summarises the focus of each of the dimensions to assist in decision making.

Dimension	Focus	Comments
<p>HWB1 Promotion of health and wellbeing and prevention of adverse effects on health and wellbeing</p>	<p>This dimension focuses on promoting people’s health and wellbeing and preventing adverse effects on health and wellbeing. It might take place at individual, family, group, community or population level and be undertaken with users of services, the public as a whole and within organisations with staff and workers from other agencies.</p> <p>The promotion of health and wellbeing includes giving information to people on how to promote their own and others’ health and wellbeing, and different forms of education (for example, using a variety of teaching methods, techniques and approaches).</p> <p>The prevention of adverse effects might be through improving people’s resistance to disease and other factors that affect health and wellbeing; limiting people’s exposure to risk; reducing the stressors that affect people’s health and wellbeing.</p> <p style="text-align: right;"><i>Continued</i></p>	<p>This dimension is one of the main ways in which public health policy is being mainstreamed into the practice of many health and social care practitioners, i.e. through encouraging people to promote their own health and wellbeing. Many posts might require this dimension at level 1 but not everyone will progress up the levels in this dimension.</p> <p>If health promotion/education is the focus of the role, then it is also worth considering whether dimensions G1 Learning and development and/or Core 2 Personal and people development might capture other aspects not directly covered here.</p>

Dimension	Focus	Comments
	Partnership is a fundamental aspect of this dimension as it is only through working closely with members of the public and users of services (patients, clients and carers) that health and wellbeing can be promoted effectively.	
HWB2 Assessment and care planning to meet health and wellbeing needs	<p>This dimension relates to assessing the health and wellbeing needs of people – individuals and groups (including families) – where the assessment focuses on the whole person in the context of their community, family, lifestyle and environment. It may take place in any setting.</p> <p>The health and wellbeing needs that are being assessed may be emotional needs, mental health needs, physical needs, social needs or spiritual needs.</p>	<p>This dimension relates to HWB dimensions 3, 4 and 5. Its focus is on individuals as a whole in their overall context rather than on specific conditions or illnesses.</p> <p>The work of some practitioners will sometimes relate to this dimension and at other times to dimension HWB6, whereas other practitioners will focus on one dimension or the other. For example, when allied health professions are seeking to assess a specific condition, then HWB6 is likely to be relevant.</p>
HWB3 Protection of health and wellbeing	<p>This dimension relates to protecting people's health and wellbeing through monitoring and taking direct action when there are serious risks. Legislation usually applies to specific areas of risk, and staff working in these different areas need to know, understand and apply the legislation that frames the context and content of their work.</p> <p style="text-align: right;"><i>Continued</i></p>	<p>Some posts might require this dimension at level 1 but not everyone will progress up the levels in this dimension.</p> <p>It is worthwhile considering whether it is necessary to include this dimension or whether the broader focus of Core 3 Health, safety and security is sufficient to describe the demands of the post rather than this more specialist focus.</p>

Dimension	Focus	Comments
	<p>This dimension includes a wide range of activities such as on-going monitoring of people, contexts and environments; specific measures and/or interventions to protect people's health and wellbeing; inspection, monitoring and governance of practices and environments; and statutory enforcement measures.</p> <p>Health and wellbeing includes all aspects: emotional, mental, physical, social, and spiritual. The risks may be to individuals, carers, groups and communities, populations and future populations.</p>	
<p>HWB4 Enablement to address health and wellbeing needs</p>	<p>This dimension is about enabling and empowering people of any age – individuals, families and groups – to address their own health and wellbeing needs. This would include such areas as:</p> <ul style="list-style-type: none"> • enabling people to acknowledge and address issues in their lives • helping people to develop their knowledge and skills • helping people manage their health conditions • providing advice and information • supporting carers in their caring roles • supporting people to live independently • supporting people during life events. 	<p>The focus of this dimension is enabling others to develop and apply their knowledge and skills about health and wellbeing – their own or others'. It is about helping people develop from wherever they are and whatever issues they are grappling with. For example, enabling people to learn about healthy food and to develop their cooking skills would be in this dimension, whereas feeding them would be in dimension HWB5 Provision of care (when people cannot do this for themselves) and preparing meals would be in dimension HWB10.</p>

Dimension	Focus	Comments
HWB5 Provision of care to meet health and wellbeing needs	<p>This dimension relates specifically to providing care to individuals to meet some or all of their health and wellbeing needs because of their dependence on others. The dependence might be short-term, long-term or intermittent (for example, respite care).</p> <p>The areas of care that would address this dependence include such aspects as:</p> <ul style="list-style-type: none"> • personal care • administration and monitoring of medications • application of dressings • caring for individuals after death • ensuring individuals' comfort and need for rest • monitoring individuals' safety and wellbeing • palliative and terminal care • providing social stimulation and interaction • respite care • supporting individuals with their nutritional needs • supporting people during specific life transitions • supporting women during pregnancy, labour, childbirth and the postnatal period • management of pain • provision of equipment, aids and products. 	<p>The difference between this dimension and HWB4 is the focus on doing things for people (because at that point in time they are not able to do it for themselves) as compared with enabling/developing people.</p> <p>Like dimension HWB2, the focus of this dimension is the individual as a whole person and in their overall context, for example considering all of the care needs of someone who has had a stroke and the needs of their relatives, rather than interventions specifically focused on the main presenting condition.</p>

Dimension	Focus	Comments
<p>HWB6 Assessment and treatment planning</p>	<p>This dimension is about assessing physiological (for example, autonomic nervous system, cardio-vascular, gastro-intestinal, musculoskeletal, respiratory) and/or psychological functioning and any treatment planning associated with this, within the context of that person as an individual. It includes clinical history taking and examination, and a range of tests and investigations, including various forms of imaging and measurement of body structures, and tests of physiological and psychological functioning. It also includes diagnosis and treatment planning.</p> <p>It involves interactions using a variety of communication methods with individuals and carers (either face-to-face or at a distance, for example by telephone) and may require the use of equipment and technology, including computer-assisted tools.</p>	<p>The assessment and treatment planning in this dimension is focused on different aspects of physiological and/or psychological functioning and related diagnosis linked to that functioning. It should take place within the context of the individual as a whole person, but the focus of the work is the particular presenting condition.</p> <p>This dimension links specifically to dimension HWB7 Interventions and treatments. It might necessitate the use of biomedical interventions and investigations.</p>

Dimension	Focus	Comments
HWB7 Interventions and treatments	<p>This dimension is about intervening and treating individuals' physiological and/or psychological needs in the context of the whole person. The interventions and treatments that are undertaken are within an overall treatment plan – the development and monitoring of the overall treatment plan is covered in HWB6. Interventions and treatments may take a variety of forms, including on-going monitoring of the individual's condition to identify a need for possible intervention at a later date.</p> <p>Interventions and treatments may relate to physiological and/or psychological functioning and might include:</p> <ul style="list-style-type: none"> • advice, explanation and reassurance • application of energy, for example radiation • application of materials and substances • exercise • extraction/removal • manual treatments • medicines • modification • on-going monitoring • palliation • psychotherapeutic approaches • rehabilitative approaches • replacement 	<p>This dimension links specifically to HWB6 Assessment and treatment planning. Here, the focus tends to be on specific presenting conditions/illnesses.</p> <p>As with dimensions HWB2 to HWB5, some practitioners will tend to work solely in these areas, whereas others' work might sometimes relate to dimensions HWB6 and HWB7 and, at other times, to HWB2 to HWB5.</p>

Dimension	Focus	Comments
	<ul style="list-style-type: none"> • restoration • supporting and supplementing body functioning • surgery • therapeutics (not included above). 	
<p>HWB8 Biomedical investigation and intervention</p>	<p>This dimension relates to investigations and interventions carried out on specimens and/or samples taken from individuals (such as blood, body tissues) and on environmental specimens and potential toxins. This may be for the purpose of diagnosing a condition or illness, monitoring an individual's condition, determining appropriate treatment, or may be part of the treatment itself.</p> <p>This work will mostly be undertaken in laboratory settings, though may sometimes be carried out at the point of care.</p> <p>Biomedical investigations and interventions might focus on components of:</p> <ul style="list-style-type: none"> • organs • tissues • cells • biological fluids • foreign organisms. 	<p>This dimension focuses on analysing specimens and samples rather than working with the individuals from whom the samples are being taken.</p> <p>The taking of samples/specimens will have taken place in dimensions HWB2, HWB5, HWB6 or HWB7.</p>

Dimension	Focus	Comments
HWB9 Equipment and devices to meet health and wellbeing needs	<p>This dimension is about designing and producing equipment and devices to meet people's assessed health and wellbeing needs. The equipment and devices may be:</p> <ul style="list-style-type: none"> • built/made from raw materials • assembled from pre-made components • customised (i.e. adapted from a standard item) • custom-made (i.e. specifically designed and developed for an individual). <p>Equipment and devices which are selected from a pre-existing range of items, and which do not require significant configuration or programming for use with individuals, would not be relevant to this dimension (for example, pre-made splints and false limbs of different sizes, standard wheelchairs).</p>	<p>The focus of this dimension is the design, manufacture and adaptation of equipment (for example, adaptive systems for daily living, environmental adaptations, systems to provide remote care (tele-care), wheelchairs and devices (for example, dispensing devices, electronic assistive devices that require configuration/programming, orthoses, prostheses).</p> <p>The dimension does not capture prescribing or ordering the devices or equipment – this would be in HWB2 or HWB6 – or working with individuals to enable them to use the equipment/devices effectively – this would be captured in HWB4 Enablement to address health and wellbeing needs.</p>
HWB10 Products to meet health and wellbeing needs	<p>This dimension is about the preparation and supply of different products that are needed to promote people's health and wellbeing and meet people's health and wellbeing needs.</p>	<p>The focus of this dimension is the preparation and supply of products to meet health and wellbeing needs. These products might include: blood components and products; food and drink; medicines; nutritional products and supplements; other products used in the assessment and treatment of needs related to health and wellbeing.</p>

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Dimension	Focus	Comments
	<p>Activities covered would include:</p> <ul style="list-style-type: none"> • preparing and maintaining environments and equipment (with particular reference to standards of hygiene or decontamination/asepsis) • preparing, combining and processing ingredients (raw or processed) or product components (selecting and analysing materials, calculating or measuring quantities, using approved processing methods and procedures) • dispensing, issuing, presenting or supplying finished products, checking their quality and suitability and providing appropriate advice or information about their use • monitoring and checking the supply of products, and advising on appropriate products for particular needs. 	<p>The dimension does not capture prescribing or ordering the products – this would be in HWB2 or HWB6. Nor does it cover giving the products to individuals (for example, feeding people, administering medication) – this would be captured in dimension HWB5 Provision of care or HWB7 Interventions and treatments.</p>

Guidance on using the estates and facilities dimensions

EF1 Systems, vehicles and equipment

This dimension is about maintaining, monitoring and developing all types of systems, vehicles and equipment. It also applies to those working with systems such as computer hardware and software. Levels 1 and 2 are widely applicable to post holders who work with equipment and carry out routine quality control and simple maintenance tasks. The higher levels cover the acceptance, commissioning, servicing and maintenance of equipment, for example clinical engineering. This dimension includes monitoring, calibration and quality control functions of equipment and systems.

EF2 Environments and buildings

This dimension is about maintaining, monitoring, designing and developing environments and buildings. This includes structures and grounds and their contents, for example furnishings/fittings, accommodation and reusable items such as linen and garments. It includes a wide range of activities, for example monitoring and maintaining the security of environments and buildings; cleaning and tidying; gardening; repairs and refurbishment; identifying and addressing problems; setting and monitoring standards; and planning and designing improvements.

EF3 Transport and logistics

This dimension is appropriate for posts which organise the overall flow of items as a major part of the job. Levels 1 and 2 of the dimension are relevant to those actually undertaking the transport of goods and/or people. Levels 3 and 4 focus on organising the flow of people and transport, which is a specialist management activity in its own right.

Guidance on using the information and knowledge dimensions

IK1 Information processing

This dimension relates to the processing and management of data and information for specific functional purposes which do not involve analysis or interpretation, for example at level 1, a healthcare assistant who inputs data on behalf of all the ward staff. A wide range of posts will be reflected in this dimension, for example management of finance, people, projects or services; procurement and commissioning; workforce analysis; and information for service users and the public. Check whether it is necessary to include this dimension as some aspects of information processing will be included in other dimensions, for example in the HWB dimensions which all include recording activities undertaken, or in Core 1 Communication.

IK2 Information collection and analysis

This dimension is applicable to anyone who collects data for the purpose of analysing it and presenting it in various formats. It covers a wide range, for example from gathering data and reporting on work to providing evidence regarding efficacy to local and national research. Together with dimension G2 Development and innovation, IK2 covers any research and development, including clinical trials. Audit is covered by Core 4 Service improvement and may sometimes include this dimension as well.

IK3 Knowledge and information resources

This dimension relates to accessing and managing all types of knowledge and information resources – a ‘library’ function in the widest sense. Resources may be printed/written, electronic (for example, databases, websites, e-journals) or recorded (for example, audio tapes, videos, CDs). Level 1 of this dimension is slightly different from the other levels as it is about the post holder accessing, appraising and applying knowledge and information that they have sought themselves. It could be argued that this is what all staff should be doing to enhance their practice. However, this kind of activity is also covered in Core 2 Personal and people development so IK3 level 1 should be used only if the post holder is going beyond that, for example undertaking specific research or seeking extra information because they are undertaking a project or qualification.

Guidance on using the general dimensions

G1 Learning and development

This dimension applies to posts where education, training and development activities are a major part of the job. These activities will be of a formal/structured nature and will cover the work of training departments through to designing and developing courses in particular clinical interventions/specialisms.

G2 Development and innovation

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

G3 Procurement and commissioning

This dimension is about procuring and commissioning products, equipment, services, systems and facilities, including direct purchasing. It covers a wide range of activities, including the commissioning of services to improve health and wellbeing and address health and wellbeing needs. It covers areas such as: agreeing specifications; setting and meeting targets; co-ordinating the procurement and commissioning process; awarding and managing contracts; and ensuring that the organisation on behalf of the public gets value for money. Level 1 is appropriate for posts working within set parameters ordering, monitoring and checking supplies. Posts with responsibility for tendering and/or purchasing high-value items and services at a relatively senior level within their organisation will find appropriate levels in this dimension.

G4 Financial management

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

G5 Services and project management

This dimension is about the management of services and/or projects, and activities within those services and/or projects. The services and projects might relate to any area of an organisation's activities. Working in collaboration with others is a key aspect of this dimension which covers a wide range of activities. These may be reflected in posts which contribute to the running of projects or services, and/or aspects of these, for example administration and PA posts, through to managing substantial functions, for example the co-ordination of multiple activities within services and projects and the management of contingencies which may be a feature of many mid to senior posts.

G6 People management

Level 1 is appropriate for those who supervise trainees and students – professional supervision is covered in Core 2 Personal and people development – or the supervision of day-to-day work of other staff. Level 2 covers team leaders or line managers with involvement in the personal development of staff. Level 3 is appropriate for line managers who also recruit and select staff. Level 4 covers developing the systems and structures in which all human resource management functions should sit and the specialist aspects of human resource management.

G7 Capacity and capability

This dimension is applicable to those people with responsibilities for the development of organisations, groups or communities and the systems and structures associated with this, for example inter-agency relationships, networks and support structures. The need for capacity and capability building will often follow the identification of how services can be improved – Core 4 Service improvement. G7 is also applicable to posts that are located within wider teams, i.e. where there is a need for considerable collaborative working (beyond normal team working), and includes increasing the capability of workers from other agencies, for example community development and outreach workers, social workers etc. G7 also covers facilitating and empowering people to take on new roles and/or work in different ways. It is also applicable to those people working on time-limited projects who find that there is a need to build capacity and capability in the local community or health economy in order to continue the work of the project.

G8 Public relations and marketing

This dimension is about marketing and managing public relations for organisations, services or parts of organisations/services where that is the main part of the post holder's role. It covers a wide range of activities, including designing and managing campaigns, press and media contacts and management – proactive and reactive, ad hoc responses to queries, promoting the service/organisation.

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Ref: EGUI 01101