The KSF Handbook wording for:

Core Dimension 2 – Personal and People Development

Status

Core – this is a key aspect of all jobs as everyone needs to develop themselves in order for services to continue to meet the needs of patients, clients and the public.

Levels

1. Contribute to own personal development
2. Develop own skills and knowledge and provide information to others to help their development
3. Develop oneself and contribute to the development of others
4. Develop oneself and others in areas of practice

Description

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

Progression through the levels in this dimension is characterised by:

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

Links to other KSF dimensions

This dimension is supported by:

- Core 1 Communication

This dimension is different from dimensions:

- G1 Learning and development which focuses on more formal approaches to learning and development
- G7 Capacity and capability which focuses on developing collective capacity and capability rather than the development of individuals.
The KSF Handbook wording for:

Core Dimension 2 – Personal and People Development

Level 1 – Contribute to own personal development

Indicators:

The worker:
- a) with the help of others, identifies:
  - whether s/he can carry out the tasks within own job
  - what s/he needs to learn to do current job better
  - when s/he needs help
- b) reviews his/her work against the KSF outline for his/her post with his/her reviewer and identifies own learning needs and interests
- c) produces with his/her reviewer a personal development plan
- d) takes an active part in agreed learning activities and keeps a record of them
- e) evaluates the effectiveness of learning activities for own development and the job.

Examples of applications:

Others:
- patients and clients
- carers
- the wider public
- colleagues in immediate work team
- other colleagues
- workers from other agencies.

Personal development:
- the development review process – reviewing what you are doing well now and areas for development
- identifying own learning needs and interests and how to address these
- on-job learning and development including: learning through doing, reflective practice, participating in specific areas of work, learning from others on the job, learning from developing others, professional supervision, undertaking qualifications in the workplace, networking
- off-job learning and development on one’s own including: e-learning, private study, distance learning
- off-job learning and development with others including: induction, formal courses, scenario-based learning, role play, learning sets, undertaking qualifications in education settings
- evaluating the effectiveness of learning and its effect on own work.
The KSF Handbook wording for:

Core Dimension 2 – Personal and People Development

Level 2 – Develop own skills and knowledge and provide information to others to help their development

Indicators:

The worker:

a) assesses and identifies:
   - feedback from others on own work
   - how s/he is applying knowledge and skills in relation to the KSF outline for the post
   - own development needs and interests in the current post
   - what has been helpful in his/her learning and development to date.

b) takes an active part in the development review of own work against the KSF outline for the post with their reviewer and suggests areas for learning and development in the coming year

c) takes responsibility for own personal development and takes an active part in learning opportunities

d) evaluates the effectiveness of learning opportunities and alerts others to benefits and problems

e) keeps up-to-date records of own development review process

f) offers information to others when it will help their development and/or help them meet work demands.

Examples of applications:

Others:

- patients and clients
- carers
- the wider public
- colleagues in immediate work team
- other colleagues
- workers from other agencies.

Personal development:

- the development review process – reviewing what you are doing well now and areas for development
- identifying own learning needs and interests and how to address these
- on-job learning and development including: learning through doing, reflective practice, participating in specific areas of work, learning from others on the job, learning from developing others, professional supervision, undertaking qualifications in the workplace, networking
- off-job learning and development on one’s own including: e-learning, private study, distance learning
- off-job learning and development with others including: induction, formal courses, scenario-based learning, role play, learning sets, undertaking qualifications in education settings
- evaluating the effectiveness of learning and its effect on own work.
The KSF Handbook wording for:

Core Dimension 2 – Personal and People Development

Offering information to others might be:

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

Level 3 – Develop oneself and contribute to the development of others

Indicators:

The worker:

a) reflects on and evaluates how well s/he is applying knowledge and skills to meet current and emerging work demands and the requirements of the KSF outline for his/her post
b) identifies own development needs and sets own personal development objectives in discussion with his/her reviewer
c) takes responsibility for own personal development and maintains own personal development portfolio
d) makes effective use of learning opportunities within and outside the workplace evaluating their effectiveness and feeding back relevant information
e) enables others to develop and apply their knowledge and skills in practice
f) contributes to the development of others in a manner that is consistent with legislation, policies and procedures
g) contributes to developing the workplace as a learning environment.

Examples of applications:

Own development needs might include:

- critically appraising new and changing theoretical models, policies and the law
- developing new knowledge and skills in a new area
- developing new knowledge and skills in own work area
- developing strategies to manage emotional and physical impact of work
- keeping up-to-date with evidence-based practice
- keeping up-to-date with information technology
- maintaining work-life balance and personal wellbeing
- managing stress
- updating existing knowledge and skills in own work area.

Others:

- patients and clients
- carers
- the wider public
- colleagues in immediate work team
- other colleagues
- workers from other agencies.
Core Dimension 2 – Personal and People Development

Personal development:

- the development review process – reviewing what you are doing well now and areas for development
- identifying own learning needs and interests and how to address these
- on-job learning and development including: learning through doing, reflective practice, participating in specific areas of work, learning from others on the job, learning from developing others, professional supervision, undertaking qualifications in the workplace, networking
- off-job learning and development on one’s own including: e-learning, private study, distance learning
- off-job learning and development with others including: induction, formal courses, scenario-based learning, role play, learning sets, undertaking qualifications in education settings
- evaluating the effectiveness of learning and its effect on own work.

Enabling others to develop might include:

- acting as a coach to others
- acting as a mentor to others
- acting as a role model
- acting in the role of reviewer in the development review process
- demonstrating to others how to do something effectively
- discussing issues with others and suggesting solutions
- facilitating networks of practitioners to learn from each other (e.g. electronic forums, bulletin boards)
- providing feedback and encouragement to others
- providing feedback during assessment in the workplace (e.g. for NVQs/SVQs, student placements)
- providing information and advice
- providing professional supervision
- sharing own knowledge, skills and experience
- supporting individuals who are focusing on specific learning to improve their work and practice
- supporting others on work placements, secondments and projects.

Legislation, policies and procedures may be international, national or local and may relate to:

- confidentiality
- data protection (including the specific provisions relating to access to health records)
- disability
- diversity
- employment
- equality and good relations
- human rights (including those of children)
- information and related technology
- language
- learning and development.
The KSF Handbook wording for:

Core Dimension 2 – Personal and People Development

Level 4 – Develop oneself and others in areas of practice

Indicators:

The worker:

a) evaluates the currency and sufficiency of own knowledge and practice against the KSF outline for the post and identifies own development needs and interests
b) develops and agrees own personal development plan with feedback from others
c) generates and uses appropriate learning opportunities and applies own learning to the future development of practice
d) encourages others to make realistic self assessments of their application of knowledge and skills challenging complacency and actions which are not in the interest of the public and/or users of services
e) enables others to develop and apply their knowledge and skills in practice
f) actively promotes the workplace as a learning environment encouraging everyone to learn from each other and from external good practice
g) alerts managers to resource issues which affect learning, development and performance
h) develops others in a manner that is consistent with legislation, policies and procedures.

Examples of applications:

Own development needs and interests might include:

- critically appraising new and changing theoretical models, policies and the law
- developing new knowledge and skills in a new area
- developing new knowledge and skills in own work area
- developing strategies to manage emotional and physical impact of work
- keeping up-to-date with evidence-based practice
- keeping up-to-date with information technology
- maintaining work-life balance and personal wellbeing
- managing stress
- updating existing knowledge and skills in own work area.

Others:

- patients and clients
- carers
- the wider public
- colleagues in immediate work team
- other colleagues
- workers from other agencies.
The KSF Handbook wording for:

Core Dimension 2 – Personal and People Development

Personal development:

- the development review process – reviewing what you are doing well now and areas for development
- identifying own learning needs and interests and how to address these
- on-job learning and development including: learning through doing, reflective practice, participating in specific areas of work, learning from others on the job, learning from developing others, professional supervision, undertaking qualifications in the workplace, networking
- off-job learning and development on one’s own including: e-learning, private study, distance learning
- off-job learning and development with others including: induction, formal courses, scenario-based learning, role play, learning sets, undertaking qualifications in education settings
- evaluating the effectiveness of learning and its effect on own work.

Enabling others to develop might include:

- acting as a coach to others
- acting as a mentor to others
- acting as a role model
- acting in the role of reviewer in the development review process
- demonstrating to others how to do something effectively
- discussing issues with others and suggesting solutions
- facilitating networks of practitioners to learn from each other (e.g. electronic forums, bulletin boards)
- providing feedback and encouragement to others
- providing feedback during assessment in the workplace (e.g. for NVQs/SVQs, student placements)
- providing information and advice
- providing pre-registration or post-registration placements
- providing professional supervision
- providing protected learning time
- sharing own knowledge, skills and experience
- supporting individuals who are focusing on specific learning to improve their work and practice
- supporting others on work placements, secondments and projects.

Resource issues might include:

- pressure of service delivery affecting the development of individuals and groups in the short and longer term
- lack of funding for development – raising governance issues
- broader workforce issues which cannot be managed by training and development of current team members (e.g. high turnover, inability to attract people of the necessary calibre).
The KSF Handbook wording for:

Core Dimension 2 – Personal and People Development

Legislation, policies and procedures may be international, national or local and may relate to:

- confidentiality
- data protection (including the specific provisions relating to access to health records)
- disability
- diversity
- employment
- equality and good relations
- human rights (including those of children)
- information and related technology
- language
- learning and development.