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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 |