

The Royal College of Midwives



*A guide to the NHS
Knowledge and Skills
Framework (KSF)*

The NHS Knowledge and Skills Framework (KSF) was introduced as part of Agenda for Change.

Arguably KSF is the most important element of AfC as it is the main tool by which staff development will be managed in the NHS & it provides a universal and contractual recognition that all staff are entitled to development opportunities.

This booklet has been produced by the Royal College of Midwives to assist members and representatives understand the process.

Dame Karlene Davis, DBE, DSc (Hon), MA, BEd (Hon), MTD, RM, RN
General Secretary
The Royal College of Midwives
15 Mansfield Street
London
W1G 9NH

Tel: 020 7312 3535
Fax: 020 7312 3536
Email: info@rcm.org.uk
Website: www.rcm.org.uk

The NHS Knowledge & Skills Framework and the Development Review Process

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INTRODUCTION

What is the NHS KSF?

The NHS Knowledge and Skills Framework (KSF) is part of Agenda for Change. It describes the knowledge and skills which NHS staff need to apply in their work, it is essential for career and pay progression and it applies to all staff groups who fall under Agenda for Change. It is designed to –

- Develop services for NHS users
- Improve recruitment and retention
- Promote equality and diversity for all staff
- Develop staff by facilitating individual development
- Support the learning and development of individuals and teams

It is based on good human resource management and seeks to treat all individuals fairly. In turn, individual members of staff are expected to make a commitment to develop and apply their knowledge and skills to meet the demands of their post and to work flexibly in the interests of better service provision.

The KSF is based on the following principles

- It is NHS-wide
- It has been developed and implemented through partnership working between management, NHS trade unions, including the RCM, and professional bodies and partnership working should operate at all times during the implementation and operating of KSF.
- It supports the development of individuals in their posts and careers.
- The expectation is that the employee will progress through the gateways, and gateways are therefore always open unless specific issues relating only to the KSF and KSF development review prevent progression.
- It is fair and equitable and recognises the contribution that all staff make to the provision of high quality services.
- It is simple, feasible to implement, easy to understand and staff are able to apply it to their own post and development.
- Gateways are operational only in relation to the KSF outline and development review process. The KSF and KSF language should therefore be used in local policies. Pay progression cannot be deferred at gateway reviews for any other purpose.
- The KSF is based on a system of 'no surprises'. Pay progression cannot be deferred unless there has been prior discussion with the individual highlighting concerns regarding the knowledge and skills the individual needs to develop. This should be recorded and the individual given supported development opportunities to achieve the necessary development.
- If absence is foreseen/planned then agreed arrangements should be put in place to build this into the KSF plan and gateway reviews.
- An NHS employee is only required to have two gateway reviews per payband, this means that if staff move employer or post and remain on the same band they will not be required to go through a gateway they have already passed through.

It is about the **application** of knowledge and skills – not about the specific knowledge and skills that individuals need to possess. It does **not** seek to describe what people are like or the particular attributes they have (e.g. courage, humour). Rather it focuses on how people need to apply their knowledge and skills to meet the demands of working in the NHS.

How is the KSF structured?

The KSF is made up of 30 **dimensions**. The dimensions identify broad functions that are required by the NHS to enable it to provide a good quality service. Six of the dimensions are core and apply to every post in the NHS.

The **core dimensions** are:

1. Communication
2. Personal and people development
3. Health, safety and security
4. Service improvement
5. Quality
6. Equality and diversity.

There are 24 further **specific dimensions** which apply to some but not all jobs in the NHS. They are grouped into 4 themes as shown opposite.

Health and wellbeing

HWB1	Promotion of health and wellbeing and prevention of adverse effects to health and wellbeing
HWB2	Assessment and care planning to meet health and wellbeing needs
HWB3	Protection of health and wellbeing
HWB4	Enablement to address health and wellbeing needs
HWB5	Provision of care to meet health and wellbeing needs
HWB6	Assessment and treatment planning
HWB7	Interventions and treatments
HWB8	Biomedical investigation and intervention
HWB9	Equipment and devices to meet health and wellbeing needs
HWB10	Products to meet health and wellbeing needs

Estates and facilities

EF1	Systems, vehicles and equipment
EF2	Environments and buildings
EF3	Transport and logistics

Information and knowledge

IK1	Information processing
IK2	Information collection and analysis
IK3	Knowledge and information resources

General

G1	Learning and development
G2	Development and innovation
G3	Procurement and commissioning
G4	Financial management
G5	Services and project management
G6	People management
G7	Capacity and capability
G8	Public relations and marketing

No hierarchy is intended in the dimensions above, the grouping and numbering is purely to aid easy recognition and referencing.

For an individual to meet a defined level they have to be able to show they can apply knowledge and skills to meet all of the **indicators** in that level.

Each dimension has 4 levels. An overview of the dimensions and levels can be found at <http://www.dh.gov.uk/assetRoot/04/09/08/61/04090861.pdf> and in Appendix 1

How will the KSF be used?

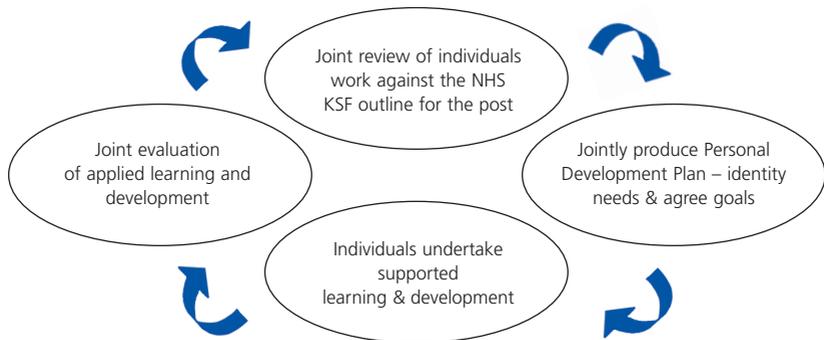
The KSF will form the basis of an ongoing development review process. This is a partnership process undertaken between an individual and "a reviewer" - who will usually be the individual's line manager. The reviews will become a key feature of ongoing NHS work.

The development review process is based on an ongoing cycle of learning as follows:

- Reviewing how individuals are applying their knowledge and skills to meet the demands of their current post and identifying whether they have any development needs – the demands of the post are described in the post outline (See later)
- Developing a Personal Development Plan (PDP) for that individual that details the learning and development that should take place in the coming months and the date of the next review
- Learning and development for the individual supported by their reviewer
- Evaluating the learning and development and reflecting on how it has been applied to work.

This is shown in the diagram below

Development Review Process



Thus the development is personal and informed by looking at an individual's own learning and development needs compared to the requirements of the post as described in the post outline. Although many individuals may have the same post outline, each will have their own, individual PDP as each individual will have their own strengths and learning and development needs.

This process should support Lifelong Learning and everyone is expected to progress and develop throughout their time working in the NHS.

Full details of the process can be found in a later chapter of this booklet.

What will organisations have to do to implement the KSF and development review?

In order to implement the KSF and its associated development review process, it will be necessary to work in partnership to:

- Explain the KSF to all staff
- Develop KSF outlines for all posts
- Advise staff on how to participate effectively in their own development review
- Develop managers' knowledge and skills on how to review and support an individual's development
- Identify any specific training that managers will need
- Develop a robust system for monitoring and reviewing progression decisions
- Ensure there are systems and structures to support the equitable development of all staff
- Plan and develop a learning and development strategy that balances the needs and interests of all individuals and teams with available resources
- Monitor how the KSF and development review are implemented across the organisation effectively and equitably.

How will the KSF and its use be monitored and evaluated?

The KSF will continue to be monitored and evaluated by the NHS Staff Council to ensure that it remains fit for purpose. Concerns about the content of the KSF should be raised through the partnership body at local level. The system will be monitored to ensure consistency across similar posts, equitable implementation, and to confirm that the system is not undermined. When changes to the KSF or the development review process are made, these will be issued to the service with relevant supporting information.

PAY PROGRESSION

Will the NHS KSF have an effect on which payband my post is placed?

No. It is the job evaluation system that determines which payband a post is placed in.

Each of the paybands has a number of pay points. The KSF will be used to inform individuals' development within the paybands as described below.

What are the pay gateways?

In most years pay progression will take the form of an annual increase in pay from one pay point within a pay band to the next. At defined points in a pay band - known as 'gateways' – decisions are made about pay progression as well as development.

There are two gateways in each of the paybands:

1. The foundation gateway – this takes place no later than twelve months after an individual is appointed to a payband regardless of the pay point to which the individual is appointed. The review will be based upon the agreed subset of the full KSF outline for the post.

2. The second gateway - this is set at a fixed point towards the top of a payband as set out in the National Agreement (see table below).

Pay band	Position of second gateway
Pay band 1	Before final point
Pay bands 2 – 4	Before first of last two points
Pay bands 5 – 7	Before first of last three points
Pay band 8, ranges A – D	Before final point
Pay band 9	Before final point

Reviews of individuals at the gateways are based on using the dimensions and levels of the KSF that are relevant to that post. The purpose of the foundation gateway is to check that individuals can meet the basic demands of their post on that payband. The foundation gateway review is based on a subset of the full KSF post outline.

The purpose of the second gateway is to confirm that individuals are applying their knowledge and skills to consistently meet the full demands of their post as set out in the full KSF post outline. Having gone through the second gateway, individuals will progress to the top of the pay band provided they continue to apply the knowledge and skills required to meet the KSF outline for that post.

There is an expectation that individuals will progress through the paypoints on a payband by applying the necessary knowledge and skills to the demands of the post. It is only at gateways, or if concerns have been raised about serious weaknesses in undertaking the current role, that the outcome of a review might lead to deferment of pay progression.

In cases where the organisation has failed to provide the necessary agreed support, and it is agreed the post holder requires further development to meet all the requirements of the post outline, pay progression will not be deferred. The post holder will however be required to develop to meet the requirements of the KSF outline through an agreed development plan. In such cases the outcome of the gateway review should be recorded as Outcome 3 as set out in the 'KSF Monitoring Guidance' (Staff Council Executive, December 05).

The whole system is based on the principle of NO SURPRISES - if there are problems with individuals developing towards the full KSF outline for the post, or there are disciplinary issues, these must have been addressed by reviewers BEFORE the gateway reviews

NEWLY APPOINTED OR PROMOTED STAFF joining a pay band under the new system will serve an initial foundation period of up to twelve months. During this period these staff will have at least two discussions with their manager or supervisor to review progress. The first of these discussions should normally be during the induction period. Once it is confirmed that the basic knowledge and skills needed for the job are being applied staff can pass through the foundation gateway and commence progression through their pay band.

Once progression has been agreed, a member of staff will normally progress to the next point on their pay band twelve months after appointment and to subsequent points every twelve months thereafter.

Before moving through the second gateway, there will be an assessment against the full post outline. Staff will normally expect to move through the second gateway at this point, but – subject to the safeguards set out below – progression may be deferred if the assessment indicates that they are not yet applying the full range of knowledge and skill required.

The gateway system will only become fully operational when an employer has put in place reasonable arrangements to ensure that staff have access to development reviews, personal development plans and appropriate support for training and development to meet the applied knowledge and skills required at the gateway concerned.

EXISTING STAFF with at least twelve months experience in post will be assumed to have met the criteria for passing through the foundation gateway. Where the gateway system is operational, they will however be subject to the normal operation of the new system at the second gateway.

The following safeguards apply:

- There will be a normal expectation of progression and no national or local quotas will apply.
- All staff must have an equal opportunity to demonstrate the required standard of knowledge and skills to progress through the gateways and pay points.
- The applied skills and knowledge required at each stage of the pay band should be clearly stated in recruitment literature or by agreement at the outset of a job.
- The applied knowledge and skills required may be changed subsequently by local agreement within the work area concerned where changes apply to a number of posts, or with the individual where they apply only to a single post. They may also be changed where it is necessary to reflect a change in professional standards as agreed by the relevant professional body or authority.
- The required skills and knowledge must be consistent with the national standards for each dimension and level within the Knowledge and Skills Framework.
- Employers must ensure there is a robust process for checking Managers' decisions and reviewing disagreements with an agreed timescale for re-assessment.
- Pay progression cannot be deferred unless there has been prior discussion, which should be recorded, about the knowledge and skills that are needed for development and the member of staff has been given the opportunity to achieve the necessary development.
- Employers and staff side representatives, acting in partnership, will monitor decisions on pay progression to ensure that there is no discrimination or bias in relation to race or ethnicity, gender, sexual orientation, disability, religion, age, trade union membership or pattern of employment e.g. part-time, flexible and night workers.

Will I be able to progress automatically from one pay band to the next?

No. Individuals will need to apply for new posts and jobs will be open to advertisement and competition as currently.

KSF POST OUTLINES

KSF covers the roles and functions of all staff in the NHS. To make it useful as a tool for individual review and development, the dimensions, levels and examples of application which are most relevant to specific posts have to be selected. This is done through the development of KSF post outlines.

A post outline based on the KSF will be developed in partnership for every post in the NHS. This will set out the actual requirements of a post in terms of the knowledge and skills that need to be applied when that post is being undertaken effectively. **Outlines must reflect the requirements of the post – not the abilities or preferences of the person who is employed in that post. They must be developed in partnership by people who understand the requirements of the post concerned.**

Every KSF post outline must include an appropriate level from each of the six core dimensions, added to which will be a number of specific dimensions. There is no limit to the number of specific dimensions which can be included, but it would be unusual for a post to need more than seven. The specific dimensions should reflect critical aspects of the post and everyone involved in developing post outlines should be realistic about what to include as the outlines will inform decisions about learning and development, managerial support and individuals' pay progression.

Full Post Outlines have been already been developed for the overwhelming majority of midwifery posts and are available from the electronic KSF library (www.e-ksfnw.org).

Summaries (subsets) of four midwifery post outlines are attached in Appendix 2.

Developing post outlines

The critical things to remember when producing post outlines are that:

They must be about **posts not people**. They are about the knowledge and skills that need to be applied in a post, not about any additional knowledge and skills that a very experienced person might bring to bear.

They must be realistic and must properly reflect the actual demands of a post without imposing unnecessary requirements. Specifically they will inform decisions about:

- The learning and development which individuals will need to undertake
- The learning and development which employers are committed to support
- Individuals' pay progression.

If the KSF post outlines are wrong, then the decisions based on them are likely to be wrong.

Who develops post outlines?

They must be **developed in partnership** between management, trade unions and professional bodies and this can be done –

- 1) By asking a representative sample of postholders and their managers to work in groups to discuss the demands of particular posts and agree the outline for the post.
- 2) By individual members of staff and their managers working together to develop the outlines.
- 3) By an individual e.g. such as the KSF lead in an organisation, interviewing individual postholders and managers to find out about the post and then developing draft post outlines which are checked with the people concerned.

Post outlines can be produced on paper using the forms provided on the e-ksf (www.e-ksf.org)

How to develop post outlines

Step 1: Decide which dimensions are relevant to the post

- a) Include all the core dimensions
- b) Choose the specific dimensions which are most appropriate and which reflect the key activities of the post. There is no limit to the number of specific dimensions you can select, but, as stated above, it is unlikely that a post will need more than seven as the core already covers a wide range of activities.

Step 2: Decide the appropriate level for each dimension

You will need to look at the details of the KSF to do this as it is the combination of level title and indicators that will determine which level is right for a particular post. Once the outline has been agreed all those employed in that post will have to be able to meet all the indicators at the chosen level so it is important to be realistic when deciding the appropriate level.

Developing a subset of a post outline for use in foundation gateways

The foundation gateway outline is a subset of the full NHS KSF post outline. It checks that individuals can apply the basic knowledge and skills required from the outset in a post coupled with that needed after 12 months of development and support.

The purpose of the foundation gateway and the support given in the first 12 months is to enable individuals to build a sound foundation from which they can develop to meet the full post outline over a number of years.

Like full post outlines, subsets should be developed using a partnership approach. Those involved will need to have a copy of the full NHS KSF outline for the post. The subset of a post outline can be used at the foundation gateway. The full NHS KSF post outline will be made available to new recruits to the post.

As for full post outlines, the focus of the foundation gateway is the post and not the person. The subset should be a fair and consistent way of reviewing everyone who fills that post at the end of their first year i.e. when they reach the foundation gateway. This means that if you have 10 staff with the same post and the same NHS KSF post outline, then the Foundation Gateway for that post will be the same for all of them.

The development of a subset of a KSF outline for a post is common sense. It is about thinking about the job and the basis of that job. There is a range of different approaches that can be taken:

1. Reducing the level of one or more of the dimensions for the foundation gateway.
2. Reducing the indicators that apply in the levels and dimensions, again determining those which are critical for the first year and those which are not.
3. Reducing the areas of application for the foundation gateway. This would mean having a limited range of activities that are required at the foundation gateway building to a more extensive range at the second gateway.
4. Using a combination of these approaches.

The main thing is to think through what works for this job in terms of a subset. The focus must be on making the subset meaningful for staff and managers and to support effective development during people's first year of employment in the post.

One should also bear in mind when developing a subset of a post outlines that:

1. This is what any individual has to meet after their first year in this post – they still have time to develop to meet the full demands of the post over the coming years.
2. That if individuals have problems passing through their foundation gateway this may say as much, if not more, about the recruitment and selection process as it does about that individual.

Good practice in developing post outlines

The KSF Group has reviewed a large number of post outlines for inclusion in the National Library and has set out guidelines for good practice in this area.

- 1) The purpose of having KSF post outlines is to inform individuals' development in the post not just to meet a target
- 2) Anyone who reads the outline should be able to see the breadth, depth and scope of the post and understand what someone undertaking the post needs to do and how that post contributes to the overall delivery of services.
- 3) The post outline must be clearly applicable to the post (e.g. if the post is for a maternity care assistant then you can see mothers and babies feature strongly within it!)
- 4) The areas of application for the post must be clearly specified and this can be done in two ways:
 - a) by identifying the different areas within each dimension to which the level and indicators apply (e.g. in the communication dimension, who the person is likely to communicate with, the methods of communication they need to use in the post, the main purposes of communication in the post etc)
 - b) indicator by indicator.

Poor practice in developing post outlines

- 1) The outline does not reflect the areas of application for the post concerned i.e. the post outline consists only of a matrix showing the dimensions and levels for the post
- 2) The areas of application are purely those which are contained as guidance in the KSF handbook and include irrelevant areas for the post or are too broad to mean anything to people in the post and will not inform their development.
- 3) The examples of application do not explain the context and scope of the post but rewrite the indicators in the KSF.
- 4) The examples of application do not explain the context and scope of the post but state the type of evidence that might be used in the development review process (e.g. notes of phone calls, discussion with supervisor).
- 5) The areas of application are cut and pasted directly from the job description/ from the job evaluation factors/from the post duties and do not help an individual's development in the post.
- 6) The areas of application are about an individual currently undertaking the post rather than being focused on the post itself.

THE DEVELOPMENT REVIEW PROCESS

What is the development review process?

As mentioned earlier the development review is an ongoing cycle of review, planning, development and evaluation for individuals against the demands of their posts and all staff in the NHS who come under Agenda for Change will have annual KSF development reviews.

When should the review process start?

For individuals new to the NHS, the development review process should begin as soon as they start their new post during the induction period using information from the recruitment and selection process.

For members of staff already in post who are moving across to the new Agenda for Change pay system, the development review process should begin once a post outline has been developed for their current job.

The process should be fully explained to all staff in the first instance and the appropriate learning and development offered.

What is the development review?

The main purpose of the development review is to look at the way in which an individual member of staff is developing in relation to:

- The duties and responsibilities of their post and current agreed objectives
- The application of knowledge and skills
- The consequent development needs of the individual member of staff.

The development review is based on looking at how the individual is applying their knowledge and skills and developing to meet the demands of their post. At the development review all the discussions that have taken place throughout the year should be brought together and jointly reflected on.

It is expected that reviewers will have regular informal discussions with individual staff members throughout the year providing constructive feedback on the individual's work and related development. The development review is an opportunity to think about this in a structured way.

If any issues have been identified in the individual's work or development during the year these should have been addressed at the time they arose, they should not be left until the review meeting. Any disciplinary issues must be dealt with through the normal channels.

As stated above the guiding principle of the development review process is 'NO SURPRISES'.

What happens in the development review?

At the development review meeting, individuals and their reviewers should use the KSF post outline (foundation subset or full) as the basis of their discussion.

The review process itself will involve consideration of information relevant to the post outline and might include

- Verbal feedback from the individual, manager or others
- Written work produced by the individual staff member
- Electronic work produced by the individual staff member
- Records of work (such as minutes/notes of meetings showing the individual's contribution)
- The individual's portfolio containing such items as reflections on learning/practice that they are prepared to share.

There are some simple rules to remember:

- There needs to be enough evidence for confirmation of the individual's work against the post outline – known as sufficiency of evidence
- The information must be up-to-date and relevant to the post outline
- One piece or source of evidence will often be applicable to different dimensions within the post outline
- Individuals should not be asked to provide evidence that is above the demands made within the post outline
- The development review should not be a "paper chase" – all of the evidence should be available naturally in the workplace as the development review is about what an individual does at work.

What must reviewers and individual members of staff do in the development review?

They must both:

- Set aside protected time and space for the review and planning stages
- Make sure that they are fully prepared for the process including having the right materials available (such as the post outline and the gateway)
- Agree the time, location and venue of the review

- Gather all relevant information on the individual's work against the outline for the post
- Participate fully in the process
- Jointly review the information that is available and come to a decision about how it meets the post outline and where there are areas for development
- Record the outcomes of the review meeting and each keep a copy.

Individual members of staff should:

- Ensure that they understand the outline for their post
- Reflect on their work against the post outline using feedback from others as well as their own thoughts and views
- Identify the different ways they can show where and how they have met the post outline
- Identify where they need further development and suggest those areas that seem to be the most important.

Reviewers must:

- Ensure that they understand the outline for the post they are reviewing
- Undertake appropriate equality training and development to ensure that they work equitably with all members of staff
- Identify if an individual has particular needs for support to ensure that the process is fair for that individual
- Review the individual's work against the outline for their post
- Identify the different ways the individual has shown s/he has met the demands of the post outline
- Facilitate a joint discussion between themselves and the individual about the individual's work using the post outline as the basis
- Work jointly with the individual to identify where the individual needs further development and the areas that are most important.

What decisions should be made at the end of the development review?

The joint formal review meeting must end in informed agreed decisions between the individual member of staff and their reviewer.

Is the development review different if it is at a gateway?

No. The review is the same every year. The difference is that at two points in a payband the decision is linked to pay progression. There is a commitment within the National Agreement to annual development reviews whether these are related to gateways or not.

However, if the individual is not able to apply their knowledge and skills to meet the foundation gateway outline, then careful consideration will need to be given as to whether the individual can be supported to develop within the post in which they are currently employed or whether other actions need to be taken (e.g. employment in an alternative post).

At the second gateway review decisions should be based on all the previous annual development reviews and the decisions reached within them. If the individual has been on track in previous years, there should be no problems with the individual going through the second gateway.

Decisions at gateways need to be clearly recorded using the appropriate form which is then forwarded to the relevant department.

It is expected that people will go through gateways and progress between gateways on an annual basis. Organisations should assume that individuals will progress through pay gateways. Reviewers should alert human resource and payroll departments if this is not the case.

Full details of possible problems and outcomes of a development review can be found in The NHS KSF and the Development Review Process Handbook which is available at www.dh.gov.uk/assetRoot/04/09/08/61/04090861.pdf

What are the outputs of the development review stage?

The outputs of the development review stage are:

1. A completed review of the individual's work against the post outline, identifying progress and development needs, and signed by the individual member of staff and their reviewer
2. A record of issues on which either has agreed to take action.

The records will be kept in the personnel files for that individual member of staff and these files will be subject to normal Data Protection legislation. Individual members of staff should also retain their own copy which they are free to share with others if they wish to do so.

This stage should flow into the development of a Personal Development Plan.

PERSONAL DEVELOPMENT PLANS

What is a personal development plan?

A Personal Development Plan (PDP) identifies the individual's learning and development needs and interests and how these will be taken forward. It is the outcome of the planning stage of the development review process and should usually be available by the next review date.

PDPs must be recorded and individuals and their reviewers should both have a copy.

In summary, the individuals and their reviewers, when developing the individual's PDP, should:

- Focus on the knowledge and skills that the individual needs to apply in their post as given in the post outline
- Identify the learning and development that the individual needs to enable them to develop and apply their knowledge and skills in the short and longer term
- Prioritise the learning and development that need to take place
- Identify how the individual prefers to learn, the relationship of this to their learning needs and to the learning needs of others
- Identify possible learning and development opportunities and the support available
- Identify who has responsibility for taking the different aspects of the learning and development forward and put forward a time frame
- Set the date of the next formal review.

What should be the focus of a personal development plan?

The NHS KSF is designed to inform individual's development within a post and across their careers. Initially PDPs should focus on enabling individuals to develop and apply their knowledge and skills to meet the demands of their current post as described in the post outline.

However, as PDPs are personal, each individual will have their own PDP reflecting the development that they personally need to help them to develop.

Individuals and their managers should take into account future changes in standards, benchmarks and requirements that apply to current posts. Therefore there might be a need for the individual to update their knowledge and skills and this would need to be included in the PDP. It may also mean that individuals cease to apply some of their earlier knowledge and skills as they develop new knowledge and skills.

Whatever the focus and content of an individual's PDP it needs to be agreed between the individual member of staff concerned and their reviewer. This is because the PDP is an expression of both the individual's and the organisation's commitment to the individual's development.

What are the outputs of the personal development planning stage?

The output of this stage in the process is a Personal Development Plan for the individual agreed and signed by the individual and their reviewer.

THE LEARNING AND DEVELOPMENT STAGE

What happens at the learning and development stage?

Individuals develop their knowledge and skills and learn to apply knowledge and skills at work, but they also develop themselves as people.

At the PDP stage, individuals and their reviewers will have considered the individual's learning needs and interests, and should have identified the individual's preferred ways of learning. Ideally there may have been some consideration of the learning and development opportunities that are available or could be investigated. However it is unlikely that these could all have been arranged and agreed during the development review and the development of the PDP.

What forms of learning and development can be used?

- Any form of learning and development might be appropriate for different individuals and can be used.
- Reviewers have the responsibility to enable individuals to learn and develop effectively.
- Individual members of staff have the responsibility to take their own learning and development seriously.
- These commitments last throughout individuals working lives
- Action needs to be taken to address any problems as soon as possible.

How do you decide what learning and development is appropriate?

This should be done in liaison with people who have specific responsibilities in the organisation in relation to planning which learning and development opportunities should be used and how these should be taken forward e.g. Human Resource and/or Training department(s) or Trade union learning representatives.

These people should be able to assist identify different aspects that might affect individuals' learning and development needs.

What are the outputs of the learning and development stage?

The outputs of the learning and development stage are:

1. Records of the learning which the individual has undertaken – this may include outputs from on-job projects, handouts from formal training provision etc.
2. Notes/records of agreed learning and development for reviewers or others in the organisation to take the appropriate action.

The outcomes should be individuals who have gained new knowledge and skills, have developed themselves and are better able to apply their knowledge and skills to their work.

THE EVALUATION STAGE

What happens at the evaluation stage?

The purpose of the evaluation stage is for individuals to:

1. Reflect on the effectiveness of their learning and development in developing their knowledge and skills
2. Identify how their learning has improved their application of knowledge and skills in their post
3. Feedback to the organisation on how the learning and development could be improved.

How does evaluation inform what happens next?

The evaluation stage is not the end of learning and development – it should take the individual member of staff and their reviewer back round the cycle to the start of the development review process again. This is because the outcomes of evaluating, learning and development and its effect on the individual's work will form the starting point for the next year's annual development review and lead into updating the individual's Personal Development Plan.

Therefore, each year, an individual's review and development builds on previous years, and the experience of what has worked and what has not in the past.

What are the outputs of the evaluation stage?

The outputs of the evaluation stage of the development review process are:

1. Evaluations of learning and development opportunities made by the individual and/or their reviewer that are forwarded to the relevant department/individual for them to take any necessary action

The outcomes of the evaluation stage should be:

1. Individuals who are able to reflect on their learning and development and apply this to their future work and development
2. Actions taken by individuals with responsibility for development in the organisation to remedy any issues with learning and development opportunities.

CONCLUSION

The above is a short précis of the full NHS KSF document "The NHS Knowledge & Skills Framework (NHS KSF) and the Development Review Process". It is available in full on <http://www.dh.gov.uk/assetRoot/04/09/08/61/04090861.pdf>

APPENDIX 1

Overview of the NHS Knowledge and Skills Framework dimensions level descriptors

DIMENSION	LEVEL			
	1	2	3	4
Communication	Communicate with a limited range of people on day-to-day matters	Communicate with a range of people on a range of matters	Develop and maintain communication with people about difficult matters and/or in difficult situations	Develop and maintain communication with people on complex matters, issues and ideas and/or in complex situations
Personal & People Development	Contribute to own personal development	Develop own skills and knowledge and provide information to others to help their development	Develop oneself and contribute to the development of others	Develop oneself and others in areas of practice
Health Safety & Security	Assist in maintaining own and others' health, safety and security	Monitor and maintain health, safety and security of self and others	Promote, monitor and maintain best practice in health, safety and security	Maintain and develop an environment and culture that improves health, safety and security
Service Improvement	Make changes in own practice and offer suggestions for improving services	Contribute to the improvement of services	Appraise, interpret and apply suggestions, recommendations and directives to improve services	Work in partnership with others to develop, take forward and evaluate direction, policies and strategies
Quality	Maintain the quality of own work	Maintain quality in own work and encourage others to do so	Contribute to improving quality	Develop a culture that improves quality
Equality & Diversity	Act in ways that support equality and value diversity	Support equality and value diversity	Promote equality and value diversity	Develop a culture that promotes equality and values diversity

DIMENSION	LEVEL			
HEALTH & WELLBEING	1	2	3	4
HWB1 Promotion of health and wellbeing and prevention of adverse effects on health and wellbeing	Contribute to promoting health and wellbeing and preventing adverse effects on health and wellbeing	Plan, develop and implement approaches to promote health and wellbeing and prevent adverse effects on health and wellbeing	Plan, develop, implement and evaluate programmes to promote health and wellbeing and prevent adverse effects on health and wellbeing	Promote health and wellbeing and prevent adverse effects on health and wellbeing through contributing to the development, implementation and evaluation of related policies
HWB2 Assessment and care planning to meet health and wellbeing needs	Assist in the assessment of people's health and wellbeing needs	Contribute to assessing health and wellbeing needs and planning how to meet those needs	Assess health and wellbeing needs and develop, monitor and review care plans to meet specific needs	Assess complex health and wellbeing needs and develop, monitor and review care plans to meet those needs
HWB3 Protection of health and wellbeing	Recognise and report situations where there might be a need for protection	Contribute to protecting people at risk	Implement aspects of a protection plan and review its effectiveness	Develop and lead on the implementation of an overall protection plan
HWB4 Enablement to address health and wellbeing needs	Help people meet daily health and wellbeing needs	Enable people to meet ongoing health and wellbeing needs	Enable people to address specific needs in relation to health and wellbeing	Empower people to realise and maintain their potential in relation to health and wellbeing

	1	2	3	4
HWB5 Provision of care to meet health and wellbeing needs	Undertake care activities to meet individuals' health and wellbeing needs	Undertake care activities to meet the health and wellbeing needs of individuals with a greater degree of dependency	Plan, deliver and evaluate care to meet people's health and wellbeing needs	Plan, deliver and evaluate care to address people's complex health and wellbeing needs
HWB6 Assessment and treatment planning	Undertake tasks related to the assessment of physiological and/or psychological functioning	Contribute to the assessment of physiological and/or psychological functioning	Assess physiological and/or psychological functioning and develop, monitor and review related treatment plans	Assess physiological and/or psychological functioning when there are complex and/or undifferentiated abnormalities, diseases and disorders and develop, monitor and review related treatment plans
HWB7 Interventions and Treatments	Assist in providing interventions and/or treatments	Contribute to planning, delivering and monitoring interventions and/or treatments	Plan, deliver and evaluate interventions and/or treatments	Plan, deliver and evaluate interventions and/or treatments when there are complex issues and/or serious illness
HWB8 Biomedical investigation and intervention	Undertake tasks to support biomedical investigations and/or interventions	Undertake and report on routine biomedical investigations and/or interventions	Plan, undertake, evaluate and report biomedical investigations and/or interventions	Plan, undertake, evaluate and report complex/unusual biomedical investigations and/or interventions
HWB9 Equipment and devices to meet health and wellbeing needs	Assist in the production and/or adaptation of equipment and devices	Produce and/or adapt equipment and devices to set requirements	Design, produce and adapt equipment and devices	Design, produce and adapt complex/unusual equipment and devices
HWB10 Products to meet health and wellbeing needs	Prepare simple products and ingredients	Prepare and supply routine products	Prepare and supply specialised products	Support, monitor and control the supply of products

DIMENSION	LEVEL			
ESTATE & FACILITIES	1	2	3	4
EF1 Systems, vehicles and equipment	Carry out routine maintenance of simple equipment, vehicle and system components	Contribute to the monitoring and maintenance of systems, vehicles and equipment	Monitor, maintain and contribute to the development of systems, vehicles and equipment	Review, develop and improve systems, vehicles and equipment
EF2 Environments and buildings	Assist with the maintenance and monitoring of environments, buildings and/or items	Monitor and maintain environments, buildings and/or items	Monitor, maintain and improve environments, buildings and/or items	Plan, design and develop environments, buildings and/or items
EF3 Transport and logistics	Transport people and/or items	Monitor and maintain the flow of people and/or items	Plan, monitor and control the flow of people and/or items	Plan, develop and evaluate the flow of people and/or items

DIMENSION	LEVEL			
INFORMATION & KNOWLEDGE	1	2	3	4
IK1 Information processing	Input, store and provide data and information	Modify, structure, maintain and present data and information	Monitor the processing of data and information	Develop and modify data and information management models and processes
IK2 Information collection and analysis	Collect, collate and report routine and simple data and information	Gather, analyse and report a limited range of data and information	Gather, analyse, interpret and present extensive and/or complex data and information	Plan, develop and evaluate methods and processes for gathering, analysing, interpreting and presenting data and information
IK3 Knowledge and information resources	Access, appraise and apply knowledge and information	Maintain knowledge and information resources and help others to access and use them	Organise knowledge and information resources and provide information to meet needs	Develop the acquisition, organisation, provision and use of knowledge and information

DIMENSION	LEVEL			
GENERAL	1	2	3	4
G1 Learning and development	Assist with learning and development activities	Enable people to learn and develop	Plan, deliver and review interventions to enable people to learn and develop	Design, plan, implement and evaluate learning and development programmes
G2 Development and innovation	Appraise concepts, models, methods, practices, products and equipment developed by others	Contribute to developing, testing and reviewing new concepts, models, methods, practices, products and equipment	Test and review new concepts, models, methods, practices, products and equipment	Develop new and innovative concepts, models, methods, practices, products and equipment
G3 Procurement and commissioning	Monitor, order and check supplies of goods and/or services	Assist in commissioning, procuring and monitoring goods and/or services	Commission and procure products, equipment, services, systems and facilities	Develop, review and improve commissioning and procurement systems
G4 Financial management	Monitor expenditure	Coordinate and monitor the use of financial resources	Coordinate, monitor and review the use of financial resources	Plan, implement, monitor and review the acquisition, allocation and management of financial resources

GENERAL
(continued from page 20) 1

2

3

4

G5 Services and project management	Assist with the organisation of services and/or projects	Organise specific aspects of services and/or projects	Prioritise and manage the ongoing work of services and/or projects	Plan, coordinate and monitor the delivery of services and/or projects
G6 People management	Supervise people's work	Plan, allocate and supervise the work of a team	Coordinate and delegate work and review people's performance	Plan, develop, monitor and review the recruitment, deployment and management of people
G7 Capacity and capability	Sustain capacity and capability	Facilitate the development of capacity and capability	Contribute to developing and sustaining capacity and capability	Work in partnership with others to develop and sustain capacity and capability
G8 Public relations and marketing	Assist with public relations and marketing activities	Undertake public relations and marketing activities	Market and promote a service/organisation	Plan, develop, monitor and review public relations and marketing for a service/organisation

**Post Outline:
Maternity Care Assistant (Birthing Centre and Hospital)**

Purpose: The MCA will work under the supervision of, and will assist the Registered Midwife in the provision of care to women, their babies and their families.

The MCA will actively participate as a member of the midwifery team and is responsible for contributing towards the smooth running of the unit.

Reporting to: Senior Midwife

DIMENSION TYPE	DIMENSION NUMBER	DIMENSION NAME	SECOND GATEWAY (Full Outline)		FOUNDATION GATEWAY (Subset Outline)	
			LEVEL	INDICATOR	LEVEL	INDICATOR
Core	C1	COMMUNICATION	2	A, B, C, D, E	2	A, B, C, D, E
Core	C2	PERSONAL AND PEOPLE DEVELOPMENT	1	A, B, C, D, E	1	A, B, C, D, E
Core	C3	HEALTH, SAFETY AND SECURITY	1	A, B, C, D, E	1	A, B, C, D, E
Core	C4	SERVICE IMPROVEMENT	2	A, B, C, D, E, F	1	A, B, C, D, E
Core	C5	QUALITY	2	A, B, C, D, E, F	1	A, B, C, D, E
Core	C6	EQUALITY AND DIVERSITY	2	A, B, C, D	1	A, B, C, D, E
Specific	HWB5	PROVISION OF CARE TO MEET HEALTH AND WELLBEING NEEDS	2	A, B, C, D, E, F, G	1	A, B, C, D, E, F
Specific	HWB7	INTERVENTIONS AND TREATMENTS	1	A, B, C, D, E	1	A, B, C, D, E
Specific	EF1	SYSTEMS, VEHICLES AND EQUIPMENT	1	A, B, C, D	1	A, B, C, D
Specific	IK1	INFORMATION PROCESSING	1	A, B, C, D, E	1	A, B, C, D, E

Post Outline : Midwife (registrant of less than 1 year)

Purpose:

- 1) To be responsible for delivering and maintaining a high standard of day to day evidence based practice for all women in the designated clinical area/caseload
- 2) To consolidate midwifery training and develop in-depth knowledge of midwifery practice relevant to the individual clinical area
- 3) To engage with women and their families to encourage and promote woman centered care

Reporting to: Team Leader/Ward Manager

CORE/SPECIFIC	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	2	A, B, C, D, E, F	1	A, B, C, D, E
Core	C3	HEALTH, SAFETY AND SECURITY	2	A, B, C, D, E, F	2	A, B, C, D, E, F
Core	C4	SERVICE IMPROVEMENT	1	A, B, C, D, E	1	A, B, C, D, E
Core	C5	QUALITY	2	A, B, C, D, E, F	2	A, B, C, D, E, F
Core	C6	EQUALITY AND DIVERSITY	2	A, B, C, D	2	A, B, C, D
Specific	HWB1	PROMOTION OF HEALTH AND WELLBEING AND PREVENTION OF ADVERSE EFFECTS ON HEALTH AND WELLBEING	2	A, B, C, D, E, F, G	1	A, B, C, D, E
Specific	HWB2	ASSESSMENT AND CARE PLANNING TO MEET HEALTH AND WELLBEING NEEDS	3	A, B, C, D, E, F, G	3	A, B, C, D, E, F, G
Specific	HWB3	PROTECTION OF HEALTH AND WELLBEING	2	A, B, C, D, E	2	A, B, C, D, E
Specific	HWB5	PROVISION OF CARE TO MEET HEALTH AND WELLBEING NEEDS	3	A, B, C, D, E, F, G, H	3	A, B, C, D, E, F, G, H
Specific	HWB7	INTERVENTIONS AND TREATMENTS	3	A, B, C, D, E, F, G, H, I	3	A, B, C, D, E, F, G, H, I

Post Outline: Midwife (Integrated)

Purpose: To assess the full range of care needs and develop, implement and evaluate programmes of care throughout the antenatal, intrapartum and postnatal period for women and babies.

Work autonomously within guidelines and sphere of professional practice.

Act as a mentor for less experienced midwives, students and other members of the multi-professional team.

Pay Band: Band 6

Reporting to: Midwifery team leader

CORE/SPECIFIC	NUMBER	DIMENSION	SECOND GATEWAY (Full Outline)		FOUNDATION GATEWAY (Subset Outline)	
			LEVEL	INDICATOR	LEVEL	INDICATOR
Core	C1	COMMUNICATION	3	A,B,C,D,E,F	1	A,B,C,D,E
Core	C2	PERSONAL AND PEOPLE DEVELOPMENT	3	A,B,C,D, E,F,G	1	A,B,C,D,E
Core	C3	HEALTH, SAFETY AND SECURITY	3	A,B,C,D,E	1	A,B,C,D,E
Core	C4	SERVICE IMPROVEMENT	2	A,B,C,D,E,F	1	A,B,C,D,E
Core	C5	QUALITY	3	A,B,C,D, E,F,G	1	A,B,C,D,E
Core	C6	EQUALITY AND DIVERSITY	3	A,B,C,D,E	1	A,B,C,D,E
Specific	HWB1	PROMOTION OF HEALTH AND WELLBEING AND PREVENTION OF ADVERSE EFFECTS ON HEALTH AND WELLBEING	2	A,B,C,D, E,F,G	1	A,B,C,D,E
Specific	HWB2	ASSESSMENT AND CARE PLANNING TO MEET HEALTH AND WELLBEING NEEDS	4	A,B,C,D, E,F,G,H	1	A,B,C,D,E
Specific	HWB5	PROVISION OF CARE TO MEET HEALTH AND WELLBEING NEEDS	4	A,B,C,D, E,F,G	1	A,B,C,D,E,F
Specific	IK2	INFORMATION COLLECTION AND ANALYSIS	2	A,B,C,D,E,F	1	A,B,C,D

Post Outline: Midwifery Team Leader

Purpose: To have 24 hour continuing responsibility for total caseload of a defined group of women, to include a 24 hour on-call commitment. To have managerial responsibility for Team/Group budget and a team of midwives. Lead, plan, implement and participate in high quality care for women and their families, also providing mentorship, professional support and leadership to enable team members to do the same.

Pay Band: Band 7

Reporting to: Clinical Midwifery Manager/Matron

CORE/SPECIFIC	NUMBER	DIMENSION NAME	SECOND GATEWAY (Full Outline)		FOUNDATION GATEWAY (Subset Outline)	
			LEVEL	INDICATOR	LEVEL	INDICATOR
Core	C1	COMMUNICATION	4	A, B, C, D, E, F	1	A, B, C, D, E
Core	C2	PERSONAL AND PEOPLE DEVELOPMENT	4	A, B, C, D, E, F, G, H	1	A, B, C, D, E
Core	C3	HEALTH, SAFETY AND SECURITY	3	A, B, C, D, E	1	A, B, C, D, E
Core	C4	SERVICE IMPROVEMENT	3	A, B, C, D, E, F, G	1	A, B, C, D, E
Core	C5	QUALITY	3	A, B, C, D, E, F, G	1	A, B, C, D, E
Core	C6	EQUALITY AND DIVERSITY	3	A, B, C, D, E	1	A, B, C, D, E
Specific	HWB1	PROMOTION OF HEALTH AND WELLBEING AND PREVENTION OF ADVERSE EFFECTS ON HEALTH AND WELLBEING	3	A, B, C, D, E, F, G	1	A, B, C, D, E
Specific	HWB2	ASSESSMENT AND CARE PLANNING TO MEET HEALTH AND WELLBEING NEEDS	4	A, B, C, D, E, F, G, H	1	A, B, C, D, E
Specific	HWB3	PROTECTION OF HEALTH AND WELLBEING	3	A, B, C, D, E, F, G, H	1	A, B, C
Specific	HWB5	PROVISION OF CARE TO MEET HEALTH AND WELLBEING NEEDS	4	A, B, C, D, E, F, G	1	A, B, C, D, E, F
Specific	G4	FINANCIAL MANAGEMENT	2	A, B, C, D	1	A, B, C
Specific	G6	PEOPLE MANAGEMENT	3	A, B, C, D, E, F, G, H	1	A, B, C, D, E

Maternity Leave

If an employee is due to go on maternity leave before their gateway, do they receive their increment whilst on maternity leave?

Yes: If the employee is due to have a gateway review shortly before going on maternity leave, then if possible, they should have a gateway review prior to commencing their maternity leave.

If it is not possible to have a gateway review prior to the employee commencing maternity leave and no concerns have been raised regarding the employee's ability to meet the KSF outline, the pay progression should take place on the due date. On returning from maternity leave and after agreeing a suitable time frame they should have a KSF review against the KSF post outline.

If an employee is due to go on maternity leave and the date of their gateway is when they will be on maternity leave, but concerns have been raised about their ability to meet the KSF outline requirements, do they receive their increment?

If concerns about the employee's ability to meet the KSF outline requirements have been raised formally and an agreed action plan and time frame put in place to assist the employee, then if practicable, the employee should have an additional KSF review prior to maternity leave. If at that review the employee can demonstrate they have met the concerns raised, they should pass through the gateway whilst on maternity leave. If concerns remain, then a decision on how to manage this needs to be taken at local level.

Sickness Absence

An employee has been on sick leave since July and is expected to be off sick until December; their gateway review is due in November. No previous concerns have been raised regarding their knowledge, skills and ability to meet the outline. Does the employee receive their increment?

Yes.

An employee has been on sick leave since July and is expected to be off sick until December; their gateway review is due in November. Concerns have been raised regarding their application of knowledge and skills and an agreed action plan and time frame were put in place. The employee started sick leave before an assessment could be made to see how they were progressing. Do they receive their increment?

No. A review, time frame and restructuring of the employee's supported development needs to be agreed and put in place as a matter of urgency on their return from sick leave.

An employee is due for their gateway review in November and they start sick leave in August and are signed off until the following January. The manager has had some concerns regarding their ability to meet the KSF outline at their gateway review but did not raise this formally with them prior to them taking sick leave. Does the employee go through the gateway?

Yes. If no formal notification has taken place outlining the managers concerns, then, on the principle of 'no surprises', the employee should receive their increment on the due date. A review, time frame and restructuring of the employee's supported development needs to be agreed and put in place as a matter of urgency on their return from sick leave.



The Royal College of
Midwives

The Royal College of Midwives
15 Mansfield Street
London
W1G 9NH

Tel: 020 7312 3535
Fax: 020 7312 3536
Email: info@rcm.org.uk
Website: www.rcm.org.uk