A Framework to Support Staff Development in
Patient Focus Public Involvement
Acknowledgements

NHS Education for Scotland would like to sincerely thank everyone from across Scotland and the UK who contributed to the development of this Framework. We would also like to acknowledge the contributions of the National PFPI Training Advisory Group subgroup and thank them for their time and enthusiasm. In addition we would like to thank those who participated in the consultation exercise and the contributions made by colleagues within NES.
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What is Patient Focus, Public Involvement (PFPI) and what does it mean for NHS Staff?

Patient focus, public involvement, often referred to as PFPI, emphasises two different ways in which people can participate in healthcare.

**Patient Focus:** means the provision of treatments and services which put the needs of the person at the centre to improve their experiences and outcomes of care and treatment. Patient focus is something we want to take place everyday in the interaction between staff and patients aiming to improve the patient experience.

**Public Involvement:** means involving people in decisions about how their health service is designed and provided. Public involvement should be part of the planning approach of an organisation.

What is the purpose of this Framework?

This Framework aims to support staff to develop their practice in PFPI and elements of equality and diversity in line with current legislation. It describes essential knowledge, skills and attitudes to help staff across NHSScotland meet the requirements of the PFPI agenda and acts as a tool to guide staff through the wide array of education and training available.

When used in conjunction with the NHS Knowledge and Skills Framework (NHS KSF) from a service delivery perspective, the Framework can contribute to the continuous development and improvement in the performance of NHS staff.

As an iterative resource, this Framework will continue to evolve as a living and learning document. It will aim to encompass ongoing advances in the PFPI agenda. The framework is hosted on the NES website: www.nes.scot.nhs.uk/pfpi

Why develop this Framework?

Better Health Better Care: An Action Plan (Scottish Government Health Directorate (SGHD) 2007) introduced the concept of a mutual NHS which sees the people of Scotland and NHS staff as partners in, or co-owners of the NHS. It also outlined the Scottish Government’s intention to develop a Participation Standard. As part of the drive towards a mutual NHS, a target for performance against the Standard will be amongst the key performance measures for NHS Boards. They will be required to conduct an audit against this Standard in order to collect systematic, comparable information. That information will be used to shape the development of good practice and ensure that clear evidence of improvement is available. The Scottish Health Council has led on this development working in partnership with key stakeholders including NHS Quality Improvement Scotland. The Mutuality, Equality and Human Rights Board was established to take a strategic role in developing and influencing this agenda ensuring all people benefit from an NHS that is responsive to need alongside the NHSScotland Quality Strategy which sets out a vision for Scotland as a world leader in healthcare quality. This Framework aims to support these policy drivers and the essential knowledge, skills and attitudes outlined can have direct application by guiding learning activities and evidence in relation to staff development.

Who is the Framework for?

As part of a menu of NHS Education for Scotland (NES) programmes designed to assist Boards to tailor specific learning programmes to meet local needs, this Framework aims to support staff at different levels including:

- Frontline staff (those with either direct/indirect contact with stakeholders, patients, carers and their families)
- Frontline managers (those with direct responsibility for frontline staff)
- PFPI and Equality and Diversity lead staff
- Senior managers (those with responsibility for setting policy/designing services and who have accountability for delivery of these policies and services)
- Executive staff (those with overall accountability for delivery and governance of NHS services within their particular area of service)
Under SGHD guidelines all NHS posts should have a job description which describes the responsibilities and accountabilities of the post within the organisational structure. Those staff covered by Agenda for Change will also have a KSF post outline which describes the knowledge and skills to be applied in the post. The framework, although linked to KSF in section two, aims to specify knowledge, skills and understanding that reflects need for different levels of staff. Using the KSF outline, occupational standards and other competency frameworks, these attributes can be matched to specific roles throughout the NHS.

How is the Framework structured?

This Framework is intended as an evolving resource providing examples of learning and links to resources to inform the learning and development required by staff. It does not provide educational materials, training programmes, structure, or content of a course, nor does it aim to replace existing educational programmes. Rather, it acts as a resource which supports the range of internal and external education and training available to staff in NHSScotland.

All staff require the core competencies. In addition, particular staff are required to achieve specific competencies dependent on individual Personal Development Plans (PDPs). This Framework identifies levels of education and training available appropriate to professional background, knowledge, skills and responsibilities. It has been designed to be a simple, practical and easy to use guide to support staff in these practices, irrespective of their role. Use of the Framework can encourage staff to assess, monitor and measure their performance. Examples of PFPI activity that can be reflected as applications within KSF development reviews or post outlines are identified in Section 2.

Personal learning and development can require commitment, time, self discipline and management support and often places the onus on individuals to identify their learning and development needs. This Framework can be used to aid this process and help:

- identify and prioritise learning and development needs
- develop a personal learning and development plan
- source and prioritise education and training
- evaluate learning and development and its application
- review KSF outlines and support the personal development planning and review process, where appropriate for Agenda for Change staff

This Framework aims to support staff to develop their practice in PFPI and elements of Equality and Diversity in line with current legislation.
Section Two

A framework to support staff development in PFPI
# Core Dimension 1: Communication

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| Understanding of PFPI and equality and diversity principles in relation to own work | • Pitch communication at the appropriate level for audience  
• Use full range of aids to communication including good practice of verbal and non-verbal techniques  
• Encourage patient to access information being offered  
• Aware of how to access information in different languages and/or formats  
• Aware of how the service provided is evaluated by patients/carers  
• Adjust personal presentation and image to the audience and circumstances  
• Offer aftercare available for the patient or carer if there is significant news to absorb  
• Offer patients an advocate when dealing with matters of a complex nature  
• Implement privacy and dignity aspects of care to ensure patients, carers and the public are respected at all times  
• Listen and accurately record patient and public feedback  
• Provide information on action to be taken and progress to service users and the public  
• Adhere to requirements of data protection, confidentiality and freedom of information  
• Involve patients so that joint decisions are made about treatment and care | a) communicates with a limited range of people on day-to-day matters in a form that is appropriate to them and the situation  
b) reduces barriers to effective communication  
c) presents a positive image of her/himself and the service  
d) accurately reports and/or records work activities according to organisational procedures  
e) communicates information only to those people who have the right and need to know it consistent with legislation, policies and procedures. | NHS Boards provide a variety of in-house training opportunities for staff at a local level which can impact on PFPI. For further details contact your local Organisational Development or Learning and Development Teams. Examples may include:  
• Induction  
• Customer Care  
Use of the NES resource Little Things Make a Big Difference to value and enhance the patient experience [www.knowledge.scot.nhs.uk/making-a-difference](http://www.knowledge.scot.nhs.uk/making-a-difference)  
Use of the Knowledge for Care Scotland eLibrary website [www.knowledge.scot.nhs.uk](http://www.knowledge.scot.nhs.uk)  
Use of the NES Products and Services Database (PASDA) [www.pasda.scot.nhs.uk](http://www.pasda.scot.nhs.uk) |
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| Understanding of PFPI and equality and diversity principles and awareness of key policies and legislation | • Contribute to the provision of user-friendly information about own service support needs  
• Identify and address communication support needs  
• Elicit additional information through effective questioning and probing to assist in identifying solutions when receiving feedback and comment  
• Select an appropriate form of communication to suit the variety of contexts in which communication with patients and the public need to take place  
• Communicate importance of Customer Care Strategy in relation to PFPI | 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. | NHS Boards provide a variety of in-house training opportunities for staff at a local level which can impact on PFPI. For further details contact your local Organisational Development or Learning and Development Teams. Examples may include:  
• Advanced communication skills  
Use of the NES resource Little Things Make a Big Difference to value and enhance the patient experience www.knowledge.scot.nhs.uk/making-a-difference  
Use of the Knowledge for Care Scotland elibrary website www.knowledge.scot.nhs.uk  
Basic Sensory Impairment awareness training - www.nes.scot.nhs.uk/pfpi  
Use of the NES Products and Services Database (PASDA) www.pasda.scot.nhs.uk |
**CORE DIMENSION 1: COMMUNICATION**

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| Applies PFPI and equality and diversity principles and key legislation to own work role and work of others. Monitors compliance with policies and procedures | • Present to and address large audiences in an appropriate style (formal and informal)  
• Communicate complex information to a wide audience so that it is easily understood  
• Influence senior stratégic staff to ensure voice of patient is taken on board  
• Provide complex information in user-friendly form to non-NHS audiences  
• Ensure that feedback on own service is received from the fullest range of patients and the public and relayed to all appropriate staff  
• Feed back to staff on changes that have taken place as a result of feedback from public  
• Ensure staff implement policies e.g. Freedom of Information, confidentiality, data and consent | 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. | NHS Boards provide a variety of in-house training opportunities for staff at a local level which can impact on PFPI. For further details contact your local Organisational Development or Learning and Development Teams. Examples may include:  
• Facilitation skills  
• Managing/chairing meetings  
• Presentation skills |

**NHS Boards**

Use of the NES resource Little Things Make a Big Difference to value and enhance the patient experience [www.knowledge.scot.nhs.uk/making-a-difference](http://www.knowledge.scot.nhs.uk/making-a-difference)

Use of the Knowledge for Care Scotland elibrary website [www.knowledge.scot.nhs.uk](http://www.knowledge.scot.nhs.uk)

Informing, Engaging and Consulting People, Executive Briefings and Professional Course Briefings [www.nes.scot.nhs.uk/pfpi](http://www.nes.scot.nhs.uk/pfpi)

Use of the NES Products and Services Database (PASDA) [www.pasda.scot.nhs.uk](http://www.pasda.scot.nhs.uk)

Use of SGHD Better Together website [www.bettertogetherscotland.com/bettertogetherscotland/CCC_FirstPage.jsp](http://www.bettertogetherscotland.com/bettertogetherscotland/CCC_FirstPage.jsp)

Use of SGHD Better Together website [www.spso.org.uk](http://www.spso.org.uk)
### CORE DIMENSION 1: COMMUNICATION

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<th>KSF LEVEL 4 INDICATORS</th>
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</table>
| Develops policies, procedures and practices in own organisation as it relates to PFPI and equality and diversity | • Engage all parties in discussions regardless of their role, professional or non-professional status  
• Engage sensitively with audiences in relation to contentious issues  
• Communicate critical and/or potentially controversial feedback to service managers about their service  
• Interpret the political agenda in relation to future service planning  
• Constructively challenge relevant parties where identified service improvements have not been implemented  
• Assess a range of information, differentiating that which may and may not be disclosed – and communicate as appropriate  
• Produce high level (e.g. Board) reports that engage the reader, communicate significant issues with clarity and provide comprehensive recommendations  
• Take a pragmatic approach to implementing change where the focus of control is external to the service | a) identifies  
- the range of people involved in the communication  
- potential communication differences  
- relevant contextual factors  
- broader situational factors, issues and risks  

b) communicates with people in a form and manner which:  
- is consistent with their level of understanding, culture, background and preferred ways of communicating  
- is appropriate to the purpose of the communication and its longer term importance  
- is appropriate to the complexity of the context  
- encourages effective communication between all involved  
- enables a constructive outcome to be achieved  

c) anticipates barriers to communication and takes action to improve communication  

d) is proactive in seeking out different styles and methods of communicating to assist longer term needs and aims  

e) takes a proactive role in producing accurate and complete records of the communication consistent with legislation, policies and procedures  

f) communicates in a manner that is consistent with legislation, policies and procedures. | NHS Boards provide a variety of in-house training opportunities for staff at a local level which can impact on PFPI. For further details contact your local Organisational Development or Learning and Development Teams. Examples may include:  
• Managing change  
• Shadowing other staff members  

Use of the NES resource Little Things Make a Big Difference to value and enhance the patient experience www.knowledge.scot.nhs.uk/making-a-difference  

Use of the Knowledge for Care Scotland eLibrary website www.knowledge.scot.nhs.uk  

Use of the NES flexible online resource to support educational development Testing for the Best www.test4best.scot.nhs.uk  

Use of the NES Products and Services Database (PASDA) www.pasda.scot.nhs.uk |
Example from practice

We began to realise that Beth was not eating very much. She never seemed to stay still long enough to eat a meal. When we could, we took her down to the shop for her favourite toffees and bananas. We talked one day about what she was going to have for tea that night. She said that she didn’t know (patients fill in the menu the day before and often cannot remember their choice, even if they do not have memory impairments).

I said to her that I did not know what was for tea either and she remarked about how ‘silly’ that was because I worked here. This prompted a change in the way things are done around here. We agreed to make sure we photocopied Beth’s menu each day so we could talk to her about what she was going to eat that day. So when her meal arrived she was happy to eat it because it was what she was expecting.

Issues for consideration

- the experiences of patient/families/staff should be heard at all levels
- consider how hearing the patient’s experience informs developments in your area

Adapted and printed with permission from the Leadership In Compassionate Care Programme Team, NHS Lothian and Edinburgh Napier University (2008)

NB: These generic examples can be relevant across the various dimensions and levels of KSF within the Framework.
### Understanding of PFPI and equality and diversity principles in relation to own work

- Understand own role in relation to PFPI
- Able to clearly state what is meant by PFPI and its application to own role
- Demonstrate knowledge of NHS Board’s duty to consult with and involve patients when considering changes to services or development of new services
- Demonstrate knowledge and application of customer care concepts
- Understand own role as an ‘ambassador’ for the organisation in contacts with patients and the public
- Respond appropriately to comments or complaints from patients and the public e.g. handle comments and concerns respectfully, bringing them to the attention of an appropriate person
- Deal with simple issues requiring resolution efficiently and effectively
- Identify areas where the patients and the public can contribute to changes in the service’s process or environment
- Aware and able to work towards own department practices and procedures in relation to general customer care and other equalities policies in place
- Identify gaps in own knowledge, skills and experience in relation to PFPI and utilises development opportunities
- Able to reflect on own performance and ascertain development needs, followed up by attending appropriate development opportunities
- Recognise the impact of the personal and emotional aspects of role and seeks support where appropriate

### Examples of PFPI activity that can be reflected as application within KSF development reviews or post outlines

- With the help of others, identifies:
  - whether s/he can carry out the task within own job
  - what s/he needs to learn to do current job better
  - when s/he needs help
- Reviews his/her work against the KSF outline for his/her post with his/her reviewer and identifies own learning needs and interests
- Produces with his/her reviewer a personal development plan
- Takes an active part in agreed learning activities and keeps a record of them
- Evaluates the effectiveness of learning activities for own development and the job

### Learning to support development

NHS Boards provide a variety of in-house training opportunities for staff at a local level which can impact on PFPI. For further details contact your local Organisational Development or Learning and Development Teams. Examples may include:

- Induction
- Customer Care
- Complaints

Use of the Knowledge for Care Scotland elibrary website www.knowledge.scot.nhs.uk

Use of NES PFPI webpage www.nes.scot.nhs.uk

Use of the NES Products and Services Database (PASDA) www.pasda.scot.nhs.uk
### CORE DIMENSION 2: PERSONAL AND PEOPLE DEVELOPMENT

#### ESSENTIAL KNOWLEDGE SKILLS AND ATTITUDES LEVEL 2

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<tr>
<th>Understanding of PFPI and equality and diversity principles and awareness of key policies and legislation</th>
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- Deal with issues requiring resolution efficiently and effectively to decrease the likelihood of escalation to complaint
- Be a role model for involving service users in appropriate projects and activities
- Recognise the impact of the personal and emotional aspects of role and seeks support as appropriate

#### EXAMPLES OF PFPI ACTIVITY THAT CAN BE REFLECTED AS APPLICATION WITHIN KSF DEVELOPMENT REVIEWS OR POST OUTLINES

<table>
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<th>KSF LEVEL 2 INDICATORS</th>
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<tr>
<td>a) assesses and identifies:</td>
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<tr>
<td>- feedback from others on own work</td>
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<tr>
<td>- how s/he is applying knowledge and skills in relation to the KSF outline for the post</td>
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<tr>
<td>- own development needs and interests in the current post</td>
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<td>- what has been helpful in his/her learning and development to date</td>
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<tr>
<td>b) takes an active part in the development review of own work against the KSF outline for the post with the reviewer and suggests areas for learning and development in the coming year</td>
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<tr>
<td>c) takes responsibility for own personal development and takes an active part in learning opportunities</td>
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<tr>
<td>d) evaluates the effectiveness of learning opportunities and alerts others to benefits and problems</td>
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<tr>
<td>e) keeps up-to-date records of own development review process</td>
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<tr>
<td>f) offers information to others when it will help their development and/or help them meet work demands</td>
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</tbody>
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#### LEARNING TO SUPPORT DEVELOPMENT

- **NHS Boards** provide a variety of in-house training opportunities for staff at a local level which can impact on PFPI. For further details contact your local Organisational Development or Learning and Development Teams. Examples may include:
  - Use of reflection
  - Use of the Knowledge for Care Scotland elibrary website www.knowledge.scot.nhs.uk
  - Volunteering - a range of accredited and non-accredited training to support staff
  - Informing, Engaging and Consulting People, Executive Briefings and Professional Courses www.nes.scot.nhs.uk/pfpi
  - Use of the NES Products and Services Database (PASDA) www.pasda.scot.nhs.uk
### ESSENTIAL KNOWLEDGE SKILLS AND ATTITUDES
#### LEVEL 3

- Applies PFPI and equality and diversity principles and key legislation to own work role and work of others.
- Monitors compliance with policies and procedures.

### EXAMPLES OF PFPI ACTIVITY THAT CAN BE REFLECTED AS APPLICATION WITHIN KSF DEVELOPMENT REVIEWS OR POST OUTLINES

- Recognise the impact of the personal and emotional aspects of role and seek support where appropriate - put strategies in place to support all staff in this area.
- Gather views on own performance from patients and the public, and respond by accessing the relevant development opportunities.
- Assess impact and value of PFPI development opportunities on own practice.
- Signpost staff to appropriate agencies and sources of personal development to increase knowledge of equality & diversity issues and skills across the organisation.
- Develop PFPI and/or equality & diversity awareness/skills of staff.
- Create opportunities for patients and the public to develop skills they need to engage in service improvement activity.
- Provide opportunities to involve patients/carers in the planning and delivery of educational programmes (particularly of a clinical nature).
- Aware of new developments, initiating change within the organisation as relevant.
- Ensure Key Result Areas in all staff job descriptions make reference to PFPI and manage performance in this area through supervision.

### KSF LEVEL 3 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.

### LEARNING TO SUPPORT DEVELOPMENT

- NHS Boards provide a variety of in-house training opportunities for staff at a local level which can impact on PFPI. For further details contact your local Organisational Development or Learning and Development Teams. Examples may include:
  - Shadowing of other staff
  - Management courses

- Use of the Knowledge for Care Scotland elibrary website www.knowledge.scot.nhs.uk

- Use of the NES Products and Services Database (PASDA) www.pasda.scot.nhs.uk
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| Develops policies, procedures and practices in own organisation as it relates to PFPI and equality and diversity | • Critically appraise policies assessing the implications for own practice, managers and staff, services and the organisation  
• Ensure PFPI is integral to organisation  
• Deliver involvement and engagement methodologies training  
• Supervise research training and identify staff development needs in PFPI and/or equality & diversity and provide relevant development opportunities  
• Provide strategic leadership on accountability to patients and public  
• Engage lay members in the design and delivery of training programmes  
• Mentor other staff (both internal and external) | a) evaluates the currency and sufficiency of own knowledge and practice against the KSF outline for the post and identifies own development needs and interests  
b) develops and agrees own personal development plan with feedback from others  
c) generates and uses appropriate learning opportunities and applies own learning to the future development of practice  
d) encourages others to make realistic self assessments of their application of knowledge and skills challenging complacency and actions which are not in the interest of the public and/or users of services  
e) enables others to develop and apply their knowledge and skills  
f) actively promotes the workplace as a learning environment encouraging everyone to learn from each other and from external good practice  
g) alerts managers to resource issues which affect learning, development and performance  
h) develops others in a manner that is consistent with legislation, policies and procedures. | NHS Boards provide a variety of in-house training opportunities for staff at a local level which can impact on PFPI. For further details contact your local Organisational Development or Learning and Development Teams. Examples may include:  
• Leadership  
• Mentorship in practice  

Use of the NES flexible online resource to support educational development Testing for the Best www.test4best.scot.nhs.uk  

Use of the Knowledge for Care Scotland elibrary website www.knowledge.scot.nhs.uk  

Use of the NES Products and Services Database (PASDA) www.pasda.scot.nhs.uk |
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| Understanding of PFPI and equality and diversity principles in relation to own work | • Clearly understand policy on reporting patient feedback that signifies clinical risks or health and safety breaches  
• Handle comments and concerns respectfully and bring to the attention of an appropriate person  
• Comply with systems to monitor and learn from complaints and patient experiences  
• Report incidents relating to breaches of Health and Safety and security | a) acts in ways that are consistent with legislation, policies and procedures for maintaining own and others’ health, safety and security  
b) assists in maintaining a healthy, safe and secure working environment for everyone who is in contact with the organisation  
c) works in a way that minimises risks to health, safety and security  
d) summons immediate help for any emergency and takes the appropriate action to contain it  
e) reports any issues at work that may put health, safety and security at risk. | NHS Boards provide a variety of in-house training opportunities for staff at a local level which can impact on PFPI. For further details contact your local Organisational Development or Learning and Development Teams. Examples may include:  
• Health and Safety  
• Customer care |
| | | | Use of the Knowledge for Care Scotland elibrary website www.knowledge.scot.nhs.uk  
Use of the NES Products and Services Database (PASDA) www.pasda.scot.nhs.uk |
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</table>
| Understanding of PFPI and equality and diversity principles and awareness of key policies and legislation | • Clearly understand policy on reporting patient feedback that signifies clinical mitigating risk or health and safety breaches  
• Handle comments and concerns respectfully and be able to take action when needed  
• Implement systems to monitor and learn from complaints and patient experiences | 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 | NHS Boards provide a variety of in-house training opportunities for staff at a local level which can impact on PFPI. For further details contact your local Organisational Development or Learning and Development Teams. Examples may include:  
• Health and Safety Awareness  
Use of the Knowledge for Care Scotland elibrary website www.knowledge.scot.nhs.uk  
Use of the NES Products and Services Database (PASDA) www.pasda.scot.nhs.uk  
Use of SGHD Better Together website www.bettertogetherscotland.com/bettertogetherscotland/CCC_FirstPage.jsp  
Use of Scottish Patient Safety Alliance website www.patientsafetyalliance.scot.nhs.uk  
Use of Dignity at Work Toolkit www.staffgovernance.scot.nhs.uk |
### CORE DIMENSION 3: HEALTH AND SAFETY

#### ESSENTIAL KNOWLEDGE, SKILLS AND ATTITUDES LEVEL 3

Applies PFPI and equality and diversity principles and key legislation to own work role and work of others.

Monitors compliance with policies and procedures

#### EXAMPLES OF PFPI ACTIVITY THAT CAN BE REFLECTED AS APPLICATION WITHIN KSF DEVELOPMENT REVIEWS OR POST OUTLINES

- Monitor systems to monitor and learn from complaints and patient experiences
- Ensure managed staff comply with all Health and Safety issues in relation to PFPI, equality & diversity
- Involve patients in risk assessment procedures

#### KSF LEVEL 3 INDICATORS

a) The worker identifies:
   - the risks involved in work activities and processes
   - how to manage the risks
   - how to help others manage risk

b) undertakes work activities consistent with:
   - legislation, policies and procedures
   - the assessment and management of risk

c) monitors work areas and practices and ensures they:
   - are safe and free from hazards
   - conform to health, safety and security legislation, policies, procedures and guidelines

d) takes the necessary action in relation to risks

e) identifies how health, safety and security can be improved and takes action to put this into effect

#### LEARNING TO SUPPORT DEVELOPMENT

NHS Boards provide a variety of in-house training opportunities for staff at a local level which can impact on PFPI. For further details contact your local Organisational Development or Learning and Development Teams. Examples may include:

- **Health and Safety Awareness**

Use of the Knowledge for Care Scotland elibrary website www.knowledge.scot.nhs.uk

Use of the NES Products and Services Database (PASDA) www.pasda.scot.nhs.uk

Use of SGHD Better Together website www.bettertogetherscotland.com/bettertogetherscotland/CCC_FirstPage.jsp

Use of Dignity at Work Toolkit www.staffgovernance.scot.nhs.uk

Use of Scottish Public Services Ombudsman website www.spso.org.uk
### ESSENTIAL KNOWLEDGE SKILLS AND ATTITUDES
#### LEVEL 4

**Develops policies, procedures and practices in own organisation as it relates to PFPI and equality and diversity**

- Amend systems to monitor and learn from complaints and patient experiences

**EXAMPLES OF PFPI ACTIVITY THAT CAN BE REFLECTED AS APPLICATION WITHIN KSF DEVELOPMENT REVIEWS OR POST OUTLINES**

<table>
<thead>
<tr>
<th>NHS Boards</th>
<th>Examples of PFPI activity that can be reflected as application within KSF development reviews or post outlines</th>
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<tr>
<td><strong>KSF LEVEL 4 INDICATORS</strong></td>
<td><strong>LEARNING TO SUPPORT DEVELOPMENT</strong></td>
</tr>
<tr>
<td>a) evaluates the extent to which legislation, policies and procedures are implemented in the environment, culture and practices of own sphere of activity</td>
<td>NHS Boards provide a variety of in-house training opportunities for staff at a local level which can impact on PFPI. For further details contact your local Organisational Development or Learning and Development Teams. Examples may include:</td>
</tr>
<tr>
<td>b) identifies processes and systems that promote own and others’ health, safety and security</td>
<td>• Health and Safety Awareness</td>
</tr>
<tr>
<td>c) regularly assesses risks to health, safety and security using the results to promote and improve practice</td>
<td>Use of the NES flexible online resource to support educational development Testing for the Best <a href="http://www.test4best.scot.nhs.uk">www.test4best.scot.nhs.uk</a></td>
</tr>
<tr>
<td>d) takes the appropriate action when there are issues with health, safety and security</td>
<td>Use of the Knowledge for Care Scotland elibrary website <a href="http://www.knowledge.scot.nhs.uk">www.knowledge.scot.nhs.uk</a></td>
</tr>
<tr>
<td>e) investigates any potential or actual breaches of legal, professional or organisational requirements and takes the necessary action to deal with them appropriately</td>
<td>Use of the NES Products and Services Database (PASDA) <a href="http://www.pasda.scot.nhs.uk">www.pasda.scot.nhs.uk</a></td>
</tr>
<tr>
<td></td>
<td>Use of SGHD Better Together website <a href="http://www.bettertogetherscotland.com/bettertogetherscotland/CCC_FirstPage.jsp">http://www.bettertogetherscotland.com/bettertogetherscotland/CCC_FirstPage.jsp</a></td>
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<tr>
<td></td>
<td>Use of Scottish Public Services Ombudsman website <a href="http://www.spso.org.uk">www.spso.org.uk</a></td>
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## CORE DIMENSION 4: SERVICE IMPROVEMENT

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<tr>
<th>ESSENTIAL KNOWLEDGE SKILLS AND ATTITUDES LEVEL 1</th>
<th>EXAMPLES OF PFPI ACTIVITY THAT CAN BE REFLECTED AS APPLICATION WITHIN KSF DEVELOPMENT REVIEWS OR POST OUTLINES</th>
<th>KSF LEVEL 1 INDICATORS</th>
<th>LEARNING TO SUPPORT DEVELOPMENT</th>
</tr>
</thead>
</table>
| Understanding of PFPI and equality and diversity principles in relation to own work | • Aware of the way in which own service operates and the impact of improvements upon their role  
• Adapt own practice either proactively or because of feedback provided  
• Aware of the duty of the Board in engaging patients and the public  
• Aware of the role patients have to contribute to the decision-making in relation to their own treatment and care  
• Actively relay feedback from patients and the public | a) discusses with line manager/work team the changes that need to be made in own practice and the reasons for them  
b) adapts own practice as agreed and to time seeking support if necessary  
c) effectively carries out tasks related to evaluating services when asked  
d) passes on to the appropriate person constructive views and ideas on improving services for users and the public  
e) alerts line manager/work team when direction, policies and strategies are adversely affecting users of services or the public | NHS Boards provide a variety of in-house training opportunities for staff at a local level which can impact on PFPI. For further details contact your local Organisational Development or Learning and Development Teams. Examples may include:  
• Shadowing other staff members  
• Induction  
• Customer Care  

<table>
<thead>
<tr>
<th>ESSENTIAL KNOWLEDGE SKILLS AND ATTITUDES LEVEL 2</th>
<th>EXAMPLES OF PFPI ACTIVITY THAT CAN BE REFLECTED AS APPLICATION WITHIN KSF DEVELOPMENT REVIEWS OR POST OUTLINES</th>
<th>KSF LEVEL 2 INDICATORS</th>
<th>LEARNING TO SUPPORT DEVELOPMENT</th>
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</thead>
<tbody>
<tr>
<td>Understanding of PFPI and equality and diversity principles and awareness of key policies and legislation</td>
<td>Support a culture where constructive criticism is seen as a positive catalyst to improving services</td>
<td>a) discusses and agrees with the work team:</td>
<td>NHS Boards provide a variety of in-house training opportunities for staff at a local level which can impact on PFPI. For further details contact your local Organisational Development or Learning and Development Teams. Examples may include:</td>
</tr>
<tr>
<td></td>
<td>Communicate importance of Customer Care Strategy in relation to PFPI</td>
<td>- the implications of direction, policies and strategies on their current practice</td>
<td>• Appraisal training</td>
</tr>
<tr>
<td></td>
<td>Implement policy by involving patients and public and Scottish Health Council at an early stage whenever changes are being considered or services developed</td>
<td>- the changes that they can make as a team</td>
<td>Use of patient feedback resources on the NES resource Little Things Make a Big Difference to value and enhance the patient experience <a href="http://www.knowledge.scot.nhs.uk/making-a-difference">www.knowledge.scot.nhs.uk/making-a-difference</a></td>
</tr>
<tr>
<td></td>
<td>Involve service users as well as team in deciding options to be made</td>
<td>- the changes s/he can make as an individual</td>
<td>Use of the Knowledge for Care Scotland elibrary website <a href="http://www.knowledge.scot.nhs.uk">www.knowledge.scot.nhs.uk</a></td>
</tr>
<tr>
<td></td>
<td>Feed back to staff and patients on the actions taken from patient feedback</td>
<td>- how to take the changes forward</td>
<td>Informing, Engaging and Consulting People, Executive Briefings and Professional Course Briefings <a href="http://www.nes.scot.nhs.uk/pfpi">www.nes.scot.nhs.uk/pfpi</a></td>
</tr>
<tr>
<td></td>
<td>Make joint decisions with patients on treatment and care</td>
<td>b) constructively makes agreed changes to own work in the agreed timescale seeking support as and when necessary</td>
<td>Use of the NES Products and Services Database (PASDA) <a href="http://www.pasda.scot.nhs.uk">www.pasda.scot.nhs.uk</a></td>
</tr>
<tr>
<td></td>
<td>Act as a role model in jointly deciding on treatment and care options</td>
<td>c) supports others in understanding the need for and making agreed changes</td>
<td>Use of SGHD Better Together website <a href="http://www.bettertogetherscotland.com">www.bettertogetherscotland.com</a></td>
</tr>
<tr>
<td></td>
<td>Act on patient feedback</td>
<td>d) evaluates own and other’s work when required to do so completing relevant documentation</td>
<td>Use of Scottish Public Services Ombudsman website <a href="http://www.spso.org.uk">www.spso.org.uk</a></td>
</tr>
<tr>
<td></td>
<td>Act on patient enquiries and feeds back to ensure monitoring is accurate</td>
<td>e) makes constructive suggestions as to how services can be improved for users and the public</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Contribute to the implementation of actions, based on feedback including areas that affect own work roles</td>
<td>f) constructively identifies issues with direction, policies and strategies in the interests of users and the public</td>
<td></td>
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<tr>
<td></td>
<td>Contribute to the evaluation of service improvements undertaken and suggestions for changes in the future</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### CORE DIMENSION 4: SERVICE IMPROVEMENT

#### ESSENTIAL KNOWLEDGE, SKILLS AND ATTITUDES LEVEL 3

- Applies PFPI and equality and diversity principles and key legislation to own work role and work of others
- Monitors compliance with policies and procedures

#### EXAMPLES OF PFPI ACTIVITY THAT CAN BE REFLECTED AS APPLICATION WITHIN KSF DEVELOPMENT REVIEWS OR POST OUTLINES

- Consult, involve & engage patients/carers and their respective organisations as appropriate in issues of service re-design
- Analyse complaints and incidents, and produce actions plans based on information collated
- Work with staff undertaking research
- Supervise staff in PFPI
- Contribute to the design of action taken as a result of feedback
- Recommend the implementation of actions including areas that affect own work role
- Undertake reflective practice on own work role
- Contribute to the production of public consultation/engagement plan with the public in conjunction with Scottish Health Council involvement
- Suggest areas of potential service evaluations to Manager/team
- Ensure managed staff come to joint decisions about treatment and care with patients
- Provide information for patients and public relating to policies and procedures that impact on them
- Make recommendations and suggestions for change of service based on evaluation and public involvement
- Monitor changes to ensure they are embedded

#### KSF LEVEL 3 INDICATORS

- a) identifies and evaluates areas for potential service improvement
- b) discusses and agrees with others: – how services should be improved as a result of suggestions, recommendations and directives – how to balance and prioritise competing interests – how improvements will be taken forward and implemented
- c) constructively undertakes own role in improving services as agreed and to time, supporting others effectively during times of change and working with others to overcome problems and tensions as they arise
- d) maintains and sustains direction, policies and strategies until they are firmly embedded in the culture inspiring others with values and a vision of the future whilst acknowledging traditions and background
- e) enables and encourages others to: – understand and appreciate the influences on services and the reasons why improvements are being made

#### LEARNING TO SUPPORT DEVELOPMENT

- **NHS Boards**
  - Provide a variety of in-house training opportunities for staff at a local level which can impact on PFPI. For further details contact your local Organisational Development or Learning and Development Teams. Examples may include:
    - Risk Assessment
    - Shadow other staff members
    - Working Effectively with Communities

- **Use of the Knowledge for Care Scotland elibrary website** www.knowledge.scot.nhs.uk

- **Volunteering - a range of accredited and non-accredited training to support staff**

- **Informing, Engaging and Consulting People, Executive Briefings and Professional Course Briefings** www.nes.scot.nhs.uk/pfpi

- **Use of the NES Products and Services Database (PASDA)** www.pasda.scot.nhs.uk

- **Use of Scottish Health Council website** www.scottishhealthcouncil.org

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<tr>
<th>ESSENTIAL KNOWLEDGE SKILLS AND ATTITUDES LEVEL 3</th>
<th>EXAMPLES OF PFPI ACTIVITY THAT CAN BE REFLECTED AS APPLICATION WITHIN KSF DEVELOPMENT REVIEWS OR POST OUTLINES</th>
<th>KSF LEVEL 3 INDICATORS</th>
<th>LEARNING TO SUPPORT DEVELOPMENT</th>
</tr>
</thead>
</table>
| • Demonstrate implementation of community engagement standards where appropriate  
  • Provide feedback to public                                      | – offer suggestions, ideas and views for improving services and developing direction, policies and strategies  
  – alter their practice in line with agreed improvements  
  – share achievements  
  – challenge tradition  
  f) evaluates with others the effectiveness of service improvements and agrees that further action is required to take them forward  
  g) appraises draft policies and strategies for their effect on users and the public and makes recommendations for improvement |                                                      |                                  |
<table>
<thead>
<tr>
<th>ESSENTIAL KNOWLEDGE SKILLS AND ATTITUDES LEVEL 4</th>
<th>EXAMPLES OF PFPI ACTIVITY THAT CAN BE REFLECTED AS APPLICATION WITHIN KSF DEVELOPMENT REVIEWS OR POST OUTLINES</th>
<th>KSF LEVEL 4 INDICATORS</th>
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</tr>
</thead>
</table>
| Develops policies, procedures and practices in own organisation as it relates to PFPI and equality and diversity | • Involved in Integrated Service Improvement Plans to ensure patients are engaged  
• Contributes to the design of training programmes so that PFPI and Equality and Diversity are integral  
• Contribute to the Clinical Governance development plan  
• Contribute to the production of the PFPI strategy and action plan for the organisation  
• Design forward audit plan  
• Contribute to annual PFPI assessment in conjunction with Scottish Health Council  
• Involve patients, public and carers in annual PFPI assessment  
• Provide feedback on the organisation’s performance monitoring  
• Identify and makes recommendations for application of examples of best practice nationally to local situation | a) effectively engages the public, users of services and other interested parties in an open and effective discussion on values, direction, policies and strategies for the organisation/services  

b) works effectively with others to clearly define values, direction and policies including guidance on how to respond when these are under pressure or interests are in conflict  

c) works effectively with others to continually review values, direction and policies in the light of changing circumstances  

d) works effectively with others to formulate strategies and associated objectives that:  
– are consistent with values, direction and policies  
– are attainable given available resources and timescales  
– contain sufficient detail for the operational planning of services, projects and programmes  
– take account of constraints  
– realistically balance competing interests and tensions whilst maintaining values and direction | NHS Boards provide a variety of in-house training opportunities for staff at a local level which can impact on PFPI. For further details contact your local Organisational Development or Learning and Development Teams. Examples may include:  
• Networking with peers locally and nationally  
• Leadership  
• Evaluating Outcomes  

Use of the NES flexible online resource to support educational development Testing for the Best www.test4best.scot.nhs.uk  

Use of the Knowledge for Care Scotland elibrary website www.knowledge.scot.nhs.uk  

Use of the NES Products and Services Database (PASDA) www.pasda.scot.nhs.uk  

Use of Scottish Health Council website www.scottishhealthcouncil.org |
### KSF LEVEL 4 INDICATORS

**e)** communicates values, direction, policies and strategies effectively to relevant people and enables them to:
- appraise and apply them to their area of responsibility
- feed in their views and suggestions for change

**f)** works effectively with everyone affected by direction, policies and strategies to evaluate their impact and effectiveness
Example from practice

NHS X had noticed an increase in complaints about waiting times for post 2 year consultation for breast cancer. This was coupled with issues for NHS X in relation to the reduction of junior doctors’ hours which had a knock on effect in terms of waiting times. NHS X decided, therefore, to gather feedback from patients through a focus group discussion. Patients clearly said as part of their feedback that they would in fact prefer to be seen by a nurse practitioner rather than a consultant as part of their 2 year follow up. This was an approach which had not been considered by NHS X as part of their planning processes but seemed a most sensible idea.

By offering this alternative, waiting times have been reduced to 1 week for urgent referrals. Routine referrals have also been reduced and the service has been evaluated with a 93% satisfaction level. It has also led to a reduction in the workload of staff in the breast clinic.

Issues for consideration

- stress the importance of getting feedback from patients who use the service to inform the future delivery, design and redesign
- in this case, the patients themselves came up with an alternative approach which had not been thought of by NHS X

Christine Johnstone
Regional Manager East
Scottish Health Council
<table>
<thead>
<tr>
<th>ESSENTIAL KNOWLEDGE SKILLS AND ATTITUDES LEVEL 1</th>
<th>EXAMPLES OF PFPI ACTIVITY THAT CAN BE REFLECTED AS APPLICATION WITHIN KSF DEVELOPMENT REVIEWS OR POST OUTLINES</th>
<th>KSF LEVEL 1 INDICATORS</th>
<th>LEARNING TO SUPPORT DEVELOPMENT</th>
</tr>
</thead>
</table>
| Understanding of PFPI and equality and diversity principles in relation to own work | - Aware of the need for appropriate incident reporting and appropriate feedback of issues from own area of work  
   - Aware of the need for quality and implementation of best practice in written documentation  
   - Aware of the need to safely store feedback to comply with legislation e.g. Data Protection, Confidentiality, Freedom of Information  
   - Aware of the information process to ensure high quality information goes out to public and patients  
   - Aware of the need to share decision making with users of services  
   - Know and understand relevant Board policies and procedures  
   - Aware of the need for quality and best practice in relation to other feedback mechanisms | a) complies with legislation, policies, procedures and other quality approaches relevant to the work being undertaken  
   b) works within the limits of own competence and responsibility and refers issues beyond these limits to relevant people  
   c) acts responsibly as a team member and seeks help if necessary  
   d) uses and maintains resources efficiently and effectively  
   e) reports problems as they arise, solving them if possible | NHS Boards provide a variety of in-house training opportunities for staff at a local level which can impact on PFPI. For further details contact your local Organisational Development or Learning and Development Teams. Examples may include:  
   - Induction  
   - Equality and Diversity  
   - Shadowing other staff  
   - Incident Reporting |

Use of the Knowledge for Care Scotland elibrary website www.knowledge.scot.nhs.uk

Use of the NES Products and Services Database (PASDA) www.pasda.scot.nhs.uk
### ESSENTIAL KNOWLEDGE SKILLS AND ATTITUDES LEVEL 2

**Understanding of PFPI and equality and diversity principles and awareness of key policies and legislation**

- Aware of the ethics approval process
- Aware of the need to safely store feedback to comply with legislation e.g. Data Protection, Confidentiality, Freedom of Information
- Contribute to the design of written documentation to an appropriate quality e.g. questionnaires, surveys
- Deliver own specific area of responsibility to a high standard e.g. letters to focus group members, feedback after a project.
- Aware of the need for appropriate incident reporting and appropriate feedback of issues from own area of work
- Aware of the need for quality and best practice in relation to other feedback mechanisms e.g. surveys, interviewing etc.
- Implement the most appropriate/effective methodology for engaging, consulting and involving people
- Know and understand the impact of quality procedures
- Make others aware of the need to share decision making with users of services

**EXAMPLES OF PFPI ACTIVITY THAT CAN BE REFLECTED AS APPLICATION WITHIN KSF DEVELOPMENT REVIEWS OR POST OUTLINES**

<table>
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<tr>
<th>KSF LEVEL 2 INDICATORS</th>
<th>LEARNING TO SUPPORT DEVELOPMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) acts consistently with legislation, policies, procedures and other quality approaches and encourages others to do so</td>
<td><strong>NHS Boards</strong> provide a variety of in-house training opportunities for staff at a local level which can impact on PFPI. For further details contact your local Organisational Development or Learning and Development Teams. Examples may include:</td>
</tr>
<tr>
<td>b) works within the limits of own competence and levels of responsibility and accountability in the work team and organisation</td>
<td>• Shadowing other staff</td>
</tr>
<tr>
<td>c) works as an effective and responsible team member</td>
<td><strong>Applicability of the 10 Shared Essential Capabilities</strong> <a href="http://www.nes.scot.nhs.uk/mentalhealth/work">www.nes.scot.nhs.uk/mentalhealth/work</a></td>
</tr>
<tr>
<td>d) prioritises own workload and organises own work to meet these priorities and reduce risks to quality</td>
<td><strong>Use of the Knowledge for Care Scotland elibrary website</strong> <a href="http://www.knowledge.scot.nhs.uk">www.knowledge.scot.nhs.uk</a></td>
</tr>
<tr>
<td>e) uses and maintains resources efficiently and effectively and encourages others to do so</td>
<td><strong>Use of the NES Products and Services Database (PASDA)</strong> <a href="http://www.pasda.scot.nhs.uk">www.pasda.scot.nhs.uk</a></td>
</tr>
<tr>
<td>f) monitors the quality of work in own area and alerts others to quality issues</td>
<td></td>
</tr>
</tbody>
</table>

**NHS Boards** provide a variety of in-house training opportunities for staff at a local level which can impact on PFPI. For further details contact your local Organisational Development or Learning and Development Teams. Examples may include:

- Shadowing other staff

**Applicability of the 10 Shared Essential Capabilities** www.nes.scot.nhs.uk/mentalhealth/work

**Use of the Knowledge for Care Scotland elibrary website** www.knowledge.scot.nhs.uk

**Use of the NES Products and Services Database (PASDA)** www.pasda.scot.nhs.uk
### CORE DIMENSION 5: QUALITY

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<tr>
<th>ESSENTIALKNOWLEDGE SKILLS AND ATTITUDES LEVEL 3</th>
<th>EXAMPLES OF PFPI ACTIVITY THAT CAN BE REFLECTED AS APPLICATION WITHIN KSF DEVELOPMENT REVIEWS OR POST OUTLINES</th>
<th>KSF LEVEL 3 INDICATORS</th>
<th>LEARNING TO SUPPORT DEVELOPMENT</th>
</tr>
</thead>
</table>
| Applies PFPI and equality and diversity principles and key legislation to own work role and work of others | • Complete and comply with ethical approval processes  
• Aware of the negative impact on quality if there is a lack of shared decision making with users  
• Design high quality written information e.g. questionnaires and surveys  
• Plan, develop and deliver good quality focus groups, interviewing and other qualitative methodologies being aware of appropriate sample sizes  
• Within own sphere of responsibility ensure quality issues identified by staff or self are acted upon  
• Ensure that the delivery of patient and public involvement/engagement activity avoids any negative impact on respondents  
• Seek information on patient dissatisfaction to identify ways of improving the quality of the service  
• Ensure information presented to senior managers includes a patient and public perspective  
• Formulate methods of quality evaluation which invites responses from patients/carers  
• Develop feedback mechanisms that enable outcomes to be routed back to the responders  
• Develop and maintain high quality and effective storage systems for feedback  
• Take action on negative feedback | a) acts consistently with legislation, policies, procedures and other quality approaches and alerts others to the need for improvements to quality  
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 work 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 | NHS Boards provide a variety of in-house training opportunities for staff at a local level which can impact on PFPI. For further details contact your local Organisational Development or Learning and Development Teams. Examples may include:  
• Appraisal  
• Change Management  
• Shadowing other staff  
• Report Writing  

| | Use of patient feedback resources on the NES resource Little Things Make a Big Difference to value and enhance the patient experience www.knowledge.scot.nhs.uk/making-a-difference | Use of the Knowledge for Care Scotland eLibrary website www.knowledge.scot.nhs.uk | Use of the NES Products and Services Database (PASDA) www.pasda.scot.nhs.uk | Use of SGHD Better Together website www.bettertogetherscotland.com | Use of Scottish Public Services Ombudsman website www.spso.org.uk |
**CORE DIMENSION 5 : QUALITY**

<table>
<thead>
<tr>
<th>ESSENTIAL KNOWLEDGE SKILLS AND ATTITUDES LEVEL 4</th>
<th>EXAMPLES OF PFPI ACTIVITY THAT CAN BE REFLECTED AS APPLICATION WITHIN KSF DEVELOPMENT REVIEWS OR POST OUTLINES</th>
<th>KSF LEVEL 4 INDICATORS</th>
<th>LEARNING TO SUPPORT DEVELOPMENT</th>
</tr>
</thead>
</table>
| Develops policies, procedures and practices in own organisation as it relates to PFPI and equality and diversity | • Support staff through the process of ethical approval of research proposals  
• Ensure that staff implement shared decision making with users  
• Develop a culture across the organisation where PFPI activity is planned, developed and delivered in accordance with legislation, local and national guidelines and published standards  
• Initiate further application by recognising good practice and ensuring transference of that practice  
• Ensure decisions are based on evidence  
• Advise and monitor the development and maintenance of storage systems according to legislation e.g. Freedom of Information, Confidentiality, Data Protection  
• Determine forward audit plans for area of responsibility  
• Use benchmarking evidence to determine activity needed to improve performance  
• Respond to internal and external audit reports  
• Ensure identified issues of quality are acted upon in a co-ordinated manner across the organisation  
• Monitor the quality of written documentation e.g. reports, questionnaires, surveys | a) acts consistently with legislation, policies, procedures and other quality approaches and alerts others to the need for improvements to quality  
b) works effectively in own team and as part of the whole organisation  
c) prioritises, organises and carries out own work effectively  
d) enables others to understand, and address risks to quality  
e) actively promotes quality in all areas of work  
f) initiates and takes forward the introduction and maintenance of quality and governance systems and processes across the organisation and its activities  
g) continuously monitors quality and takes effective action to address quality issues and promote quality activities | NHS Boards provide a variety of in-house training opportunities for staff at a local level which can impact on PFPI. For further details contact your local Organisational Development or Learning and Development Teams. Examples may include:  
• Critical Appraisal  
Use of the NES flexible online resource to support educational development Testing for the Best www.test4best.scot.nhs.uk  
Use of the Knowledge for Care Scotland elibrary website www.knowledge.scot.nhs.uk  
Use of the NES Products and Services Database (PASDA) www.pasda.scot.nhs.uk |
### Core Dimension 6: Equality and Diversity

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<th>Essential Knowledge, Skills, and Attitudes Level 1</th>
<th>Examples of PFPI Activity That Can Be Reflected as Application Within KSF Development Reviews or Post Outlines</th>
<th>KSF Level 1 Indicators</th>
<th>Learning to Support Development</th>
</tr>
</thead>
</table>
| Understanding of PFPI and equality and diversity principles in relation to own work | • Aware of the demography of the health community  
• Signpost patients, the public and carers to the relevant support mechanisms as and when relevant  
• Aware and able to work towards own department practices and procedures in relation to equalities policies  
• Sensitive to and respectful of the variety of cultures, values and belief systems in local health community  
• Report any identified examples of discrimination within service | a) acts in ways that are in accordance with legislation, policies, procedures and good practice  
b) treats everyone with whom s/he comes into contact with dignity and respect  
c) acknowledges others’ different perspectives  
d) recognises that people are different and makes sure they do not discriminate against other people  
e) recognises and reports behaviour that undermines equality and diversity | NHS Boards provide a variety of in-house training opportunities for staff at a local level which can impact on PFPI. For further details contact your local Organisational Development or Learning and Development Teams. Examples may include:  
• equality and diversity  
Use of the Knowledge for Care Scotland eLibrary website www.knowledge.scot.nhs.uk  
Use of the NES Products and Services Database (PASDA) www.pasda.scot.nhs.uk |
<table>
<thead>
<tr>
<th>ESSENTIAL KNOWLEDGE SKILLS AND ATTITUDES LEVEL 2</th>
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<tbody>
<tr>
<td>Understanding of PFPI and Equality and Diversity principles and awareness of key policies and legislation</td>
</tr>
<tr>
<td>EXAMPLES OF PFPI ACTIVITY THAT CAN BE REFLECTED AS APPLICATION WITHIN KSF DEVELOPMENT REVIEWS OR POST OUTLINES</td>
</tr>
<tr>
<td>• Acknowledge and manage different perspectives of a wide range of patients and the public</td>
</tr>
<tr>
<td>• Provide information in appropriate formats which meets the needs of the individual</td>
</tr>
<tr>
<td>• Assist staff to understand the health inequalities experienced by diverse groups so that they may be mindful of these while on their daily duties</td>
</tr>
<tr>
<td>• Enhance understanding of relevant discrimination legislation and the Human Rights Act</td>
</tr>
<tr>
<td>KSF LEVEL 2 INDICATORS</td>
</tr>
<tr>
<td>a) recognises the importance of people’s rights and acts in accordance with legislation, policies and procedures</td>
</tr>
<tr>
<td>b) acts in ways that:</td>
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<tr>
<td>- acknowledge and recognise people’s expressed beliefs, preferences and choices</td>
</tr>
<tr>
<td>- respect diversity</td>
</tr>
<tr>
<td>- value people as individuals</td>
</tr>
<tr>
<td>c) takes account of own behaviour and its effect on others</td>
</tr>
<tr>
<td>d) identifies and takes action when own or others’ behaviour undermines equality and diversity</td>
</tr>
<tr>
<td>LEARNING TO SUPPORT DEVELOPMENT</td>
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<tr>
<td>NHS Boards provide a variety of in-house training opportunities for staff at a local level which can impact on PFPI. For further details contact your local Organisational Development or Learning and Development Teams. Examples may include:</td>
</tr>
<tr>
<td>• equality and diversity</td>
</tr>
<tr>
<td>Use of NES Bridging the Gap Health Inequalities Portal <a href="http://www.equalityinhealth.scot.nhs.uk/home">www.equalityinhealth.scot.nhs.uk/home</a></td>
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<tr>
<td>Use of Little Things Make a Big Difference website <a href="http://www.knowledge.scot.nhs.uk/making-a-difference">www.knowledge.scot.nhs.uk/making-a-difference</a></td>
</tr>
<tr>
<td>Basic Sensory Impairment awareness training <a href="http://www.nes.scot.nhs.uk/pfpi">www.nes.scot.nhs.uk/pfpi</a></td>
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</tr>
<tr>
<td>Use of the Dignity at Work Toolkit <a href="http://www.staffgovernance.scot.nhs.uk">www.staffgovernance.scot.nhs.uk</a></td>
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## CORE DIMENSION 6: EQUALITY AND DIVERSITY

<table>
<thead>
<tr>
<th>ESSENTIAL KNOWLEDGE SKILLS AND ATTITUDES LEVEL 3</th>
<th>EXAMPLES OF PFPI ACTIVITY THAT CAN BE REFLECTED AS APPLICATION WITHIN KSF DEVELOPMENT REVIEWS OR POST OUTLINES</th>
<th>KSF LEVEL 3 INDICATORS</th>
<th>LEARNING TO SUPPORT DEVELOPMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applies PFPI and equality and diversity principles and key legislation to own work role and work of others&lt;br&gt;Monitors compliance with policies and procedures</td>
<td>• Fully conversant with the demography of the health community and demonstrates activities are in line with the demography and addresses any gaps&lt;br&gt;• Pay due regard to the need to promote and encourage equality and diversity&lt;br&gt;• Impact assess organisation strategies and policies for equality and diversity implications&lt;br&gt;• Provide guidance to staff on the EQIA process&lt;br&gt;• Access a group of people representative of the demography of the health community&lt;br&gt;• Provide equity of access to engagement, involvement &amp; consulting activities, selecting suitable contexts and environments to capture the fullest representation of views&lt;br&gt;• Provide equity of access to information&lt;br&gt;• Ensure feedback from managed staff reflects the full diversity of views</td>
<td>a) interprets equality, diversity and rights in accordance with legislation, policies, procedures and relevant standards&lt;br&gt;b) evaluates the extent to which legislation is applied in the culture and environment of own sphere of activity&lt;br&gt;c) identifies patterns of discrimination and takes action to overcome discrimination and promote diversity and equality of opportunity&lt;br&gt;d) enables others to promote equality and diversity and a non-discriminatory culture&lt;br&gt;e) supports people who need assistance in exercising their rights.</td>
<td>NHS Boards provide a variety of in-house training opportunities for staff at a local level which can impact on PFPI. For further details contact your local Organisational Development or Learning and Development Teams. Examples may include:&lt;br&gt;• equality and diversity&lt;br&gt;&lt;br&gt;Use of NES Bridging the Gap Health Inequalities Portal <a href="http://www.equalityinhealth.scot.nhs.uk/home">www.equalityinhealth.scot.nhs.uk/home</a>&lt;br&gt;Use of the Knowledge for Care Scotland eLibrary website <a href="http://www.knowledge.scot.nhs.uk">www.knowledge.scot.nhs.uk</a>&lt;br&gt;Use of Little Things Make a Big Difference website <a href="http://www.knowledge.scot.nhs.uk/making-a-difference">www.knowledge.scot.nhs.uk/making-a-difference</a>&lt;br&gt;Basic Sensory Impairment awareness training <a href="http://www.nes.scot.nhs.uk/pfpi">www.nes.scot.nhs.uk/pfpi</a>&lt;br&gt;Use of the NES Products and Services Database (PASDA) <a href="http://www.pasda.scot.nhs.uk">www.pasda.scot.nhs.uk</a>&lt;br&gt;Use of the Dignity at Work Toolkit <a href="http://www.staffgovernance.scot.nhs.uk">www.staffgovernance.scot.nhs.uk</a></td>
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### Core Dimension 6: Equality and Diversity

#### Essential Knowledge, Skills and Attitudes Level 4

<table>
<thead>
<tr>
<th>Develops policies, procedures and practices in own organisation as it relates to PFPI and equality and diversity</th>
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<tr>
<td><strong>Examples of PFPI Activity That Can Be Reflected As Application Within KSF Development Reviews Or Post Outlines</strong></td>
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<tr>
<th>KSF Level 4 Indicators</th>
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<tbody>
<tr>
<td>a) interprets legislation to inform individuals’ rights and responsibilities</td>
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<tr>
<td>b) actively promotes equality and diversity</td>
</tr>
<tr>
<td>c) identifies and highlights methods and processes to resolve complaints as a consequence of unfair and discriminatory practice</td>
</tr>
<tr>
<td>d) supports those whose rights have been compromised consistent with legislation, policies and procedures and good and best practice</td>
</tr>
<tr>
<td>e) actively challenges individual and organisational discrimination</td>
</tr>
<tr>
<td>f) evaluates the effectiveness of equality and diversity policies and procedures within the service/agency and contributes to the development of good and best practice</td>
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<tr>
<th>Learning to Support Development</th>
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<tr>
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</tbody>
</table>
|  | **Use of NES Bridging the Gap Health Inequalities Portal**  
  www.equalityinhealth.scot.nhs.uk/home |
|  | **Use of the NES flexible online resource to support educational development Testing for the Best**  
  www.test4best.scot.nhs.uk |
|  | **Use of the Knowledge for Care Scotland elibrary website**  
  www.knowledge.scot.nhs.uk |
|  | **Use of Little Things Make a Big Difference website**  
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|  | **Use of the Dignity at Work Toolkit**  
  www.staffgovernance.scot.nhs.uk |
Example from practice

Linda is a visually impaired person with a guide dog who came to visit Carol aged 70 years, an in-patient in the Orthopaedic ward. She was stopped by reception staff and asked where she was going. The visitor responded that she had checked the hospital website and said that she knew she was allowed to bring a guide dog on site as well as being able to visit Carol on the ward.

The ward is a single room unit and Linda was visiting during the time allocated for visitors. Carol was not attached to any invasive equipment nor was her wound exposed. Staff accepted that she was visiting an area where dogs were permitted and was allowed to continue. Whilst visiting Carol in the ward, a nurse and a member of the security team approached Linda and asked them to leave the ward and the whole building immediately as they were in a clean area and escorted her outside the main hospital reception leaving Linda and Carol feeling extremely embarrassed.

Issues for consideration

- the disability issues that have arisen in the scenario with both Carol and Linda
- the management’s duties in regard to reasonable adjustments
- recognition of development needs of staff, ensuring these needs are met through the KSF development review process

Shona Chaib
Nurse Director
National Waiting Times Centre

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Section Three

Supporting Implementation
It is recognised within this Framework that development can be achieved in a variety of ways and not necessarily by attending courses. This is not about doing more 'things' necessarily. It is about supporting and developing staff to improve the experience of patients.

As such, staff should be aware, knowledgeable, skilled, capable and competent in many areas appropriate to their role and the context in which they work. They should know what is expected of them, how their performance will be monitored and measured, how to improve their performance and build on the strengths they already have. There is a wide and flexible range of learning opportunities available including:

- mentoring or teaching
- shadowing a student and/or teacher
- support/ best practice networks
- critical reflection
- e-learning

When choosing learning activities the level of learning outcome and the evidence of learning collected should be considered and it should be recognised that many activities staff already undertake to develop practice can be mapped against the competencies within the KSF. This Framework has been designed to complement the KSF, helping to identify gaps and focus on lifelong learning and a continuous cycle of career development.

When staff and managers agree areas for development, strengths to be built on, how this will be achieved and how and when to measure progress, this information, in time, can lead to education and training needs being identified for whole teams, departments and organisations. This can then aid NHSScotland to be more strategic in planning and providing opportunities for training and continuous professional development locally, regionally and nationally in PFPI. Examples of this Framework in practice are provided below and overleaf.

### Application in Practice

Use of the Framework to Support Staff Development in PFPI within the National Waiting Times Centre (NWTC)

Shona Chaib Nurse Director

Currently within the NWTC all corporate courses are mapped against the Knowledge and Skills Framework (KSF), for example, Diversity Awareness, which is mandatory for all staff to attend and the learning outcomes from this course have been linked to the following KSF core dimensions:

- Equality and Diversity levels 1-4
- Communication levels 1-4
- Personal and People Development levels 1-4
- Health, Safety and Security level 1-4
- Quality level 1-4

In conjunction with KSF, the NWTC would use the Framework to Support Staff Development in PFPI at the course design stage to map all course learning outcomes against the framework, therefore, enabling staff to identify the learning opportunities that will permit them to meet the requirements of this agenda.
Application in Practice

Use of the Framework to Support Staff Development in PFPI within NHS Ayrshire and Arran

Diane Graham, PFPI Manager

It is our intention that the Framework to Support Staff Development in PFPI be used primarily as part of the KSF personal development process, whereby requirements for key skills and competencies in PFPI can be identified and supported by individual managers and organisational trainers. This Framework will be the foundation of a local programme of training that will be developed in line with the Framework’s essential knowledge, skills and attitudes descriptors.

The framework will also be an integral tool supporting the performance management process used within services that currently have a PFPI or patient experience quadrant within their balanced scorecard.

Application in Practice

Use of the Framework to Support Staff Development in PFPI within NHS Lanarkshire

Susan Dunne, Deputy Director, Organisational Development

For NHS Lanarkshire the Framework offers the potential to be used in a number of different ways:

- as a source of examples for use in the development of KSF Post Outlines for roles with a PFPI component
- as a reference resource for staff and reviewers looking to identify appropriate learning opportunities around PFPI
- as a tool against which trainers can map content of current relevant courses to ensure consistency e.g. customer care or equality and diversity programmes
- as a source of information to contribute to the development of new programmes

References and Useful Websites

Applicability of the 10 Shared Essential Capabilities www.nes.scot.nhs.uk/mentalhealth/work


Dignity at Work www.staffgovernance.scot.nhs.uk

NHS Education for Scotland PFPI www.scot.nhs.uk/pfpi


Scottish Patient Safety Alliance www.patientsafetyalliance.scot.nhs.uk


Scottish Health Council website www.scottishhealthcouncil.org

Skills for Health website www.skillsforhealth.org.uk

Acknowledgements

Learning and Development Framework Subgroup of National PFPI Training Advisory Group
Leadership In Compassionate Care Programme Team, NHS Lothian and Edinburgh Napier University
Trent PPI Leads and Multi-professional Deanery
National PFPI Training Advisory Group

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