

Postoutline: (Physiotherapy) Senior Physiotherapist (Rotational)

Created On: 16/12/2009

Created By: Linda Hopkins

Originating Organisation: Aneurin Bevan Health Board

Post Outline is Approved

Purpose: : A senior Physiotherapist participates as a member of the Physiotherapy team independently managing a clinical caseload with the support of senior clinicians.

The post holder will complete a rotational programme through various clinical specialities, which is designed to consolidate their band 5 rotational experience and the further development of their independent clinical practice and supervisory skills.

Pay Band: Band 6

Reporting To: Operational manager and Professional leads via nominated staff

KSF Dimensions, Levels And Indicators

Dimension Type	Dimension Number	Dimension Name	Second Gateway (Full Outline)		Foundation Gateway (Subset Outline)	
			Level	Indicator	Level	Indicator
Core	C1	COMMUNICATION	3	A,B,C,D,E,F	2	A,B,C,D,E
Core	C2	PERSONAL AND PEOPLE DEVELOPMENT	3	A,B,C,D,E,F,G	2	A,B,C,D,E,F
Core	C3	HEALTH, SAFETY AND SECURITY	2	A,B,C,D,E,F	2	A,B,C,D,E,F
Core	C4	SERVICE IMPROVEMENT	2	A,B,C,D,E,F	2	A,B,C,D,E,F
Core	C5	QUALITY	3	A,B,C,D,E,F,G	2	A,B,C,D,E,F
Core	C6	EQUALITY AND DIVERSITY	2	A,B,C,D	2	A,B,C,D
Specific	HWB6	ASSESSMENT AND TREATMENT PLANNING	4	A,B,C,D,E,F,G,H,I	3	A,B,C,D,E,F,G,H,I,J
Specific	HWB7	INTERVENTIONS AND TREATMENTS	4	A,B,C,D,E,F,G,H	3	A,B,C,D,E,F,G,H,I
Specific	IK1	INFORMATION PROCESSING	1	A,B,C,D,E	1	A,B,C,D,E

Second Gateway (Full Outline)

COMMUNICATION - Level: 3

Level Indicators:

- a) identifies the range of people likely to be involved in the communication, any potential communication differences and relevant contextual factors
- b) communicates with people in a form and manner that:
 - is consistent with their level of understanding, culture, background and preferred ways of communicating
 - is appropriate to the purpose of the communication and the context in which it is taking place
 - encourages the effective participation of all involved
- c) recognises and reflects on barriers to effective communication and modifies communication in response
- d) provides feedback to other workers on their communication at appropriate times
- e) keeps accurate and complete records of activities and communications consistent with legislation, policies and procedures.
- f) communicates in a manner that is consistent with relevant legislation, policies and procedures.

Foundation Gateway (Subset Outline)

COMMUNICATION - Level: 2

Level Indicators:

- a) communicates with a range of people on a range of matters in a form that is appropriate to them and the situation
- b) improves the effectiveness of communication through the use of communication skills
- c) constructively manages barriers to effective communication
- d) keeps accurate and complete records consistent with legislation, policies and procedures
- e) communicates in a manner that is consistent with relevant legislation, policies and procedures

<p>Examples Of Application: a) Communicates effectively with co-workers across the Health Board and organisation, through the use of effective interpersonal skills and a variety of communication methods.</p> <p>Acknowledging the different levels of others understanding and perspective . Identify and employ suitable verbal and non-verbal communication skills with patients who may have difficulties in understanding or communicating e.g. hearing loss, altered perception, expressive and receptive dysphasia, pain, fear or the inability to accept diagnosis.</p> <p>Communicate service issues with senior physiotherapy management.</p> <p>Involvement in Health Board wide clinical team/focus group meetings to ensure the effective exchange of information across the team and the coordination of Health Board wide service delivery.</p> <p>Educate patients/relatives/carers regarding the nature of the condition and the aims of physiotherapy intervention.</p> <p>Communicate complex patient related information effectively to ensure collaborative working within the physiotherapy service and with other professionals across health and other agencies to ensure the delivery of a co-ordinated multidisciplinary service.</p> <p>b) Adapts mode of communication/presentation to meet the needs of the target audience.</p> <p>Shows an understanding and breadth of knowledge of the issues involved and how they will impact on the individual/service/organisation.</p> <p>Openly discusses issues, listening to opinions and facilitating open discussion.</p> <p>c) Is aware of and proactively manages potential barriers of communication e.g. use of abbreviations, jargon etc.</p> <p>Change format and simplify content to meet the needs of the recipient e.g. user friendly.</p> <p>Use appropriate communication aids.</p> <p>Presents a positive self image.</p> <p>Ensure Health Board ID badge is visible.</p> <p>To assess patients' capacity, gain valid informed consent to treatment and where such capacity is lacking/absent to work within a legal framework in the management of the patient.</p> <p>Advising other professionals on complex patient intervention.</p> <p>Participating in and if requested lead departmental meetings to ensure the effective exchange of information across the team and co-ordination of local service delivery.</p> <p>d) Using the appropriate communication tools e.g. OSCAR, sandwich method to feedback to others.</p> <p>e) Completes all appropriate documentation in accordance with legislation and organisational policies and procedures e.g. complaints, medical device alerts, governance issues, updated policy and procedures.</p> <p>Ensures all documentation is completed in a timely manner.</p>	<p>Examples of Application: a) Communicates effectively with patients, groups as part of the clinical process, relatives, carers, families, visitors, the public and their representatives, managers, colleagues, managers and staff from other agencies.</p> <p>The communication will address a range of information needs encompassing e.g. care planning, discharge planning, multidisciplinary objective setting, negotiating with patient/carer regarding treatment goals and clinical process. Provide reliable verbal guidance re treatment and management of condition e.g. education regarding the disease process, self management, posture & mobility etc. Relating sensitive information regarding prognosis e.g. limited rehabilitation potential, long term pain, palliative care. Reporting of changes in presentation to other members of Multidisciplinary team e.g. progress, deterioration in condition, potential for recovery, providing reliable feedback to colleagues when representing a professional group at meetings/forums. Sharing information and opinions via a clinical handover/supervision process (this can be formal or informal).</p> <p>Communication will take a number of forms including:</p> <ul style="list-style-type: none">- oral communication. At times patients/carers will have cognitive, communication or hearing disorders that will require a modified approach to verbal communication.- considered use of gesture.- written communication (e.g. recording reliably in client record based on documentation standards, handover documentation).- electronic communication (e.g. email, databases).- may act as third party as interpreter and translator if another therapist is non-Welsh speaking or formal signing skills are necessary .- the use of communication aids as required. <p>b) Responds to others with sensitivity. This will include active listening, constructive use of non-verbal skills and body language, teaching, informed and sensitive questioning and an acknowledgement of the impact of verbal instruction on performance (inappropriate/excessive verbal instruction can impede performance),</p> <p>c) Demonstrate an understanding of the impact of the environment on communication, actively recognising and managing factors that will compromise the effectiveness of communication. This will include modifying the environment to reduce the distraction of extraneous noise and improve privacy;</p> <p>modifying the form and style of communication to accommodate cognitive and communication problems, emotional distress, physical impairment, different levels of knowledge and understanding; modifying the nature of communication to accommodate different professional and social values including:</p> <p>conflict of interest between client and carer and volatile home situation.</p> <p>A number of personal strategies may be considered in order to improve communication such as simplifying the content of the dialogue, providing</p>
---	---

To produce comprehensive patient related reports for other disciplines or agencies relating to assessment findings and/or treatment outcomes.

f) Works within national and local policies, procedures and guidelines e.g. patient confidentiality, Freedom of Information Act, etc.

To ensure accurate, comprehensive and up to date clinical records are maintained in accordance with Health Board guidance and professionally agreed criteria and legislation.

supporting information (written guidance to support verbal), using communication aids including an interpreter, changing the pace of information giving, repeating information as often as required.

Presents a positive image of her/himself and the service as this impacts on the perceived credibility and reliability of information given.

d) Keeps accurate and complete patient records consistent with HPC and CSP standards as well as ABHB Record Keeping Policies. Also maintains departmental information to comply with health and safety policy (such as medical devices, lone worker and manual handling policy). Records individual incidents through such procedures as incident reporting and Child & Vulnerable Adult Protection.

e) Maintains a balance between information sharing and confidentiality in all written and verbal communication in line with HPC and CSP standards,
- Caldicott guidance, the WASPI, freedom of information and data protection legislation.

Second Gateway (Full Outline)

PERSONAL AND PEOPLE DEVELOPMENT - Level: 3

Level Indicators:

- 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.

Foundation Gateway (Subset Outline)

PERSONAL AND PEOPLE DEVELOPMENT - Level: 2

Level Indicators:

- a) assesses and identifies:
 - feedback from others on own work
 - how s/he is applying knowledge and skills in relation to the KSF outline for the post
 - own development needs and interests in the current post
 - what has been helpful in his/her learning and development to date
- 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 Application: a) Prepares self to participate in annual personal development review in line with KSF post outline and Health Board policy.

Maintenance of portfolio.

Demonstrates reflective practice and evidence-based practice and applies skills and knowledge to workplace. Reflects and shares internal and external learning opportunities. Feeds back effectiveness of learning/ training to others.

b) Identifies and agrees with reviewer, own learning needs against the KSF outline and ways to achieve these in the personal review process.

Take responsibility for own personal development, actively seeking out learning and training as agreed in the PDP.

Critically appraise new/changing theoretical models, policies or legislation.

Develop new knowledge & skills in new area.

Develop new knowledge & skills in own work area.

Develop strategies to manage emotional & physical impact of work.

Keeping up to date with evidence based practice.

Keeping up to date with information technology.

Maintaining work-life balance & personal wellbeing.

Managing stress.

Updating skills/knowledge in own work area.

c) Personal development includes taking part in development review process, identifying what you are doing well and areas for development.

Identifying your own learning needs and interests and how to address these.

On the job learning including learning by doing, reflective practices, participating in specific areas of work, learning from others, professional supervision and obtaining workplace qualifications.

Off the job learning on your own e.g. private study or distance learning.

Off the job learning with others e.g. induction formal courses.

d) Evaluates the effectiveness of learning and it's impact on own work , providing feedback from study days/courses to the team in relation to effectiveness and suitability.

e) Act as coach, role model, mentor or reviewer.

Demonstrate to others how to do something effectively .

Discussing issues & suggesting solutions.

Facilitating networks of practitioners to learn from each other.

Provide feedback & encouragement to others.

Provide information & advice.

Provide professional supervision.

Sharing own knowledge skills & experience.

Supporting those who are focusing on specific learning to improve their work & practice.

Supporting others on work placements, secondments & placements.

Supporting staff in attending mandatory training.

Examples of Application: a) By working with others, personal reviewer, colleagues, both inside and outside of the immediate work team, the wider NHS community, outside agencies such as the police, the public etc, take on board feedback/comments/suggestions to assess personal development and identify development requirements.

- Demonstrate that they have taken this feedback into account when considering amending behaviour/practice.

- Show that they have reflected on own learning needs and organisations needs when determined how best to progress.

- Identifying which learning aids were particularly good for them e.g. feedback from formal training, on the job learning, questionnaires etc.

b) Demonstrate pro-activity in suggesting areas for own learning and development.

Be proactive in and take responsibility for own personal development.

c) Taking part in Personal Development includes:

-The Development Review process, identifying what you are doing well and areas for development.

- Identifying your own learning needs and interests and how to address these.

- On the job learning including learning by doing, reflective practices, participating in specific areas of work, learning from others, and obtaining workplace qualifications.

- Off the job learning on your own e.g. private study or distance learning.

- Off the job learning with others e.g. induction formal courses etc, evaluating effectiveness of learning taking active part in learning opportunities.

d) Through reflective practice and the evaluation of training/learning opportunities feedback to others any person or team benefits/problems of the training/learning.

e) Keep an up to date record in portfolio and on e-KSF Tool of personal development.

f) Help others in their development and their ability to perform the necessary tasks as identified in their job description which might be, during induction, during ongoing work or when changes to working practices are being made.

f) Ensure the development of others is in line with legislation which may relate to confidentiality, data protection, disability, diversity, employment, equality, human rights, information & related technology, language, learning & development.
Facilitates reflective practice with team members.

g) Contributes to the development of the workplace as an environment which is conducive to training development and learning e.g. sharing information from study days and other experiential learning.

Second Gateway (Full Outline)

HEALTH, SAFETY AND SECURITY - Level: 2

Level Indicators:

- a) identifies and assesses the potential risks involved in work activities and processes for self and others
- b) identifies how best to manage the risks
- c) undertakes work activities consistent with:
 - legislation, policies and procedures
 - the assessment and management of risk
- d) takes the appropriate action to manage an emergency summoning assistance immediately when this is necessary
- e) reports actual or potential problems that may put health, safety and security at risk and suggests how they might be addressed
- f) supports others in maintaining health, safety and security.

Foundation Gateway (Subset Outline)

HEALTH, SAFETY AND SECURITY - Level: 2

Level Indicators:

- a) identifies and assesses the potential risks involved in work activities and processes for self and others
- b) identifies how best to manage the risks
- c) undertakes work activities consistent with:
 - legislation, policies and procedures
 - the assessment and management of risk
- d) takes the appropriate action to manage an emergency summoning assistance immediately when this is necessary
- e) reports actual or potential problems that may put health, safety and security at risk and suggests how they might be addressed
- f) supports others in maintaining health, safety and security.

<p>Examples Of Application: a) Undertake initial risk assessment in the workplace and considering the effects relating to Health and Safety and security on self and others (patients, colleagues, public, etc).</p> <p>Take reasonable care for the health, safety and security of themselves and other persons who may be affected by their acts or omissions whilst at work.</p> <p>b) Identify any risks, potential risks or hazards and take the appropriate action to manage the risk. Issues relating to environment, physical and verbal abuse security of self and working environment.</p> <p>To manage clinical risk within own patient caseload.</p> <p>c) Be aware of legislation, policies, and procedures relating to Health and Safety and security and ensure working practice is carried out in accordance with them. Is aware of departmental Health and Safety action plan and undertakes work activities in line with plan.</p> <p>d) Knowledge of and training in legislation, policies and procedures relating to emergency situations (fire, personal safety, security, evacuation etc) and carry out the appropriate action in line with department/ Health Board policies and procedures summoning assistance as required.</p> <p>To participate in mandatory/statutory training as outlined in the Therapies Health and Safety Policy</p> <p>To attend annual Child Protection training where appropriate to the job role .</p> <p>e) Identify and report, any risks or potential risks, problems or hazards relating to Health and Safety and security. Using the appropriate procedures and offer suggestions to deal with them.</p> <p>To be responsible for any records they create, use or handle.</p> <p>To observe the Data Protection Act 1998.</p> <p>Acknowledge the importance of health records and their personal responsibilities.</p> <p>f) Offer informal help and support to others (colleagues, patients, public etc), to help them with maintaining their Health and Safety and security. Ensure staff attend mandatory training and update training when required.</p> <p>To take responsibility for the safe use of equipment and to advise appropriate personnel of the need to review availability of suitable resources for patient care.</p>	<p>Examples of Application: a) Undertake initial risk assessment in the workplace and considering the effects relating to Health and Safety and security on self and others (patients, colleagues, public, etc).</p> <p>Take reasonable care for the health, safety and security of themselves and other persons who may be affected by their acts or omissions whilst at work.</p> <p>b) Identify any risks, potential risks or hazards and take the appropriate action to manage the risk. Issues relating to environment, physical and verbal abuse security of self and working environment.</p> <p>To manage clinical risk within own patient caseload.</p> <p>c) Be aware of legislation, policies, and procedures relating to Health and Safety and security and ensure working practice is carried out in accordance with them. Is aware of departmental Health and Safety action plan and undertakes work activities in line with plan.</p> <p>d) Knowledge of and training in legislation, policies and procedures relating to emergency situations (fire, personal safety, security, evacuation etc) and carry out the appropriate action in line with department/ Health Board policies and procedures summoning assistance as required.</p> <p>To participate in mandatory/statutory training as outlined in the Therapies Health and Safety Policy</p> <p>To attend annual Child Protection training where appropriate to the job role .</p> <p>e) Identify and report, any risks or potential risks, problems or hazards relating to Health and Safety and security. Using the appropriate procedures and offer suggestions to deal with them.</p> <p>To be responsible for any records they create, use or handle.</p> <p>To observe the Data Protection Act 1998.</p> <p>Acknowledge the importance of health records and their personal responsibilities.</p> <p>f) Offer informal help and support to others (colleagues, patients, public etc), to help them with maintaining their Health and Safety and security. Ensure staff attend mandatory training and update training when required.</p> <p>To take responsibility for the safe use of equipment and to advise appropriate personnel of the need to review availability of suitable resources for patient care.</p>
---	--

Second Gateway (Full Outline)

SERVICE IMPROVEMENT - Level: 2

Level Indicators:

- a) discusses and agrees with the work team
 - the implications of direction, policies and strategies on their current practice
 - the changes that they can make as a team
 - the changes s/he can make as an individual
 - how to take the changes forward
- b) constructively makes agreed changes to own work in the agreed timescale seeking support as and when necessary
- c) supports others in understanding the need for and making agreed changes
- d) evaluates own and other's work when required to do so completing relevant documentation
- e) makes constructive suggestions as to how services can be improved for users and the public
- f) constructively identifies issues with direction, policies and strategies in the interests of users and the public.

Foundation Gateway (Subset Outline)

SERVICE IMPROVEMENT - Level: 2

Level Indicators:

- a) discusses and agrees with the work team
 - the implications of direction, policies and strategies on their current practice
 - the changes that they can make as a team
 - the changes s/he can make as an individual
 - how to take the changes forward
- b) constructively makes agreed changes to own work in the agreed timescale seeking support as and when necessary
- c) supports others in understanding the need for and making agreed changes
- d) evaluates own and other's work when required to do so completing relevant documentation
- e) makes constructive suggestions as to how services can be improved for users and the public
- f) constructively identifies issues with direction, policies and strategies in the interests of users and the public.

<p>Examples Of Application: a) Ensure the team understands how changes in the organisation will impact on the work place.</p> <p>Encourage members of the team to share, discuss and work together in developing ideas and how they can be put into practice.</p> <p>Monitors and reviews own practice to identify any required changes to practice.</p> <p>Contribute to and guide the implementation of improvements to services in own areas of responsibility.</p> <p>Put into practice the strategies and plans for change in line with the available resources.</p> <p>b) Can provide evidence of changes to practice in accordance with Personal Development Plan within agreed timescales.</p> <p>Respond positively and creatively to feedback making the required changes to service delivery.</p> <p>c) Ensure your explanations in relation to service changes/improvements (oral or written) are clear and concise.</p> <p>Provide ongoing support, encouragement and resources to members of the team if required and help them by identifying and removing any barriers that is affecting their ability to participate in the changes.</p> <p>Identify, assess and deal with problems and barriers to change in a sensitive and non-discriminatory manner.</p> <p>d) Considers own work against agreed standards e.g. professional standards, local standards. Assist in evaluation of others work to ensure they work to agreed standards.</p> <p>Produces accurate, legible documentation in line with current legislation if required.</p> <p>e) Discuss and agree with members of the team those ideas, which should be developed further, how they should be developed and the required resources.</p> <p>Makes sure change to service delivery are effective and meets the needs of users and the public.</p>	<p>Examples of Application: a) Ensure the team understands how changes in the organisation will impact on the work place.</p> <p>Encourage members of the team to share, discuss and work together in developing ideas and how they can be put into practice.</p> <p>Monitors and reviews own practice to identify any required changes to practice.</p> <p>Contribute to and guide the implementation of improvements to services in own areas of responsibility.</p> <p>Put into practice the strategies and plans for change in line with the available resources.</p> <p>b) Can provide evidence of changes to practice in accordance with Personal Development Plan within agreed timescales.</p> <p>Respond positively and creatively to feedback making the required changes to service delivery.</p> <p>c) Ensure your explanations in relation to service changes/improvements (oral or written) are clear and concise.</p> <p>Provide ongoing support, encouragement and resources to members of the team if required and help them by identifying and removing any barriers that is affecting their ability to participate in the changes.</p> <p>Identify, assess and deal with problems and barriers to change in a sensitive and non-discriminatory manner.</p> <p>d) Considers own work against agreed standards e.g. professional standards, local standards. Assist in evaluation of others work to ensure they work to agreed standards.</p> <p>Produces accurate, legible documentation in line with current legislation if required.</p> <p>e) Discuss and agree with members of the team those ideas, which should be developed further, how they should be developed and the required resources. Makes sure change to service delivery are effective and meets the needs of users and the public.</p>
---	---

Second Gateway (Full Outline)

QUALITY - Level: 3

Level Indicators:

- a) acts consistently with legislation, policies, procedures and other quality approaches and promotes the value of quality approaches to others
- b) understands own role in the organisation and its scope and identifies how this may develop over time
- c) works as an effective and responsible team member and enables others to do so
- d) prioritises own workload and organises and carries out own work in a manner that maintains and promotes quality
- e) evaluates the quality of own and others' work and raises quality issues and related risks with the relevant people
- f) supports the introduction and maintenance of quality systems and processes in own work area
- g) takes the appropriate action when there are persistent quality problems.

Foundation Gateway (Subset Outline)

QUALITY - Level: 2

Level Indicators:

- a) acts consistently with legislation, policies, procedures and other quality approaches and encourages others to do so
- b) works within the limits of own competence and levels of responsibility and accountability in the work team and organisation
- c) works as an effective and responsible team member
- d) prioritises own workload and organises own work to meet these priorities and reduce risks to quality
- e) uses and maintains resources efficiently and effectively and encourages others to do so
- f) monitors the quality of work in own area and alerts others to quality issues.

Examples Of Application: a) Ensures that the service he/she is responsible for is delivered in a manner that is consistent with legislation policies and procedures to ensure quality standards. Advise and guide others in team to do same.
Follows policies and procedures within own role e.g. fire safety, manual handling, accident and incident reporting etc. Encourage a qualitative approach to service delivery. Observe and abide by the HPC and CSP Professional standards.
Contributes to and promotes a culture that creates innovation and developments in practice to maintain a quality service.
b) Understands the scope and responsibilities of their role in relation to quality standards and future quality initiatives that may develop e.g. Involvement in the Clinical Governance Agenda/Clinical Futures.
c) Contributes to/responsible for developing an effective team. Agreeing objectives and regularly reviewing achievements and training requirements with individual staff, enabling team members to be part of the process. Review work when priorities change and Implement quality directives.
Take a shared approach to team work and understand how department fits into the wider organisation.
d) Manage and prioritise own workload. Assess and prioritise workload to minimise risks e.g. availability of sufficient resources to deliver a service , adequate staffing levels, funding, by keeping abreast of current developments, use of evidence based practice etc.
Role model for other junior staff/students promoting the need for quality in service delivery in line with directives such as the NICE guidelines, National Standards.
Implements quality directives to promote Clinical Governance Agenda e.g. NICE guidelines.
e) Ensures that processes are in place to monitor and evaluate quality of the service e.g. through audit, analysis and feedback. He/she will ensure that all relevant quality issues or potential risks are communicated to the appropriate person for the necessary action to be taken to address them.
f) Have a positive attitude to quality improvements/initiatives introduced to the work area and promote and maintain as necessary e.g. new departmental protocol.
Ensures that systems are in place to identify problem areas in relation to quality issues e.g. Clinical Governance, National and Professional Standards.
g) Identifies and investigate issues and take action in accordance with Health Board/departmental policies where quality is being impaired, gaining information from various sources such as audit, complaints, incidents reporting etc.
Take the appropriate action in order that working practice can be changed to ensure the maintenance of a quality service in line with National and Professional Standards.

Examples of Application: a) Has knowledge of and practices within the quality framework prescribed by CSP, HPC, best practice and evidence based guidance. In addition complies with legislation, policies and procedures relevant to working/clinical practice e.g. infection control, data protection, manual handling, human rights and anti-discriminatory practices. Will also actively encourage others to comply.
b) Understands and recognises limitations of own role, legitimate scope of practice, responsibilities and accountability within professional practice as well as the team and organisation.
c) Being an effective team member would include such aspects as:
- arriving and leaving promptly and working effectively during agreed hours
- to interrelate with others as part of a multidisciplinary team.
- to work flexibly as part of the physiotherapy team, supporting reliable cross cover arrangements as required.
- participate in the development of departmental policies, procedures, standards and guidelines.
- be proactive in identifying quality issues at work, proposing and taking agreed actions to remedy them.
- presenting a positive impression of the Physiotherapy department and the service including the capacity to describe the role of the profession.
- appropriate use of initiative in relation to unpredicted change in care process (e.g. supporting and acknowledging the needs of clients/carers during unforeseen rehabilitation complications).
- recognising, respecting and promoting the different roles that individuals have in the multidisciplinary team. Relaying information to other professional groups as necessary (possibly prompting a change in agreed care plan).
- recognising, respecting and promoting the diversity of the multidisciplinary team (e.g. flagging of possible need for referral to another professional groups).
- taking a shared approach to team work (e.g. developing reciprocal treatment plan with other professions as part of multidisciplinary working).
- understanding own role in the designated Physiotherapy team and the wider service.
d) Prioritises and organises own workload acknowledging service pressures, manpower constraints and caseload prioritisation, whilst maintaining a high quality service.
e) Delivers a clinical service acknowledging the requirement to provide value for money, this will include resource management such as:
- time i.e. demonstrating good time management and fitting administrative and maintenance tasks around clinical work.
- travel e.g. clustering home visits around a locality.
- flexible and creative use of clinical environments e.g. sharing space with other teams/professional groups
- effective loan, tracking and maintenance of equipment and tools.

- efficient application of patient and public condition management literature and teaching resources.
- materials and specialist equipment e.g. issue of strapping, mobility aids, specialist seating is based on evidence based guidance.
- f) Continuously monitors the quality of work in own area and alerts others to issues such as:-
 - complaints procedure and the requirement to diffuse.
 - data and information gaps e.g. clinical recording and data collection.
 - health, safety and security.
 - incident and hazard reporting.
 - lack of knowledge or evidence on which to base the work e.g. not having experience with a specialist client group and the need to gain it.
 - alerts their line manager to mistakes and errors in care delivery (pertinent to their level of knowledge & responsibility).
 - disjointed/conflicting information/communication e.g. conflicting clinical objectives in a multidisciplinary service.
 - efficient use of resources e.g. appropriate delegation of duties to others.
 - highlight variations in demand and capacity to line manager.

Second Gateway (Full Outline)

EQUALITY AND DIVERSITY - Level: 2

Level Indicators:

- a) recognises the importance of people's rights and acts in accordance with legislation, policies and procedures
- b) acts in ways that:
 - acknowledge and recognise people's expressed beliefs, preferences and choices
 - respect diversity
 - value people as individuals
- c) takes account of own behaviour and its effect on others
- d) identifies and takes action when own or others' behaviour undermines equality and diversity.

Foundation Gateway (Subset Outline)

EQUALITY AND DIVERSITY - Level: 2

Level Indicators:

- a) recognises the importance of people's rights and acts in accordance with legislation, policies and procedures
- b) acts in ways that:
 - acknowledge and recognise people's expressed beliefs, preferences and choices
 - respect diversity
 - value people as individuals
- c) takes account of own behaviour and its effect on others
- d) identifies and takes action when own or others' behaviour undermines equality and diversity.

<p>Examples Of Application: a) Demonstrates an awareness and understanding of the importance of people's rights, equality legislation, policies and procedures e.g. Disability Discrimination Act, Race Relations Amendment Act and Human Rights Act etc and acts within the law. Understands the requirements of the Health Boards Equality, Diversity Strategy and relevant policies and acts according to the principles of these.</p> <p>b) Is able to recognise, acknowledge and understand peoples different needs e.g. cultural, religious, language, disability, gender etc, as appropriate to their working area, e.g. patient assessments (clinical) language choice/information in accessible formats (administration) etc. Ensures during day to day working practice that they do not discriminate against people by failing to recognise and meet individual needs.</p> <p>c) Is aware of how own behaviour can affect others and the potential impact of their own value base and cultural identity, in relation to their ability to demonstrate respect for diversity and the value of people as individuals.</p> <p>d) Is able to identify when their own and other's behaviour undermines equality and diversity and take appropriate action. This may include;</p> <ul style="list-style-type: none">- Behaviour of staff in area of responsibility.- being responsible for own professional actions.- using appropriate strategies to manage aggressive behaviour.- recognising potential conflict and breakdown of relationships. <p>Ensuring staff adherence to relevant policies e.g. bullying and harassment, whistle blowing and complaints.</p> <p>Identifies when equality and diversity standards are not being met and takes appropriate action.</p>	<p>Examples of Application: a) Demonstrates an awareness and understanding of the importance of people's rights, equality legislation, policies and procedures e.g. Disability Discrimination Act, Race Relations Amendment Act and Human Rights Act etc and acts within the law. Understands the requirements of the Health Boards Equality, Diversity Strategy and relevant policies and acts according to the principles of these.</p> <p>b) Is able to recognise, acknowledge and understand peoples different needs e.g. cultural, religious, language, disability, gender etc, as appropriate to their working area, e.g. patient assessments (clinical) language choice/information in accessible formats (administration) etc. Ensures during day to day working practice that they do not discriminate against people by failing to recognise and meet individual needs.</p> <p>c) Is aware of how own behaviour can affect others and the potential impact of their own value base and cultural identity, in relation to their ability to demonstrate respect for diversity and the value of people as individuals.</p> <p>d) Is able to identify when their own and other's behaviour undermines equality and diversity and take appropriate action. This may include;</p> <ul style="list-style-type: none">- Behaviour of staff in area of responsibility.- being responsible for own professional actions.- using appropriate strategies to manage aggressive behaviour.- recognising potential conflict and breakdown of relationships. <p>Ensuring staff adherence to relevant policies e.g. bullying and harassment, whistle blowing and complaints.</p> <p>Identifies when equality and diversity standards are not being met and takes appropriate action.</p>
---	--

Second Gateway (Full Outline)

ASSESSMENT AND TREATMENT PLANNING - Level: 4

Foundation Gateway (Subset Outline)

ASSESSMENT AND TREATMENT PLANNING - Level: 3

Level Indicators:

- a) identifies and evaluates:
 - the particular factors which contribute to the complex nature of the cases
 - evidence from similar cases which may inform the approach to be taken
 - the nature and urgency of the case
- b) determines and plans the range and sequence of assessments that evidence suggests are most likely to provide answers to the clinical questions, including:
 - the specific activities to be undertaken
 - any modifications to standard procedures/protocols
 - methods, techniques and equipment to be used
 - the risks to be managed
- c) respects people's dignity, wishes and beliefs; involves them in shared decision making; and obtains their consent
- d) carries out assessments in line with evidence based practice, legislation, policies and procedures and/or established protocols / established theories and models, monitoring individuals and adjusting the approach in the light of arising information and any significant changes or risks
- e) considers and interprets all of the information available using systematic processes of reasoning and reaches justifiable conclusions, including the making of a differential diagnosis and the listing and rank of possible alternatives if appropriate, and explains the outcomes to individuals
- f) develops and records treatment plans that are:
 - appropriate to the clinical context
 - consistent with the outcomes of assessment and the most probable diagnosis
 - identify the risks that need to be managed
 - have clear goals
 - involve other practitioners and agencies as and when necessary
 - are consistent with the resources available
 - note people's wishes and needs that it was not possible to meet
- g) coordinates the delivery of treatment plans feeding in relevant information to support wider service planning
- h) monitors the implementation of treatment plans and makes changes as a result of emerging information
- i) identifies individuals whose needs fall outside own expertise and makes referrals to the appropriate practitioners with the necessary degree of urgency.

Level Indicators:

- a) evaluates relevant information to plan the range and sequence of assessment required and determines:
 - the specific activities to be undertaken
 - the risks to be managed
 - the urgency with which assessments are needed
- b) selects appropriate assessment approaches, methods, techniques and equipment, in line with
 - individual needs and characteristics
 - evidence of effectiveness
 - the resources available
- c) respects people's dignity, wishes and beliefs; involves them in shared decision making; and obtains their consent
- d) prepares for, carries out and monitors assessments in line with evidence based practice, and legislation, policies and procedures and/or established protocols / established theories and models
- e) monitors individuals during assessments and takes the appropriate action in relation to any significant changes or possible risks
- f) evaluates assessment findings/results and takes appropriate action when there are issues
- g) considers and interprets all of the information available using systematic processes of reasoning to reach a justifiable assessment and explains the outcomes to those concerned
- h) determines and records diagnosis and treatment plans according to agreed protocols / pathways / models and that are:
 - consistent with the outcomes of the assessment
 - consistent with the individual's wishes and views
 - include communications with other professions and agencies
 - involve other practitioners and agencies when this is necessary to meet people's health and wellbeing needs and risks
 - are consistent with the resources available
 - note people's wishes and needs that it was not possible to meet
- i) monitors and reviews the implementation of treatment plans and makes changes within agreed protocols / pathways / models for clinical effectiveness and to meet people's needs and views
- j) identifies individuals whose needs fall outside protocols / pathways / models and makes referrals to the appropriate practitioners with the necessary degree of urgency.

<p>Examples Of Application: a) Exercises the highest degree of personal professional autonomy advanced clinical reasoning and decision making in the delivery of a comprehensive whole system patient focused approach.</p> <p>Utilises expert knowledge to triage referrals to appropriate service taking into consideration complexity and urgency of condition.</p> <p>To be professionally and legally accountable for a highly-specialised patient caseload and to decide priorities for own work area, balancing other patient related and professional demands.</p> <p>b) Effectively plans clinical workloads including patient selection , prioritisation and time management to promote quality of care.</p> <p>To undertake the comprehensive assessment and accurate diagnosis of patients , including those with an extremely complex presentation, using investigative, palpitory, analytical and clinical reasoning skills.</p> <p>Considers all aspects of a comprehensive assessment which may include; a range of alternative assessment/investigative procedures.</p> <p>Undertakes a comprehensive assessment and accurate diagnosis of patients including those with an extremely complex presentation using extended investigative, analytical and advance clinical reasoning skills.</p> <p>Works closely with patient/client, carers and families if required, in order to agree a plan of management.</p> <p>Uses evidence or research based practice/outcome measures to inform specialist clinical practice.</p> <p>Considers any risks that may occur and put management plan to address these in place.</p> <p>c) Works in a manner that respects individual's dignity and wishes . Adjusts assessment process accordingly in line with patients/client, family's wishes, preferences, culture, religion.</p> <p>Ensures patient/client, family, if required, are fully involved and participate in the formulation of investigation or treatment plans.</p> <p>Assesses patient's capacity, gains valid informed consent to treatment and where such capacity is lacking or absent, works within a legal framework in the management of the patient.</p> <p>d) Carries out assessments in line with legal and procedural requirements which may relate to:</p> <ul style="list-style-type: none">- legal framework relating to children and vulnerable adults.- meeting the rights and standards of the patient charter, Equality and Diversity legislation.- maintaining up to date and accurate case notes that meet CSP professional standards and Health Boards policy on record keeping.- ensuring the confidentiality of patient health records is maintained.- ensuring accurate, comprehensive and up to date clinical records are maintained in accordance with health Boards guidance and professionally agreed criteria.- producing comprehensive patient related reports for other disciplines or	<p>Examples of Application: a) Undertakes subjective and objective patient assessment in line with appropriate minimal data set or CSP standards of practice.</p> <p>b) Demonstrates clinical reasoning relating to the individuals needs, best practice, resource availability, to justify assessment techniques used. Ability to liaise with MDT, patient and family as appropriate.</p> <p>c) Obtains patients' informed consent involving patient in the decision making process and making adjustments as required.</p> <p>d) Prepares self and environment for assessment process in line with best practice e.g. NICE guidelines, CSP standards of practice. Has an awareness of local policies and protocols to ensure a holistic assessment approach.</p> <p>e) Is able to adapt assessment approach in relation to significant changes or possible risks as a result of ongoing monitoring.</p> <p>f) Interpret assessment results and take the appropriate action, refer, adjust plan, ensuring involvement of patient, should any issues or concerns be identified.</p> <p>g) Able to formulate and record a reasoned treatment plan in accordance with agreed protocols/pathways and patient's wishes considering all aspects of assessment. Sharing information with others. Able to adapt a treatment plan to make relevant changes.</p> <p>h) Record problem list and treatment plan in line with record keeping procedures and best practice. Include all aspects of the comprehensive assessment for consideration when developing a structured plan.</p> <ul style="list-style-type: none">- patient's wishes, beliefs, culture.- information, involvement of others, MDT.- Justifying Reason for plan. <p>i) Aware of own limitations and appropriate referral point to others identify the degree of urgency in the referral.</p> <p>j) Continual monitoring, evaluation and adaptation of treatment and treatment plan in accordance with protocols, pathways, models and patients needs and views.</p>
---	---

- agencies relating to assessment findings and or treatment outcomes.
- e) Makes an appropriate differential diagnosis and specialist clinical decisions based on evidence from detailed and comprehensive assessment of the condition. Applies expert knowledge to inform clinical reasoning resulting in appropriate management plan.
- Explains findings, expectations of treatment and management programme to patients/ clients in an appropriate manner.
- f) Formulates individualised clinical management programmes, utilising a wide range of treatment skills and options, including extended scope skills to plan a highly specialised programme of care.
- Demonstrates and promotes the use of best practice including the use of evidence based standards and protocols.
- To communicate with empathy, patient information which may be of a complex and sensitive nature.
- To receive complex patient related information from patients, relatives, carers and other professionals to effectively plan and develop individual case management.
- Identifies any possible risks and agrees management plan to address these.
- Involves other agencies, such as MDT and refers to other services when appropriate.
- Identifies any wishes expressed by patient/client that it is not possible to meet and indicates discussion around these issues.
- To involve patient in the decision making process ensuring consent for treatment is received.
- g) Involves other agencies that may feed into Physiotherapy in the wider treatment plan in the delivery of the holistic care plan where evidence/research based practice identifies a benefit to the patient or the service.
- h) Monitors the patient's condition throughout the assessment and makes the appropriate adjustments to the assessment process as required or as additional information becomes available.
- Continually reassesses patients presentation and adjusts programmes through clinical reasoning processes.
- i) Refers to the appropriate agency/specialist within the service or external to the service, providing all the relevant information and specifying the level of urgency, when patients requirements indicate the need.

Second Gateway (Full Outline)

INTERVENTIONS AND TREATMENTS - Level: 4

Foundation Gateway (Subset Outline)

INTERVENTIONS AND TREATMENTS - Level: 3

Level Indicators:

- a) respects individuals' dignity, wishes and beliefs; involves them in shared decision making; and obtains their consent
- b) identifies with the people concerned:
 - goals for the specific interventions / treatments to be undertaken within the context of the overall treatment plan and the individual's physiological and/or psychological functioning
 - the nature of the different interventions / treatments given the complexity of the issues and/or the seriousness of the illness
 - relevant care pathways
 - the involvement of other people and/or agencies
 - relevant evidence-based practice and/or clinical guidelines / theories and models
 - any specific precautions or contraindications to the proposed interventions / treatment and takes the appropriate action
 - how to manage potential risks
- c) undertakes interventions / treatments in a manner that is consistent with:
 - evidence-based practice and/or clinical guidelines / theories and models
 - multidisciplinary team working
 - his/her own knowledge, skills and experience
 - legislation, policies and procedures
 - applying own skills, knowledge and experience and using considered judgment to meet individual's complex needs
 - d) takes the appropriate action to address any issues or risks
 - e) evaluates the effectiveness of the interventions / treatments and makes any necessary modifications
 - f) provides effective feedback to inform the overall treatment plan
 - g) makes complete records of the interventions / treatments undertaken, people's health and wellbeing, needs and related risks
 - h) responds to, records and reports any adverse events or incidents relating to the intervention/treatment with an appropriate degree of urgency.

Level Indicators:

- a) respects individuals' dignity, wishes and beliefs; involves them in shared decision making; and obtains their consent
- b) identifies with the individuals concerned:
 - goals for the specific activities to be undertaken within the context of the overall treatment plan and the individual's physiological and/or psychological functioning
 - the nature of the different aspects of the intervention / treatment
 - the involvement of other people and/or agencies
 - relevant evidence-based practice and/or clinical guidelines
 - any specific precautions or contraindications to the proposed interventions / treatments and takes the appropriate action
- c) prepares appropriately for the intervention / treatment to be undertaken
- d) undertakes the intervention / treatment in a manner that is consistent with:
 - evidence-based practice and/or clinical guidelines / established theories and models
 - multidisciplinary team working
 - his/her own knowledge, skills and experience
 - legislation, policies and procedures and/or established protocols
- e) monitors individuals' reactions to interventions/treatment and takes the appropriate action to address any issues or risks
- f) reviews the effectiveness of the interventions/treatments as they proceed and makes any necessary modifications
- g) provides feedback to the person responsible for the overall treatment plan on its effectiveness and the health and wellbeing and needs of people
- h) makes accurate records of the interventions/treatment undertaken and outcomes
- i) responds to, records and reports any adverse events or incidents relating to the intervention/treatment with an appropriate degree of urgency.

<p>Examples Of Application: a) Works in a manner that respects individual's dignity and wishes.</p> <p>Adjusts assessment process accordingly in line with patients/clients, family's wishes, preferences, culture religion.</p> <p>Ensures patient/client, family are fully involved and participate in the formulation of investigative or treatment plans.</p> <p>Assesses patient's capacity, gains valid informed consent to treatment and where such capacity is lacking or absent works within a legal framework in the management of the patient.</p> <p>b) Involves the patient/client, family fully in decisions relating to investigations, interventions or treatment that is to be undertaken and puts them into context of overall management programme.</p> <p>Considers all aspects of patient's presentation and assessment findings applying relevant evidence based knowledge to ensure a holistic approach to patients care.</p> <p>Considers and informs patient/client, family and carers of any potential risks relating to interventions and agrees management of such risks.</p> <p>Considers specific precautions or contraindications to proposed interventions and takes appropriate actions.</p> <p>Provides expert clinical advice to colleagues/other agencies regarding the management of complex cases and where appropriate takes responsibility for the patients continued management.</p> <p>c) Considers appropriate standards, evidence based knowledge, NICE guidelines and research when undertaking interventions/treatments.</p> <p>Involves appropriate members of MDT when indicated. Formulates individualised clinical management programmes, utilising a wide range of treatment skills and options including extended scope skills, to plan a highly specialised programme of care.</p> <p>Interventions and treatments may include:</p> <ul style="list-style-type: none">- basic and advanced Physiotherapeutic interventions.- a wide range of complex therapeutic procedures and rehabilitative approaches (including exercise therapy, highly skilled manual therapies and rehabilitative approaches).- complex biopsychosocial approaches to the management of conditions.- spontaneous and planned advice, teaching and instruction (educational approaches) of patients, carers and other disciplines, to ensure understanding of the nature of the condition and the aims of Physiotherapeutic intervention. <p>d) Identifies and manages any potential risks associated with any treatment/intervention by removing, reducing or controlling risks following the consideration of all aspects to enable the most effective outcome from the treatment/intervention.</p> <p>Risks may relate to the health status of the patient/client, the environment, the use of equipment etc.</p> <p>e) Utilises an skilled systematic evaluation process to assess the effectiveness of treatment/intervention undertaken and modifies interventions as indicated/required</p>	<p>Examples of Application: a) Obtains patient's informed consent relating to planned intervention/treatment and adjust where appropriate to accommodate patient's preferences, wishes.</p> <p>b) Identifies specific goals and considers a range of treatment options in order to formulate a reasoned and holistic treatment plan to achieve these goals keeping patient fully informed. Able to adapt goals and treatment in line with changes in the patient's condition, evidence-based practice and clinical guidelines. Uses safe and appropriate resources. Works within scope of practice and recognises when to liaise with the MDT.</p> <p>c) Prepare self and working environment ready for treatment/ intervention, wearing appropriate clothing, ensure area is safe and free from risks.</p> <p>d) Undertake procedure/ treatment in accordance with evidence based and reflective practice in accordance with professional clinical standards.</p> <p>e) Monitor patient throughout the treatment/intervention and take appropriate action should any contra indications or risks present.</p> <p>f) Consider the effectiveness of treatment intervention as it proceeds and consider alternatives that may be more appropriate, amending treatment as appropriate.</p> <p>g) Feedback to others, MDT, that may be responsible for the overarching treatment plan, in a timely fashion re the effectiveness of the treatment.</p> <p>h) Complete records of treatment in line with record keeping procedures, professional and legal requirements.</p> <p>i) Record and report to the appropriate person if any adverse effect from the treatment is identified, identifying the degree of urgency required relating to care or referral.</p>
--	---

by patient progress and expert clinical reasoning.

f) Communicates and gives comprehensive feedback to all agencies involved in the care plan/management programme.

Communicates regularly with patient/client providing appropriate feedback and information on progress and any alterations to original management programme.

g) Ensures that accurate, comprehensive and up to date clinical records are maintained in accordance with Health Board guidance and professionally agreed criteria.

h) Takes appropriate action should any adverse reactions or issues of concern arise relating to treatment intervention, following Health Board policies and procedures and instigating any further intervention required.

Take action with the appropriate degree of urgency.

Second Gateway (Full Outline)

INFORMATION PROCESSING - Level: 1

Foundation Gateway (Subset Outline)

INFORMATION PROCESSING - Level: 1

Level Indicators:

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

Level Indicators:

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

<p>Examples Of Application: a) Ensure appropriate action is taken (Input, alter, delete), relating to data and information to address quality issues whilst maintaining confidentiality.</p> <p>Create, amend and modify monitoring forms, reports, spreadsheets etc as necessary for the role of the job, in accordance with the policies and procedures of the Health Board i.e. Freedom of Information, Data Protection etc.</p> <p>Create, amend and modify records in database in accordance with same policies and procedures.</p> <p>Input KSF data on the KSF e-tool.</p> <p>b) To follow standards protocols and procedures in relation to using clinical work station and patient information. Establish information requirements from users of the service in a timely manner.</p> <p>Ensure information from databases and/or paper-based library is accurate and appropriate, complete KSF review documentation inline with Health Board requirements.</p> <p>c) To locate/collate required information and present in relevant format, such as KSF evidence or patient information.</p> <p>d) To demonstrate awareness of relevant legislation, policies and procedures, by ensuring data is stored in accordance with e.g. Freedom of Information Act, Data Protection Act, confidentiality, access to patient's records, access by the appropriate people in relation to KSF, etc.</p> <p>e) Ensure presentation of data is accurate and undertaken in a timely manner at all times. Assure the quality of data produced both in paper format and electronically, adhering to Health Board policy.</p> <p>f) Ensure Confidentiality guidelines are adhered to at all times, in relation to data and information. Update and maintain information in database by contacting all relevant organisations/services on a regular agreed basis.</p> <p>Ensure that all electronic and paper data are filed in a logical way to assist easy retrieval.</p> <p>g) Ensures records are accurately tracked on the appropriate databases. Agree timescales to ensure that the Information from database is up-to-date and current.</p>	<p>Examples of Application: a) Ensure appropriate action is taken (Input, alter, delete), relating to data and information to address quality issues whilst maintaining confidentiality.</p> <p>Create, amend and modify monitoring forms, reports, spreadsheets etc as necessary for the role of the job, in accordance with the policies and procedures of the Health Board i.e. Freedom of Information, Data Protection etc.</p> <p>Create, amend and modify records in database in accordance with same policies and procedures.</p> <p>Input KSF data on the KSF e-tool.</p> <p>b) To follow standards protocols and procedures in relation to using clinical work station and patient information. Establish information requirements from users of the service in a timely manner.</p> <p>Ensure information from databases and/or paper-based library is accurate and appropriate, complete KSF review documentation inline with Health Board requirements.</p> <p>c) To locate/collate required information and present in relevant format, such as KSF evidence or patient information.</p> <p>d) To demonstrate awareness of relevant legislation, policies and procedures, by ensuring data is stored in accordance with e.g. Freedom of Information Act, Data Protection Act, confidentiality, access to patient's records, access by the appropriate people in relation to KSF, etc.</p> <p>e) Ensure presentation of data is accurate and undertaken in a timely manner at all times. Assure the quality of data produced both in paper format and electronically, adhering to Health Board policy.</p> <p>f) Ensure Confidentiality guidelines are adhered to at all times, in relation to data and information. Update and maintain information in database by contacting all relevant organisations/services on a regular agreed basis.</p> <p>Ensure that all electronic and paper data are filed in a logical way to assist easy retrieval.</p> <p>g) Ensures records are accurately tracked on the appropriate databases. Agree timescales to ensure that the Information from database is up-to-date and current.</p>
--	---

Document has ended