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| **COMPETENCY** | **LEVEL 1** | **LEVEL 2** | **LEVEL 3** | **LEVEL 4** |
| **Effective communication** | -Telephone skills  -Listening skills  -Recording and responding to information and requests  -Proactive patient contacts  -Understanding cultural needs | -Understand and able to use common health and social care terminology  -Able to communicate in multiple formats in order to engage a variety of patients / clients / agencies / professionals | -Skills in enquiry and interpretation of information to identify areas of concern or risk  -Able to give and receive feedback  -Able to negotiate with colleagues; patients and external providers | -Skilled in negotiation and planning at strategic level  -Able to lead teams in patient / client care |
| **Managing information** | -Managing complex information and requests  -I T skills :- Appointments / diaries/ prescriptions / medication / registrations Information governance  -Managing documents and data  -Accountability  -Follow-through  -Effective handover  -Attention to detail | -Collating data  -Writing reports  -Managing databases  -Understanding basic principles of audit  -Able to take minutes in meetings  -Able to develop monitoring systems  -Understanding of the Data Protection Act  -Able to implement action points from care plans | -Able to use risk analysis software  -Able to develop, implement and monitor care plans with patients / clients  -Able to receive and prioritise referrals | -Able to monitor standards; and carry out quality improvement projects  -Able to plan services and manage budgets  -Able to evaluate outcomes of organisation activities in providing care for vulnerable groups |

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| **COMPETENCY** | **LEVEL 1** | **LEVEL 2** | **LEVEL 3** | **LEVEL 4** |
| **Protecting patients** | -Health and safety at work  -Basic life support  -Safeguarding children and adults  - level 2  -Recognising and alerting appropriate others to emergencies - physical, social and mental health  -Confidentiality | -Managing vulnerable / distressed people / mental health patients/ carers, through communicating with in and outside own organisation  -Able to respond appropriately in crises  -Safeguarding children and adults  - level 3  -End of life care - level 2  -Mental health training - level 2  -Understanding of potential problems and barriers to care associated with disability, learning disorder and dementia | -Understanding principles of assessment for vulnerable patients  -Understanding the impact on health of long term conditions including mental health  -Able to manage a caseload of stable patients/clients with longterm conditions | -Able to manage complex care needs  -Knowledge of local and national public health issues  -Able to receive and manage complaints, referring to clinicians or senior management where necessary |
| **Organising and networking skills** | -Understanding the organisation, protocols and procedures  -Organisation security  -Understanding the organisation within the broader concepts of health and welfare services  -Awareness of local services and how to access them | -Able to access local resources and signpost appropriately from a range of options  -Updating local services register  -Understanding local health and social care policy  -Able to give presentations within own organisation | -Able to write reports; make case for change and generate proposals  -Able to produce and present reports and audit in strategic meetings  -Understanding of multidisciplinary team working and able to network across traditional provider boundaries (including voluntary sector)  -Able to chair multi professional meetings and reviews | -Able to recruit and be responsible for induction of junior non-clinical staff  -Able to contribute to strategic planning at managerial level  -Skills in project management |

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| **COMPETENCY** | **LEVEL 1** | **LEVEL 2** | **LEVEL 3** | **LEVEL 4** |
| **Motivation and supporting skills** | -Able to demonstrate empathy and compassion  -Able to deal with distressed patients /clients and manage conflict  -Recognition of mental health impact on welfare | -Able to co- ordinate meetings / arrange case reviews and understand their functions  -Able to run defined group sessions (e.g. carers groups)  -Understanding of health promotion: purpose, methods and impact  -Motivational interviewing skills | -Skills in education and training for patients and level 1 and 2 care navigators  -Skills in advocacy and enabling for patient / clients  -Understanding of social care and personal budgets  -Motivational interviewing skills | -Able to mentor junior staff, offering advice on role responsibilities and career development within the organisation.  -Able to debrief with junior staff  -Able to coordinate and run appraisal system for non- clinical staff |
| **Developing effective relationships** | -Commitment to person-centred working  -Reliability  -Honesty and integrity  -Teamworking | -Ability to engage patients in discussion to encourage healthy choices  -Able to manage regular contacts and reviews, supporting patients and carers  -Teamworking - decision-making and responsibility | -Able to facilitate supportive working environment for all staff including volunteers  -Able to supervise junior staff  -Able to provide emotional support for distressed patients / carers  -Able to support vulnerable patients post hospital discharge | -Able to supervise junior staff  -Able to manage workforce capacity / line management / dispute resolution |
| **Self-awareness** | -Prioritising  -Time management  -Stress management / resilience  -Making judgements  -Defining boundaries  -Personal support | -Able to monitor impact of own work  -Knowing own limitations and how to debrief  - Resilience | -Self-confident in relating to colleagues and patient /clients  -Self-directed in seeking learning opportunities for development  -Able to reflect on own work and learning | -Able to reflect on own practice and that of others  -Able to use tact and diplomacy in dealing with sensitive issues |
| **Ethical practice** | -Understanding stigma and discrimination in social and health care  -Understanding own prejudices | -Understanding of legal, ethical and regulatory principles of the health and social care system | -Able to act as a role model for junior staff  -Understanding of cultural needs of specific populations | -Able to evaluate proposals for new developments within ethical principles |