

Careers in Healthcare

The Knowledge and Skills Framework and Personal Development Review

Introduction

This information leaflet has been produced by Skills for Health for those who advise people on career options relating to the health sector. It will be helpful to careers advisers, HR and line managers, supervisors, and anyone else who offers information, advice and guidance to prospective and current employees, trainees and those seeking work.

In this leaflet you will find information on:

- ***An overview of the Knowledge and Skills Framework (KSF) and Personal Development Review (PDR) process***
- ***Staff competence and the KSF gateways***
- ***KSF and developing new roles or new ways of working***

The information in this leaflet will help you to understand how Information Advice and Guidance underpins effective skills appraisal processes, and show where to go for the latest developments in new ways of working across the UK.

This information leaflet is one of a series which are on the Skills for Health website. These cover topics such as qualifications, health sector jobs, the voluntary and independent sectors, funding and much more.

Visit www.skillsforhealth.org.uk/careersinformationandadvice to access these guides.

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The information and web links in this document are correct at the time of publication

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The Knowledge and Skills Framework and Personal Development Review Process

Personal Development Review (PDR)

The PDR process or PDP (Personal Development Plan in Scotland), sometimes known as 'appraisal', is the most common way that staff will access information, advice and guidance (IAG) about their learning and development. The process is therefore central to an effective IAG system.

As a personal development reviewer (and as a line manager) you will often be the first person that an employee sees for information and advice on learning and development.

Effective PDR skills and training

Assessment, evaluation and interview skills are of key for managers (reviewers), along with up-to-date knowledge so you can signpost staff to sources of learning and support that will meet their skills and development needs. To find out more, read the 'Signposting, Referral and Partnership' PDF.

What about training and qualifications for managers?

Organisations often provide PDR/PDP training for their managers. If you are responsible for developing or delivering this training then you should ensure that IAG awareness, skills and competences are an integral part.

Some health sector organisations offer IAG (and related) qualifications to appropriate staff, because they recognise that related processes may require some additional skills. See the section on skills and competences in 'Using IAG in the health sector'. This introduces some of the qualifications which may be of help. Explore the e-learning tool for managers on IAG, 'Successful Futures – the importance of information, advice and guidance'.

Are your PDR/PDPs accessible?

Reviewing an employee's development is a two-way process. Managers need to ensure that individuals have the necessary skills to make the most of the process. For example, staff with lower levels of [literacy, language and numeracy](#) skills will need sensitive and appropriate support.

Awareness of LLN supports Lincolnshire health employees

Raising literacy, language and numeracy skills in the workforce is enabling a healthcare Trust to embed Skills for Life and create opportunities for learning, development and career progression.

Read the [Lincolnshire Partnership NHS Foundation Trust](#) case study to find out how opportunities have grown for unregistered staff to become healthcare professionals.

Implementing the Knowledge and Skills Framework (KSF) in the NHS

National Health Service organisations implement the [Knowledge and Skills Framework](#) (KSF) which sets out the knowledge and skills that individuals need to apply in their job roles.

At two pre-defined KSF 'gateways' individuals will need to provide evidence of their competence. Successful progression through these gateways is directly linked to pay progression under '[Agenda for Change](#)'.

IAG awareness and skills would benefit staff involved in administering the KSF, so that they can provide effective support for their staff.

Links which may be of interest:

E-KSF	Institute of Healthcare Management IHM
Chartered Institute for Personnel and Development – Career discussions at work	Health Learning and Skills Advice Line for careers advice and guidance for staff within the health sector (08000 150 850)
Skills for Health core learning unit – e-learning skills to support staff in their core skills	NHS Wales
NHS Employers – Appraisal and simplified KSF	NHS Education for Scotland Information on the PDP and KSF
SOAR Scottish Online Appraisal Resource	UNISON - ulearn
Flying Start NHS Scotland – information for newly recruited professionals	Skills Development Scotland – Improve business performance
NHS Scotland – Virtual learning centre	unionlearn for information to support union learning reps plus training details and union climbing frame information

Staff competence and the KSF gateways

Every health sector organisation developing the competence of its staff is likely to be using some aspect(s) of an IAG process as part of achieving this. For example:

- What processes do you use to assess and support staff who are new to their role?
- How do you ensure that you send the right members of staff on the right course?
- How do you ensure equality of opportunity?
- Do you prefer to grow your own expertise and reduce costs associated with recruitment and retention issues?

How assessment might work - starting with induction

You have a new member of staff and you know they have some relevant experience from their job application and interview. But you don't know what their actual level of competence is, or what skill gaps they may have. Your organisation might choose to assess their skills as part of the induction process. This could highlight a need for additional skills, for example extra support for literacy, language and numeracy.

Building in personal development from day one

Read the [Kent and Medway NHS and Social Care Partnership](#) case study to find out how its workforce is making the most of opportunities to learn from the day people join.

Maximise opportunities for staff and flexibility for your organisation

Take a look at the [Career Frameworks for Health](#) and the linked case studies to help you:

Understand how to use the frameworks to maximise the options and choices that individuals have to develop their skills and/or qualifications.

Explore links between the career frameworks, careers development, competences, employability skills, qualifications and the KSF if you are already in the NHS. A good understanding of these will help you to support staff learning and development effectively.

An effective IAG process will underpin your organisation by ensuring that there are clear systems and processes in place and, most importantly, that you have staff with the necessary skills to support their effective use.

- **The benefit for the employee** is that they are supported at every stage to succeed
- **The organisation will benefit** from an effective and efficient use of resources and a competent member of staff in the minimal amount of time.

Raising people's skills by embedding IAG to support workforce development in rural Northumberland

Read how [Northumberland, Tyne and Wear NHS Foundation Trust](#) adopts a cross organisation approach so that employees can develop their full potential.

The KSF and developing new roles /new ways of working

New roles and new ways of working are key aspects of transforming health sector services. The Knowledge and Skills Framework, along with the personal development review process, plays an important part in career planning for all staff.

Effective IAG is at the heart of this process. It will help you support staff who need to demonstrate a competence based approach to their work - whether in a new role or taking on different responsibilities.

Tips for success

If you're involved in implementing the KSF, new roles or new ways of working here's how you can achieve the best result for the organisation and the individual:

- **Ensure that information is clear and accessible.** Make it available in different formats and through different media
- **IAG skills** will enable you to balance the needs of the organisation with the needs of the individual.
- **Ensure staff are involved** with choices and decisions that affect their jobs. They are more likely to be willing and active participants
- **Are you aware of where to signpost** your staff to the necessary training, learning and qualifications that will underpin their new role?
- **Discuss the options** with your staff. Some routes may suit certain individuals better than others. For example, if someone needs to increase their skills or qualifications, they might consider work-based learning instead of formal learning. Are you aware of different career routes and ways of accessing learning available to your staff?

You may also want to look at:

- 'Routes into Health' (choosing a career section) which has health sector resources that can help staff plan their career routes
- The learning process and learning styles section in 'Supporting staff in their learning'. This has sources of information about courses and qualifications
- 'Signposting, referral and partnership working' provides information on how and where to signpost staff to access the right help and support for their needs.
- Skills for Health's [New and Innovative ways of working](#) programme
- Nationally transferrable [Role templates](#) developed by Skills for Health and employers
- [Developing literacy and numeracy](#) for safe, effective healthcare

Further links which may be of interest:

<u>NHS Wales</u>	<u>NHS Wales – HR Modernisation</u>
<u>NIPEC</u> (Northern Ireland Practice and Education Council for nursing and midwifery) Development Framework	<u>RCN – the KSF explained</u>
<u>GP Appraisal in Scotland</u>	<u>Unison and KSF</u>
<u>Skills for Health</u>	<u>Scottish Government Career Framework for Health</u>