A Guide to Core Skills for Administrators in NHSScotland
The Administrative Skills Map was developed by NES in partnership with Boards across NHSScotland. It draws on information about more than 5,000 administrative roles across 5 NHSS Boards. The roles were drawn from groupings of national job profiles developed as part of the Agenda for Change (AfC) process. These job sub-families cover staff working in the following areas:

- Business & projects
- Finance
- Human Resources
- Information Systems and Information Technology
- Office Services
- Patient Services
- Public Relations
- Other administration

For more information about the background to the project and the development process, see Developing The Administrative Skills Map.
Section 1. Introducing The Administrative Skills Map

Across NHSScotland, around 30,000 people work in administrative roles. They provide essential support to the clinical services and business services which NHSScotland needs to be able to deliver high-quality healthcare.

Most administrative staff work in roles at Agenda for Change Bands 2-5. However, how do the skills needed for working at Band 2 differ from those needed for a role at Band 5?

The Administrative Skills Map project looked at the work which is carried out in a wide range of roles in administrative services to identify the different types and levels of skills which everyone working in an administrative role needs, regardless of where they work. It describes how these skills develop as levels of responsibility increase.

For more information about the background to The Administrative Skills Map and the range of roles it looked at, click here.

The aim of The Administrative Skills Map is to help individuals, managers and planners recognise core skills – that is, skills which can be transferred across a wide range of roles – and how these can be developed. Having a clear understanding of how these skills can be transferred across different areas of the service can help identify new career options for staff in those services, and help employers plan more effective development programmes.
Section 2. The structure of The Administrative Skills Map

The Administrative Skills Map identifies 5 areas of core skills which all administrators need, arranged according to the level at which they are working. It also shows how these skills link to the dimensions/levels of the NHS Knowledge & Skills Framework (KSF) which are most likely to appear in post outlines at the different levels.

a) What are ‘core administrative skills’?

The Administrative Skills Map project found that the link between all administrative staff across NHSScotland is that their main focus is providing a service for clients. These clients may be internal to their organisation (e.g. managers; colleagues; other departments), or may be external (patients; representatives from other organisations). However, all administrative staff are involved in ensuring that their service is provided in accordance with policies and procedures, whilst achieving and maintaining high-quality customer care. The Administrative Skills Map groups the core skills required to deliver effective, high-quality service into 5 main areas:

- **Providing a service:** Central to any administrator’s role is the need to organise their workload so that they meet the needs of a wide range of clients. One important aspect of this skills area is that the individual may have little or no influence in controlling the range of clients’ requests, and may find that they have to respond promptly and effectively to fast-changing priorities. As a result, the skills included under providing a service include not only time management but how tasks are managed to meet conflicting priorities whilst providing consistent, high-quality customer care.

- **Working with clients/customers:** High-quality customer care involves understanding fully the client’s needs, and working with them to ensure that they are satisfied with the service they receive. Good communication skills, both when dealing with people in person/on the phone or in writing, are essential to high-quality customer care. These skills are wide ranging and, within this section of The Administrative Skills Map, we show how communication skills and understanding of equality and diversity issues combine to create good customer care skills.

- **Working with information:** All administrative staff are involved in the gathering, recording and/or reporting of information. This section of the map describes how IT skills combine with knowledge of legislation and local procedures to enable individuals to maintain the integrity and security of information.
Section 2. The structure of The Administrative Skills Map continued

- **Working safely and securely**: Issues of safety and security relate both to the physical and technological environment. This section of the map outlines the skills and knowledge used by administrative staff to ensure that the workplace is a safe and secure environment.

- **Managing yourself and working with others**: In many cases, a high level of initiative is required to develop and maintain the administrative systems needed for the various services grouped under the ‘Administration’ umbrella. Working to deliver services for others, administrators are often uniquely placed to identify or suggest improvements which might make those services more effective or efficient. In this section of the map, the skills used by administrators to support improvement – from their own development to service improvement – are described.

b) What aren’t ‘core administrative skills’?

The main aim of The Administrative Skills Map has been to identify skills which administrative staff have in common, wherever they might work within NHSScotland. However, the map does not cover all of the knowledge and skills required by administrative staff. Individual roles will always require learning which is specific to that role. Learning will also be needed for the particular occupational area where the individual works. The aim of the skills map, however, is to provide a baseline to identify the knowledge and skills which might be transferable to a new role or work context, and to help identify where additional support for learning might be needed.
Section 3. Using the core skills map

The skills map provides a tool for individual staff members, their managers and for staff involved in workforce planning and development. It can help you identify, discuss and develop core administrative skills. Here are some ways in which it can be used:

a) Personal development planning & review (PDP/R):
The skills map can help both individuals and line managers discuss how an individual’s core administrative skills meet the standards required by the KSF outline for their post. It provides a language for discussing skills which might otherwise be difficult to describe, and for identifying where further development might be needed.

To see how this has worked in practice, see The Administrative Skills Map – Case Study 6

b) Career development
By describing core skills, the skills map can help individuals identify their own transferable skills, and how these might be used in other administrative roles within NHSScotland.

c) Informing the content of learning
Learning providers, both within NHSScotland and in the education sector, can use the map to ensure that the learning they provide meets the core skills needs of administrative staff in NHSScotland. Similarly, individuals and line managers can use the map to identify learning programmes which support the development of core skills.

To see how this has worked in practice, see The Administrative Skills Map – Case Studies 1,2,3 and 4

d) Recruitment
The skills map can be used to inform the recruitment of administrative staff, ensuring that employers select individuals with appropriate levels of skills.

e) Service redesign
The skills map provides a baseline for skills which all administrative services staff need, regardless of their role within their organisation. The map can help staff involved in service redesign to describe the skills needed by new roles, and to identify how current skills may have to change to meet the needs of the changing service.

To see how this has worked in practice, see The Administrative Skills Map – Case Study 5

<table>
<thead>
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<th>About</th>
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<th>Skills by band</th>
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<td>Intro</td>
<td>How to use</td>
<td>1 2 3 4 5</td>
<td>2 3 4 5</td>
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<tr>
<td>Links to KSF</td>
<td>1 2 3 4 5</td>
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For more information: www.theadmincentre.nes.scot.nhs.uk/Learning.aspx
Section 4: Links between The Administrative Skills Map and the Knowledge & Skills Framework (KSF)

The Administrative Skills Map is based on analysis of more than 5,000 roles across NHSScotland. This included a review of job descriptions and KSF outlines for posts. As part of the project, the team responsible identified the prevalent KSF profiles for staff in each AfC Band from 2 to 5.

To be included in the prevalent KSF profile, a dimension and/or level had to appear in more than 51% of the outlines reviewed in the project. This allowed the project team to link the skills statements in the map closely to the dimensions/levels likely to appear in the KSF outline for an individual post.

This linking helps provide clear examples of application of how administrators’ skills link with the overarching KSF.

Where there was an even split between levels for a particular dimension at a particular band, both levels have been included in the table.

<table>
<thead>
<tr>
<th>Band</th>
<th>Core 1: Communication</th>
<th>Core 2: Personal &amp; people development</th>
<th>Core 3: Health, safety &amp; security</th>
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<th>IK 1: Information processing</th>
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For more information: www.theadmincentre.nes.scot.nhs.uk/Learning.aspx
Section 5. The Administrative Skills Map – Skills areas

The skills map is divided into 5 skills areas. 3 are very specific to the work of administrators:

1. Providing a service
2. Working with people
3. Working with information

The remaining two areas are relevant to all staff in NHSScotland:

4. Working safely & securely
5. Managing yourself and working with others

This section shows you how each of these skills areas develop from Band 2 to Band 5.

Each skills area shows the most common links with KSF dimensions and levels.

*Please note that this is indicative linking only, and that the skills statements may link with other dimensions/levels too.*
## SKILLS AREA 1: Providing a service

<table>
<thead>
<tr>
<th>BAND 2</th>
<th>BAND 3</th>
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<th>BAND 5</th>
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<tbody>
<tr>
<td><strong>Indicative KSF Links</strong>&lt;br&gt;Skills in this area link most closely with the following KSF dimensions and levels. Please note that they may also link with other dimensions/levels.</td>
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<tr>
<td>Core 1 / Level 2&lt;br&gt;Core 6 / Level 1&lt;br&gt;IK 1 / Level 1</td>
<td>Core 1 / Level 2&lt;br&gt;Core 2 / Level 2&lt;br&gt;Core 4 / Level 1&lt;br&gt;Core 5 / Level 1&lt;br&gt;IK 1 / Level 1</td>
<td>Core 1 / Level 2&lt;br&gt;Core 2 / Level 2&lt;br&gt;Core 4 / Level 2&lt;br&gt;Core 5 / Level 2&lt;br&gt;Core 6 / Level 1&lt;br&gt;IK 1 / Level 1</td>
<td>Core 1 / Level 2&lt;br&gt;Core 2 / Level 2&lt;br&gt;Core 4 / Levels 2 &amp; 3&lt;br&gt;Core 5 / Levels 2 &amp; 3&lt;br&gt;Core 6 / Level 1&lt;br&gt;IK 1 / Level 1</td>
</tr>
</tbody>
</table>

### You should be able to:

<table>
<thead>
<tr>
<th><strong>Knowing and following processes and procedures</strong></th>
<th>All Band 2 requirements, plus:</th>
<th>All Band 3 requirements, plus:</th>
<th>All Band 4 requirements, plus:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• know how and when to access information on policies and processes relating to your area of work&lt;br&gt;• follow policies and procedures which relate to your work area&lt;br&gt;• where new tasks emerge, agree procedures with your line manager&lt;br&gt;• where relevant, suggest improvements to procedures to improve effectiveness or efficiency</td>
<td>• provide appropriate and accurate advice and guidance to others on policies and procedures</td>
<td>• work with senior staff to develop and improve procedures</td>
<td>• develop and implement systems to underpin administrative services in your area</td>
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## SKILLS AREA 1: Providing a service continued

<table>
<thead>
<tr>
<th>SKILLS AREA 1: Providing a service continued</th>
<th>BAND 2</th>
<th>BAND 3</th>
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<th>BAND 5</th>
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</table>
| **Organising your time**                   | • estimate the time, effort and resources needed to carry out tasks  
   • use an appropriate system, such as a ‘to do’ list, to plan your time and tasks  
   • work effectively to deadline agreed with your line manager and/or clients | All Band 2 requirements, plus:  
   • provide support for junior staff in organising their workload  
   • provide information/feedback to more senior staff on points at which the services you provide might be under time pressure and suggest solutions | All Band 3 requirements, plus:  
   • identify tasks and/or work-streams and plan with others how they are to be completed | All Band 4 requirements, plus:  
   • co-ordinate the work of a team, ensuring that a good service is provided |
| **Prioritising your workload**              | • differentiate between tasks which are urgent, important and less important  
   • prioritise tasks according to the level of need for completion  
   • plan to complete tasks in a logical order  
   • complete tasks to required standards, and in line with local policies and procedures  
   • monitor your work at regular intervals to take account of new priorities and adapt your plans accordingly | All Band 2 requirements | All Band 2 requirements | All Band 2 requirements |

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### SKILLS AREA 1: Providing a service continued

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<th>BAND 2</th>
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<th>BAND 5</th>
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</table>
| **Dealing with conflicting priorities** | • acknowledge incoming tasks appropriately  
  • identify how requests from clients might create conflicting priorities  
  • judge how best to prioritise the incoming requests/tasks  
  • negotiate how work is to be prioritised with your clients  
  • inform clients of any progress or delay as appropriate  
  • when working with more than one client simultaneously, ensure that all receive a good standard of customer service | All Band 2 requirements, plus:  
  • when necessary, support junior staff to resolve conflicting priorities whilst maintaining good customer service | All Band 3 requirements, plus:  
  • when necessary, alert senior staff to ongoing or recurrent conflicting priorities and make recommendations on how these might be managed | All Band 4 requirements, plus:  
  • proactively identify areas where conflicts of priorities might arise and take action to prevent these  
  • where appropriate, take action to solve problems caused by conflicting priorities, working collaboratively with clients and senior staff |
| **Supporting others and being supported to provide a service** | • carry out tasks delegated to you by a more senior colleague or manager  
  • identify how you might adapt your work practices to improve quality, and agree any improvements with your manager | All Band 2 requirements, plus:  
  • use own initiative in identifying and carrying out tasks to ensure that a good level of service is provided  
  • discuss and agree any potential changes with a senior colleague or manager before implementing them | All Band 3 requirements plus:  
  • work independently, using own initiative to identify and carry out tasks to ensure that a good level of service is provided  
  • contribute to the planning of improvements to the service area  
  • in the absence of a more senior colleague or manager, manage the provision of service on their behalf | All Band 4 requirements plus:  
  • exercise a high level of autonomy in identifying and planning your own workload  
  • ensure completion and sign off of work within your area  
  • provide direct advice and support to senior staff, many of whom may be at a very senior level within the organisation |

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## SKILLS AREA 2: Working with people

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<tr>
<th></th>
<th>BAND 2</th>
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</thead>
<tbody>
<tr>
<td>Indicative KSF Links</td>
<td>Core 1 / Level 2</td>
<td>Core 1 / Level 2</td>
<td>Core 1 / Level 2</td>
<td>Core 1 / Levels 2 &amp; 3</td>
</tr>
<tr>
<td>Skills in this area link most closely with the following KSF dimensions and levels.</td>
<td>Core 4 / Level 1</td>
<td>Core 2 / Level 2</td>
<td>Core 2 / Level 2</td>
<td>Core 2 / Level 2</td>
</tr>
<tr>
<td></td>
<td>Core 5 / Levels 1 &amp; 2</td>
<td>Core 4 / Level 1</td>
<td>Core 4 / Level 2</td>
<td>Core 4 / Level 2</td>
</tr>
<tr>
<td></td>
<td>IK 1 / Level 1</td>
<td>Core 5 / Level 1</td>
<td>Core 5 / Level 2</td>
<td>Core 5 / Level 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>IK 1 / Level 1</td>
<td></td>
<td>IK 1 / Level 1</td>
</tr>
</tbody>
</table>

**You should be able to:**

### Working with clients

- identity your main clients, both internal and external
- identity how equality & diversity policies and procedures underpin good customer care
- respond to clients' requests for information / service within the remit of your role
- deal with complaints within the remit of your role
- recognise when clients' requests / complaints should be passed to a more senior member of staff, and pass these on appropriately

### All Band 2 requirements, plus:

- work with a wider range of clients, including those at senior levels across disciplines and / or external organisations
- support junior staff members in resolving clients' problems / complaints
- exercise judgement in problem solving
- know how / when to escalate problems / complaints to more senior staff

### All Band 3 requirements, plus:

- communicate on behalf or more senior staff
- co-ordinate communication across a range of clients and/or partners
- identify the action which needs to be taken to deal effectively with problems / complaints, and advise clients accordingly

### All Band 4 requirements, plus:

- work collaboratively with a wider range of people, including internal and external clients, where a high level of political awareness is required

...continued
SKILLS AREA 2: Working with people continued

<table>
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<tr>
<th>BAND 2</th>
<th>BAND 3</th>
<th>BAND 4</th>
<th>BAND 5</th>
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</thead>
<tbody>
<tr>
<td><strong>Working with suppliers</strong></td>
<td>• work with suppliers (internal and/or external) to ensure that routine goods or services are delivered appropriately</td>
<td>As with Band 3</td>
<td>As with Band 3</td>
</tr>
<tr>
<td><em>This skills area does not feature at Band 2 in the Skills Map.</em></td>
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| **Communicating effectively face-to-face and on the phone** | • listen effectively in order to understand clients’ needs/views | All Band 2 requirements plus: | All Band 4 requirements plus: |
| | • understand and be able to use the most commonly-used terminology linked to relevant specialised areas of your work | • understand and be able to use a wider range of terminology linked to relevant specialist areas of your work | • influence and negotiate outcomes of communication with a wide range of people, many of whom may be working at a very senior level |
| | • recognise how your non-verbal signals may affect others | • use effective negotiation skills with an individual to solve/defuse problems and/or conflict | |
| | • speak with clients in a way which promotes a positive view of you and your department/organisation | • manage interaction to achieve a satisfactory outcome for parties involved | |
| | • when working with more than one client simultaneously, maintain appropriate interaction with all those involved | | |
| | • communicate with clients in a way which takes into account equality & diversity and data protection requirements | | |
### SKILLS AREA 2: Working with people continued

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<th>BAND 3</th>
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<th>BAND 5</th>
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</thead>
<tbody>
<tr>
<td><strong>Communicating effectively in writing and using technology</strong></td>
<td>All Band 2 requirements plus:</td>
<td>All Band 2 requirements plus:</td>
<td>All Band 4 requirements plus:</td>
</tr>
<tr>
<td>• understand and be able to use the most commonly-used terminology linked to relevant specialised areas of work</td>
<td>• understand and be able to use a broad range of terminology linked to relevant specialist areas of your work</td>
<td>• understand and be able to use a broad range of terminology linked to relevant specialist areas of your work</td>
<td>• monitor the quality of work written by others in your team</td>
</tr>
<tr>
<td>• use formats and language (including spelling and punctuation) which are appropriate to the nature of the communication</td>
<td>• produce a wider range of types of written communication, including some which is non-routine</td>
<td>• produce a wider range of types of written communication, both routine and non-routine</td>
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<tr>
<td>• produce a limited range of types of written communication, often using standard formats, templates and wording</td>
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<tr>
<td>• write in a way which promotes a positive view of you and your department/organisation</td>
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<tr>
<td>• use IT applications (including Microsoft Word &amp; Excel; email) to communicate information appropriately, effectively and efficiently</td>
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<tr>
<td>• communicate with clients in a way which takes into account equality &amp; diversity and data protection requirements</td>
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<tr>
<td>• record and store written communication in a way which takes into account all local requirements, including data protection/ information governance requirements</td>
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## SKILLS AREA 3: Working with information

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<tbody>
<tr>
<td><strong>Indicative KSF Links</strong>  &lt;br&gt; Skills in this area link most closely with the following KSF dimensions and levels. Please note that they may also link with other dimensions/levels.</td>
<td>Core 3 / Level 1  &lt;br&gt; IK 1 / Levels 1 &amp; 2</td>
<td>Core 2 / Level 2  &lt;br&gt; Core 3 / Level 1  &lt;br&gt; IK 1 / Level 2</td>
<td>Core 2 / Level 2  &lt;br&gt; Core 3 / Level 1  &lt;br&gt; IK 1 / Level 2  &lt;br&gt; IK 2 / Level 2</td>
<td>Core 1 / Level 2  &lt;br&gt; Core 2 / Level 2  &lt;br&gt; Core 3 / Level 2  &lt;br&gt; Core 4 / Level 2  &lt;br&gt; IK 1 / Level 2  &lt;br&gt; IK 2 / Level 2</td>
</tr>
<tr>
<td><strong>You should be able to:</strong></td>
<td>• identify how information governance, including data protection and Freedom of Information legislation, relates to your area of work  &lt;br&gt; • describe how policies and procedures relate to the work you do  &lt;br&gt; • know how and when to access policies and procedures relating to how information should be recorded and stored  &lt;br&gt; • follow policies and procedures when working with information</td>
<td>All Band 2 requirements, plus:  &lt;br&gt; • provide appropriate and accurate advice and guidance to others on policies and procedures</td>
<td>All Band 3 requirements</td>
<td>All Band 3 requirements, plus:  &lt;br&gt; • identify and advise on areas where policies/procedures may need to be reviewed/developed</td>
</tr>
</tbody>
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### SKILLS AREA 3: Working with information continued

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<th>BAND 3</th>
<th>BAND 4</th>
<th>BAND 5</th>
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<tbody>
<tr>
<td><strong>Using information technology (IT)</strong></td>
<td><strong>All Band 2 requirements, plus:</strong></td>
<td><strong>All Band 3 requirements</strong></td>
<td><strong>All Band 4 requirements, plus:</strong></td>
</tr>
<tr>
<td>• use applications, including Microsoft Word and Excel and locally used applications, to record, store and retrieve information accurately and appropriately</td>
<td>• use applications, including Microsoft Excel, and/or database(s) to conduct routine analysis of information</td>
<td>• manage online calendar(s) for yourself and, where appropriate, on behalf of more senior staff</td>
<td>• demonstrate a high level of knowledge and skill when using standard applications</td>
</tr>
<tr>
<td>• create and/or maintain appropriate filing systems to store information so it can be retrieved easily</td>
<td>• follow local guidelines on the analysis and reporting of information</td>
<td></td>
<td>• use (a range of) specialist applications appropriate to your area of work</td>
</tr>
<tr>
<td>• understand the role of databases in recording, storing and retrieving information</td>
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<tr>
<td>• follow local guidelines on the use of IT to record, store, retrieve and disseminate information</td>
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For more information: [www.theadmincentre.nes.scot.nhs.uk/Learning.aspx](http://www.theadmincentre.nes.scot.nhs.uk/Learning.aspx)
## SKILLS AREA 3: Working with information continued

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<th>BAND 2</th>
<th>BAND 3</th>
<th>BAND 4</th>
<th>BAND 5</th>
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</table>
| Ensuring security of information       | • demonstrate a clear understanding of the principles of data protection and how they apply to your area of work  
• ensure that information is recorded, stored and retrieved in a way which gives due regard to data protection requirements and any other local requirements  
• ensure that, in your communication with clients and colleagues (both written and spoken), you give due regard to data protection requirements | All Band 2 requirements, plus:  
• demonstrate a clear understanding of the principles of data protection and how they apply to the analysis and reporting of information within your area of work  
• provide reports in a way which gives due regard to data protection requirements and any other local requirements  
• provide guidance to colleagues to ensure that information is recorded, stored and communicated in a way which gives due regard to data protection requirements | All Band 3 requirements: | All Band 3 requirements, plus:  
• identify training needs within the team linked to the security of information |

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**SKILLS AREA 3: Working with information continued**

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<tr>
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<th>BAND 2</th>
<th>BAND 3</th>
<th>BAND 4</th>
<th>BAND 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Handling and presenting information appropriately</strong></td>
<td>• deal calmly and appropriately when you come into contact with sensitive or potentially distressing information</td>
<td>All Band 2 requirements, plus: • generate routine reports for areas linked to your work (e.g. routine financial reports; routine reports on service targets) • produce summaries of information from a range of routine information sources</td>
<td>All Band 2 requirements, plus: • take accurate notes in meetings and prepare accurate summaries of information in appropriate formats (e.g. minutes; notes) • produce reports for areas linked to your work, using both routine and non-routine information • develop, implement and/or manage systems for record keeping and maintain accurate records</td>
<td>All Band 4 requirements, plus: • identify areas where more information/research is required • identify, gather and analyse more complex and/or non-routine data, following appropriate guidelines on analysis and reporting • provide summaries and/or interpretation of information for a range of audiences</td>
</tr>
</tbody>
</table>

For more information: [www.theadmincentre.nes.scot.nhs.uk/Learning.aspx](http://www.theadmincentre.nes.scot.nhs.uk/Learning.aspx)
**SKILLS AREA 4: Working safely & securely**

<table>
<thead>
<tr>
<th>Indicative KSF Links</th>
<th>BAND 2</th>
<th>BAND 3</th>
<th>BAND 4</th>
<th>BAND 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills in this area link most closely with the following KSF dimensions and levels. Please note that they may also link with other dimensions/levels.</td>
<td>Core 3 / Level 1</td>
<td>Core 3 / Levels 1 &amp; 2</td>
<td>Core 3 / Levels 1 &amp; 2</td>
<td>Core 3 / Levels 1 &amp; 2</td>
</tr>
</tbody>
</table>

**You should be able to:**

**Working safely**

- demonstrate an understanding of how health and safety policies and procedures relate to your work environment and area of work
- take responsibility for keeping your work area hazard free
- work in a way which does not pose a threat to the health and safety of yourself or others
- follow emergency procedures appropriately and effectively
- know when and how to report an emergency which threatens the safety of yourself and/or others

<table>
<thead>
<tr>
<th>All Band 2 requirements, plus:</th>
<th>All Band 3 requirements</th>
<th>All Band 3 requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>• provide advice and/or guidance to junior staff in meeting health and safety requirements</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

*...continued*

For more information: [www.theadmincentre.nes.scot.nhs.uk/Learning.aspx](http://www.theadmincentre.nes.scot.nhs.uk/Learning.aspx)
**SKILLS AREA 4: Working safely & security continued**

<table>
<thead>
<tr>
<th>BAND 2</th>
<th>BAND 3</th>
<th>BAND 4</th>
<th>BAND 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Working safely</strong></td>
<td>All Band 2 requirements, plus:</td>
<td>All Band 3 requirements</td>
<td>All Band 3 requirements</td>
</tr>
<tr>
<td>• demonstrate an understanding of the links between health &amp; safety and security</td>
<td>• provide advice and/or guidance to junior staff in meeting security requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• demonstrate an understanding of how security policies and procedures relate to your work environment and area of work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• work in a way which does not pose a threat to the security of yourself or others (including the security of information about others)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• know how/when to report a perceived threat to security</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For more information: [www.theadmincentre.nes.scot.nhs.uk/Learning.aspx](http://www.theadmincentre.nes.scot.nhs.uk/Learning.aspx)
SKILLS AREA 5: Managing yourself and working with others

<table>
<thead>
<tr>
<th>BAND 2</th>
<th>BAND 3</th>
<th>BAND 4</th>
<th>BAND 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicative KSF Links</td>
<td>Indicative KSF Links</td>
<td>Indicative KSF Links</td>
<td>Indicative KSF Links</td>
</tr>
<tr>
<td>Skills in this area link most closely with the following KSF dimensions and levels.</td>
<td>Skills in this area link most closely with the following KSF dimensions and levels.</td>
<td>Skills in this area link most closely with the following KSF dimensions and levels.</td>
<td>Skills in this area link most closely with the following KSF dimensions and levels.</td>
</tr>
<tr>
<td>Core 2 / Level 1</td>
<td>Core 2 / Level 2</td>
<td>Core 2 / Level 2</td>
<td>Core 2 / Level 2</td>
</tr>
<tr>
<td>Core 4 / Level 1</td>
<td>Core 4 / Level 1</td>
<td>Core 4 / Level 1</td>
<td>Core 4 / Level 1</td>
</tr>
<tr>
<td>Core 5 / Level 1 &amp; 2</td>
<td>Core 5 / Level 2</td>
<td>Core 5 / Level 2</td>
<td>Core 5 / Level 2</td>
</tr>
</tbody>
</table>

You should be able to:

Knowing the parameters of your role

- identify the range of work required by your role
- identify areas where you have authority and responsibility for making decisions
- know when/how to direct requests for decisions which are not in your areas of authority/responsibility
- analyse your own area of work and make suggestions for how it might be improved
- discuss possible improvements with your line manager and implement these as appropriate and agreed

All Band 2 requirements, plus:
- provide advice and/or guidance for junior staff in these areas, taking account of local policies and procedures

All Band 3 requirements

All Band 2 requirements, plus:
- work with your team to identify where improvements might be made, and pass these suggestions on to an appropriate level
SKILLS AREA 5: Managing yourself and working with others continued

<table>
<thead>
<tr>
<th>BAND 2</th>
<th>BAND 3</th>
<th>BAND 4</th>
<th>BAND 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Working as part of a team</strong> in the delivery of high-quality services</td>
<td>• demonstrate an understanding of how your work relates to the delivery of high-quality services for patients/service users</td>
<td>All Band 2 requirements, plus: • be proactive in supporting junior members of the team to play an active role in team development</td>
<td>All Band 3 requirements, plus: • identify how new policies or procedures might affect the work of the team • support other members of the team to understand the need for planned changes</td>
</tr>
<tr>
<td></td>
<td>• identify members of your team, and how your work relates to theirs in the support of service delivery</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• contribute to the development of the team, in line with the parameters of your role</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Taking responsibility for your development</strong></td>
<td>• identify your own learning needs in relation to the requirements of your role</td>
<td>All Band 2 requirements, plus: • provide advice and/or guidance for junior staff seeking to access learning opportunities</td>
<td>All Band 3 requirements, plus: • provide advice and/or guidance for members of the team to highlight how learning might support them in their work</td>
</tr>
<tr>
<td></td>
<td>• identify your learning needs in relation to your own professional development</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• in discussion with your line manager, identify the range of learning needed to meet your needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• know how to identify and access learning opportunities offered to meet your learning needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• prepare for and participate in KSF Professional Development Planning &amp; Review activities in line with local policies and procedures</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4 Your team may be drawn from a wide range of colleagues from across different areas of the service. If you are a lone worker, you may be able to identify colleagues who could be considered members of your team but who work in different locations.
Section 6. The Administrative Skills Map – Individual ‘Band Profiles’

This section of the skills map shows how the individual skills areas combine to create a core skills profile for each of the Bands 2 to 5.

Each skills area shows the most common links with KSF dimensions and levels.

Please note that this is indicative linking only, and that the skills statements may link with other dimensions/levels too.

This section of the map focuses on the skills which are specific to administrative staff.

1. Providing a service
2. Working with people
3. Working with information.

For more information about core skills in Working Safely & Securely and Managing Yourself and Working with Others, click here.
a) BAND 2 SKILLS MAP

What skills are needed at Band 2?

Links between The Administrative Skills Map and KSF.

<table>
<thead>
<tr>
<th>Band</th>
<th>Core 1: Communication</th>
<th>Core 2: Personal &amp; people development</th>
<th>Core 3: Health, safety &amp; security</th>
<th>Core 4: Service improvement</th>
<th>Core 5: Quality</th>
<th>Core 6: Equality &amp; diversity</th>
<th>IK 1: Information processing</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1 to 2</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

The table above shows the **prevalent KSF outline** for administrative roles at Band 2.

The map of the core skills required by administrative staff at Band 2 links closely with this outline, and provides examples of how the KSF descriptors might be applied to administrative skills.
### SKILLS AREA 1: Providing a service

<table>
<thead>
<tr>
<th>BAND 2</th>
<th>You should be able to....</th>
<th>KSF Link</th>
</tr>
</thead>
</table>
| **Knowing and following processes and procedures** | • know how and when to access information on policies and processes relating to your area of work  
• follow policies and procedures which relate to your work area  
• where new tasks emerge, agree procedures with your line manager  
• where relevant, suggest improvements to procedures to improve effectiveness or efficiency | IK1 /1c)  
Core 5 /1a)  
Core 5/ 1a)  
Core 4/1a)  
Core 5/ 1a)  
Core 4/ 1d) |
| **Organising your time** | • estimate the time, effort and resources needed to carry out tasks  
• use an appropriate system, such as a ‘to do’ list, to plan your time and tasks  
• work effectively to deadline agreed with your line manager and/or clients | Core 4/ 1b)  
Core 5/ 2d) |
| **Prioritising your workload** | • differentiate between tasks which are urgent, important and less important  
• prioritise tasks according to the level of need for completion  
• plan to complete tasks in a logical order  
• complete tasks to required standards, and in line with local policies and procedures  
• monitor your work at regular intervals to take account of new priorities, and adapt your plans accordingly | Core 4/ 1 b)  
Core 5/ 2d)  
Core 5/ 1a)  
Core 5/ 2d)  
Core 5/ 2f) |
**SKILLS AREA 1: Providing a service continued**

<table>
<thead>
<tr>
<th>BAND 2</th>
<th>You should be able to....</th>
<th>KSF Link</th>
</tr>
</thead>
</table>
| Dealing with conflicting priorities | • acknowledge incoming tasks appropriately  
• identify how requests from clients might create conflicting priorities  
• judge how best to prioritise the incoming requests/tasks  
• negotiate how work is to be prioritised with your clients  
• inform clients of any progress or delay as appropriate  
• when working with more than one client simultaneously, ensure that all receive a good standard of customer service | Core 1/ 2a)  
Core 5 / 2f)  
Core 5/ 2d)  
Core 1/ 2a)  
Core 1/ 2a)  
Core 5/ 2f) |
| Supporting and being supported to provide a service | • carry out tasks delegated to you by a more senior colleague or manager  
• identify how you might adapt your work practices to improve quality, and agree any improvements with your manager | Core 5/ 1 c)  
Core 4/ 1a) |
SKILLS AREA 2: Working with people

<table>
<thead>
<tr>
<th>BAND 2</th>
<th>You should be able to....</th>
<th>KSF Link</th>
</tr>
</thead>
</table>
| **Working with clients** | • identify your main clients, both internal and external  
• identify how equality & diversity policies and procedures underpin good customer care  
• respond to clients’ requests for information/service within the remit of your role  
• deal with complaints within the remit of your role  
• recognise when clients’ requests/complaints should be passed to a more senior member of staff, and pass these on appropriately | Core 6/1c)  
Core 6/1d) |
| **Communicating face-to-face and on the phone** | • listen effectively in order to understand clients’ needs/views  
• understand and be able to use the most commonly-used terminology linked to relevant specialised areas of your work  
• recognise how your non-verbal signals may affect others  
• speak with clients in a way which promotes a positive view of you and your department/organisation  
• when working with more than one client simultaneously, maintain appropriate interaction with all those involved  
• communicate with clients in a way which takes into account equality & diversity and data protection requirements | Core 1/2 b)  
Core 1/2 c)  
Core 1/2 b)  
Core 1/2 c)  
Core 1/1c)  
Core 1/2c)  
Core 1/2a)  
Core 1/2 c)  
Core 6/1a)  
Core 6/1d) |
### SKILLS AREA 2: Working with people continued

<table>
<thead>
<tr>
<th>BAND 2</th>
<th>You should be able to....</th>
<th>KSF Link</th>
</tr>
</thead>
</table>
| **Communicating in writing and using Information & Communication Technology (ICT)** | • understand and be able to use the most commonly-used terminology linked to relevant specialised areas of work  
• use formats and language (including spelling and punctuation) which are appropriate to the nature of the communication  
• produce a limited range of types of written communication, often using standard formats, templates and wording  
• write in a way which promotes a positive view of you and your department/organisation  
• use applications (including Microsoft Word & Excel; email) to communicate information appropriately, effectively and efficiently  
• communicate with clients in a way which takes into account equality & diversity and data protection requirements  
• record and store written communication in a way which takes into account all local requirements, including data protection/ information governance requirements | Core 1/2 c)  
Core 1/2 c)  
Core 1/2 e)  
Core 1/1 c)  
IK1/1a)  
Core 1/2a)  
Core 1/1b)  
Core 6/1a)  
Core 6/1d)  
IK1/1e)  
Core 1/2d) |
### SKILLS AREA 3: Working with information

<table>
<thead>
<tr>
<th><strong>BAND 2</strong></th>
<th><strong>You should be able to....</strong></th>
<th><strong>KSF Link</strong></th>
</tr>
</thead>
</table>
| **Knowing and following procedures** | • identify how information governance, including data protection and Freedom of Information legislation, relates to your area of work  
• describe how policies and procedures relate to the work you do  
• know how and when to access policies and procedures relating to how information should be recorded and stored  
• follow policies and procedures when working with information | Core 3/ 1 b)  
IK1/1a)  
IK1/1e)  
Core 3 / 1a) |
| **Using information technology (IT)** | • use applications, including Microsoft Word and Excel and locally-used applications, to record, store and retrieve information accurately and appropriately  
• create and/or maintain appropriate filing systems to store information so it can be retrieved easily  
• understand the role of databases in recording, storing and retrieving information  
• follow local guidelines on the use of IT to record, store, retrieve and disseminate information | IK 1 / 1a)  
IK 1/ 1e)  
IK1 / 2f)  
Core 3 / 1a) |
| **Ensuring security of information** | • demonstrate a clear understanding of the principles of data protection and how they apply to your area of work  
• ensure that information is recorded, stored and retrieved in a way which gives due regard to data protection requirements and any other local requirements  
• ensure that, in your communication with clients and colleagues (both written and spoken), you give due regard to data protection requirements | Core 3/ 1 b)  
IK1/ 1a)  
IK1 / 2f)  
Core 3 / 1c)  
Core 1 / 2e) |
| **Handling & presenting information** | • deal calmly and appropriately when you come into contact with sensitive or potentially distressing information | Core 6 / 2c |
b) BAND 3 – SKILLS MAP

Links between The Administrative Skills Map and KSF

The prevalent KSF outline at Band 3 was:

<table>
<thead>
<tr>
<th>Band</th>
<th>Core 1: Communication</th>
<th>Core 2: Personal &amp; people development</th>
<th>Core 3: Health, safety &amp; security</th>
<th>Core 4: Service improvement</th>
<th>Core 5: Quality</th>
<th>Core 6: Equality &amp; diversity</th>
<th>IK 1: Information processing</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1 to 2</td>
</tr>
</tbody>
</table>

The table above shows the prevalent KSF outline for administrative roles at Band 3.

The map of the core skills required by administrative staff at Band 3 links closely with this outline, and provides examples of how the KSF descriptors might be applied to administrative skills.
### SKILLS AREA 1: Providing a service

#### BAND 3

<table>
<thead>
<tr>
<th><strong>Knowing and following procedures</strong></th>
<th><strong>You should be able to....</strong></th>
<th><strong>KSF Link</strong></th>
</tr>
</thead>
</table>
| **(all Band 2 requirements)**       | • know how and when to access information on policies and processes relating to your area of work  
• follow policies and procedures which relate to your work area  
• where new tasks emerge, agree procedures with your line manager  
• where relevant, suggest improvements to procedures to improve effectiveness or efficiency  
**plus**  
• provide appropriate and accurate advice and guidance to others on policies and procedures | IK1 /1c)  
Core 5 /1a)  
Core 5/ 1a)  
Core 4//1a)  
Core 5/ 1a)  
Core 4/ 1d)  
Core 5 / 2a) |

<table>
<thead>
<tr>
<th><strong>Organising your time</strong></th>
<th><strong>(all Band 2 requirements)</strong></th>
<th><strong>KSF Link</strong></th>
</tr>
</thead>
</table>
| • estimate the time, effort and resources needed to carry out tasks  
• use an appropriate system, such as a ‘to do’ list, to plan your time and tasks  
• work effectively to deadline agreed with your line manager and/or clients  
**plus**  
• provide support for junior staff in organising their workload  
• provide information/feedback to more senior staff on points at which the services you provide might be under time pressure and suggest solutions | Core 4/ 1b)  
Core 5/ 2d)  
Core 2/ 2 f)  
Core 5 / 2c)  
Core 4 / 1d)|

<table>
<thead>
<tr>
<th><strong>Prioritising your workload</strong></th>
<th><strong>(all Band 2 requirements)</strong></th>
<th><strong>KSF Link</strong></th>
</tr>
</thead>
</table>
| • differentiate between tasks which are urgent, important and less important  
• prioritise tasks according to the level of need for completion  
• plan to complete tasks in a logical order  
• complete tasks to required standards, and in line with local policies and procedures  
• monitor your work at regular intervals to take account of new priorities, and adapt your plans accordingly | Core 4/ 1 b)  
Core 5/ 2d)  
Core 5/ 2d)  
Core 5 /1a)  
Core 5/ 2d)  
Core 5/ 2f)|
### SKILLS AREA 1: Providing a service continued

<table>
<thead>
<tr>
<th>BAND 3</th>
<th>You should be able to....</th>
<th>KSF Link</th>
</tr>
</thead>
</table>
| **Dealing with conflicting priorities** | *(all Band 2 requirements)*  
- acknowledge incoming tasks appropriately  
- identify how requests from clients might create conflicting priorities  
- judge how best to prioritise the incoming requests/tasks  
- negotiate how work is to be prioritised with your clients  
- inform clients of any progress or delay as appropriate  
- when working with more than one client simultaneously, ensure that all receive a good standard of customer services  
  **plus**  
- when necessary, support junior staff to resolve conflicting priorities whilst maintaining good customer service                                                                                     | Core 1/2a)  
Core 5/2f)  
Core 5/2d)  
Core 1/2a)  
Core 1/2a)  
Core 5/2f)  
Core 2/2f)  
Core 5/2c) |
| **Supporting and being supported to provide a service** | *(all Band 2 requirements)*  
- carry out tasks delegated to you by a more senior colleague or manager  
- identify how you might adapt your work practices to improve quality, and agree any improvements with your manager  
  **plus**  
- use own initiative in identifying and carrying out tasks to ensure that a good level of service is provided  
- discuss and agree any potential changes with a senior colleague or manager before implementing them                                                                                             | Core 5/1c)  
Core 4/1a)  
Core 5/2d)  
Core 4/1a) |
### SKILLS AREA 2: Working with people

#### BAND 3

<table>
<thead>
<tr>
<th>Working with clients</th>
<th>You should be able to....</th>
<th>KSF Link</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(Band 2 requirements)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• identify your main clients, both internal and external</td>
<td></td>
<td>Core 6 / 1c</td>
</tr>
<tr>
<td>• identify how equality &amp; diversity policies and procedures underpin good customer care</td>
<td></td>
<td>Core 6 / 1d</td>
</tr>
<tr>
<td>• respond to clients’ requests for information/service within the remit of your role</td>
<td></td>
<td>Core 1 / 2a</td>
</tr>
<tr>
<td>• deal with complaints within the remit of your role</td>
<td></td>
<td>Core 5 / 2c</td>
</tr>
<tr>
<td>• recognise when clients’ requests/complaints should be passed to a more senior member of staff, and pass these on appropriately plus</td>
<td></td>
<td>Core 2 / 2f</td>
</tr>
<tr>
<td>• work with a wider range of clients, including those at senior levels across disciplines and/or external organisations</td>
<td></td>
<td>Core 5 / 1b</td>
</tr>
<tr>
<td>• support junior staff members in resolving clients’ problems/complaints</td>
<td></td>
<td>Core 4 / 2e</td>
</tr>
<tr>
<td>• exercise judgement in problem solving</td>
<td></td>
<td>Core 5 / 2f</td>
</tr>
<tr>
<td>• know how/when to escalate problems/complaints to more senior staff</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Working with suppliers</th>
<th></th>
<th>G3 / Level 1c</th>
</tr>
</thead>
<tbody>
<tr>
<td>• work with suppliers (internal and/or external) to ensure that routine goods or services are delivered appropriately</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communicating face-to-face and on the phone</th>
<th>You should be able to....</th>
<th>KSF Link</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(Band 2 requirements)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• listen effectively in order to understand clients’ needs/views</td>
<td></td>
<td>Core 1 / 2 b</td>
</tr>
<tr>
<td>• recognise how your non-verbal signals may affect others</td>
<td></td>
<td>Core 1 / 2 c</td>
</tr>
<tr>
<td>• speak with clients in a way which promotes a positive view of you and your department/organisation</td>
<td></td>
<td>Core 1 / 2 b</td>
</tr>
<tr>
<td>• when working with more than one client simultaneously, maintain appropriate interaction with all those involved</td>
<td></td>
<td>Core 1 / 1c</td>
</tr>
<tr>
<td>• communicate with clients in a way which takes into account equality &amp; diversity and data protection requirements plus</td>
<td></td>
<td>Core 1 / 2c</td>
</tr>
<tr>
<td>• understand and be able to use a wider range of terminology linked to relevant specialist areas of your work</td>
<td></td>
<td>Core 6 / 1a</td>
</tr>
<tr>
<td>• use effective negotiation skills with an individual to solve/defuse problems and/or conflict</td>
<td></td>
<td>Core 6 / 1d</td>
</tr>
</tbody>
</table>

...continued
### SKILLS AREA 2: Working with people continued

<table>
<thead>
<tr>
<th>BAND 3</th>
<th>You should be able to....</th>
<th>KSF Link</th>
</tr>
</thead>
</table>
| **Communicating in writing and using Information & Communication Technology (ICT)** | (Band 2 requirements)  
- use formats and language (including spelling and punctuation) which are appropriate to the nature of the communication  
- produce a range of types of written communication, often using standard formats, templates and wording  
- write in a way which promotes a positive view of you and your department/organisation  
- use applications (including Microsoft Word & Excel; email) to communicate information appropriately, effectively and efficiently  
- communicate with clients in a way which takes into account equality & diversity and data protection requirements  
- record and store written communication in a way which takes into account all local requirements, including data protection/information governance requirements  
- understand and be able to use a wider range of terminology linked to relevant specialist areas of your work  
- produce a wider range of written communication, including some which is non-routine | Core 1/2c  
Core 1/2e  
Core 1/1c  
IK1/1a  
Core 1/2a  
Core 1/1b  
Core 6/1a  
Core 6/1d  
IK1/1e  
Core 1/2d  
Core 1/2c  
Core 1/2e |

For more information: [www.theadmincentre.nes.scot.nhs.uk/Learning.aspx](http://www.theadmincentre.nes.scot.nhs.uk/Learning.aspx)
### SKILLS AREA 3: Working with information

#### BAND 3  You should be able to...

**Knowing and following procedures** *(all Band 2 requirements)*
- identify how information governance, including data protection and Freedom of Information legislation, relates to your area of work
- describe how policies and procedures relate to the work you do
- know how and when to access policies and procedures relating to how information should be recorded and stored
- follow policies and procedures when working with information
  - provide appropriate and accurate advice and guidance to others on policies and procedures

**Using information technology (IT)** *(all Band 2 requirements)*
- use applications, including Microsoft Word and Excel and locally-used applications, to record, store and retrieve information accurately and appropriately
- create and/or maintain appropriate filing systems to store information so it can be retrieved easily
- understand the role of databases in recording, storing and retrieving information
- follow local guidelines on the use of IT to record, store, retrieve and disseminate information
  - use applications, including Microsoft Excel, and/or database(s) to conduct routine analysis of information
  - follow local guidelines on the analysis and reporting of information

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For more information: [www.theadmincentre.nes.scot.nhs.uk/Learning.aspx](http://www.theadmincentre.nes.scot.nhs.uk/Learning.aspx)
## SKILLS AREA 3: Working with information continued

<table>
<thead>
<tr>
<th>BAND 3</th>
<th>You should be able to....</th>
<th>KSF Link</th>
</tr>
</thead>
</table>
| **Ensuring security of information** (all Band 2 requirements) | • demonstrate a clear understanding of the principles of data protection and how they apply to your area of work  
• ensure that information is recorded, stored and retrieved in a way which gives due regard to data protection requirements and any other local requirements  
• ensure that, in your communication with clients and colleagues (both written and spoken), you give due regard to data protection requirements  
**plus**  
• demonstrate a clear understanding of the principles of data protection and how they apply to the analysis and reporting of information within your area of work  
• provide reports in a way which gives due regard to data protection requirements and any other local requirements  
• provide guidance to colleagues to ensure that information is recorded, stored and communicated in a way which gives due regard to data protection requirements | Core 3 / 1 b)  
IK1 / 1a)  
IK1 / 2f)  
Core 3 / 1c)  
Core 1 / 2e)  
Core 3 /1b)  
IK1 / 2d)  
IK1/ 2e)  
Core 3 / 2f) |
| **Handling & presenting information** (all Band 2 requirements) | • deal calmly and appropriately when you come into contact with sensitive or potentially distressing information  
**plus**  
• generate routine reports for areas linked to your work (e.g. routine financial reports; routine reports on service targets)  
• produce summaries of information from a range of routine information sources | Core 6 / 2c  
IK1/ 2b)  
IK1/ 2c) |
c) BAND 4 - SKILLS MAP

What skills are needed at Band 4?
The prevalent KSF outline at Band 4 was:

<table>
<thead>
<tr>
<th>Band</th>
<th>Core 1: Communication</th>
<th>Core 2: Personal &amp; people development</th>
<th>Core 3: Health, safety &amp; security</th>
<th>Core 4: Service improvement</th>
<th>Core 5: Quality</th>
<th>Core 6: Equality &amp; diversity</th>
<th>IK 1: Information processing</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

The table above shows the prevalent KSF outline for administrative roles at Band 4.

The map of the core skills required by administrative staff at Band 4 links closely with this outline, and provides examples of how the KSF descriptors might be applied to administrative skills.

The main skills areas included in this map include:
- Providing a service
- Working with people
- Working with information

For more information: www.theadmincentre.nes.scot.nhs.uk/Learning.aspx
### SKILLS AREA 1: Providing a service

#### BAND 4

<table>
<thead>
<tr>
<th>You should be able to....</th>
<th>KSF Link</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowing and following processes and procedures</strong></td>
<td>(all Band 3 requirements)</td>
</tr>
<tr>
<td>• know how and when to access information on policies and processes relating to your area of work</td>
<td>IK1 /1c)</td>
</tr>
<tr>
<td>• follow policies and procedures which relate to your work area</td>
<td>Core 5 /1a)</td>
</tr>
<tr>
<td>• where new tasks emerge, agree procedures with your line manager</td>
<td>Core 5 / 1a)</td>
</tr>
<tr>
<td>• where relevant, suggest improvements to procedures to improve effectiveness or efficiency</td>
<td>Core 4//1a)</td>
</tr>
<tr>
<td>• provide appropriate and accurate advice and guidance to others on policies and procedures</td>
<td>Core 5 / 1a)</td>
</tr>
<tr>
<td>plus</td>
<td>Core 4/ 1d)</td>
</tr>
<tr>
<td>• work with senior staff to develop and improve procedures</td>
<td>Core 4/ 2a,b,c &amp; f</td>
</tr>
<tr>
<td><strong>Organising your time</strong></td>
<td>(all Band 3 requirements)</td>
</tr>
<tr>
<td>• estimate the time, effort and resources needed to carry out tasks</td>
<td>Core 4/ 1b)</td>
</tr>
<tr>
<td>• use an appropriate system, such as a ‘to do’ list, to plan your time and tasks</td>
<td>Core 5/ 2d)</td>
</tr>
<tr>
<td>• work effectively to deadline agreed with your line manager and/or clients</td>
<td>Core 2/ 2 f)</td>
</tr>
<tr>
<td>• provide support for junior staff in organising their workload</td>
<td>Core 5 / 2c)</td>
</tr>
<tr>
<td>• provide information/feedback to more senior staff on points at which the services you provide might be under time pressure and suggest solutions</td>
<td>Core 4 / 1d)</td>
</tr>
<tr>
<td>plus</td>
<td>Core 4/ 2a)</td>
</tr>
<tr>
<td>• identify tasks and/or workstreams and plan with others how they are to be completed</td>
<td></td>
</tr>
<tr>
<td><strong>Prioritising your workload</strong></td>
<td>(all Band 3 requirements)</td>
</tr>
<tr>
<td>• differentiate between tasks which are urgent, important and less important</td>
<td>Core 4/ 1 b)</td>
</tr>
<tr>
<td>• prioritise tasks according the level of need for completion</td>
<td>Core 5/ 2d)</td>
</tr>
<tr>
<td>• plan to complete tasks in a logical order</td>
<td>Core 5 / 1a)</td>
</tr>
<tr>
<td>• complete tasks to required standards, and in line with local policies and procedures</td>
<td>Core 5/ 2d)</td>
</tr>
<tr>
<td>• monitor your work at regular intervals to take account of new priorities, and adapt your plans accordingly</td>
<td>Core 5/ 2f)</td>
</tr>
</tbody>
</table>

...continued
**SKILLS AREA 1: Providing a service continued**

<table>
<thead>
<tr>
<th>BAND 4</th>
<th>You should be able to... (all Band 3 requirements)</th>
<th>KSF Link</th>
</tr>
</thead>
</table>
| **Dealing with conflicting priorities** | • acknowledge incoming tasks appropriately  
  • identify how requests from clients might create conflicting priorities  
  • judge how best to prioritise the incoming requests/tasks  
  • negotiate how work is to be prioritised with your clients  
  • inform clients of any progress or delay as appropriate  
  • when working with more than one client simultaneously, ensure that all receive a good standard of customer service  
  • when necessary, support junior staff to resolve conflicting priorities whilst maintaining good customer service  
  **plus**  
  • when necessary, alert senior staff to ongoing or recurrent conflicting priorities and make recommendations on how these might be managed | Core 1/ 2a)  
 Core 5 / 2f)  
 Core 5/ 2d)  
 Core 1/ 2a)  
 Core 1/ 2a)  
 Core 5/ 2f)  
 Core 2 / 2f)  
 Core 5 / 2c)  
 Core 4 / 2e)  
 Core 4 / 2f) |
| **Supporting and being supported to provide a service** | (all Band 3 requirements)  
 • carry out tasks delegated to you by a more senior colleague or manager  
 • identify how you might adapt your work practices to improve quality, and agree any improvements with your manager  
 • discuss and agree any potential changes with a senior colleague or manager before implementing them  
  **plus**  
  • work independently, using own initiative to identify and carry out tasks to ensure that a good level of service is provided  
  • contribute to the planning of improvements to the service area  
  • in the absence of a more senior colleague or manager, manage the provision of service on their behalf | Core 5/ 1 c)  
 Core 4/ 1a)  
 Core 4 /1a)  
 Core 5 / 2d)  
 Core 4/ 2e)  
 Core 5 / 2c&d |
### SKILLS AREA 2: Working with people

#### BAND 4

**Working with clients**  
*(all Band 3 requirements)*
- identify your main clients, both internal and external
- identify how equality & diversity policies and procedures underpin good customer care
- respond to clients’ requests for information/service within the remit of your role
- deal with complaints within the remit of your role
- recognise when clients’ requests/complaints should be passed to a more senior member of staff, and pass these on appropriately
- work with a wider range of clients, including those at senior levels across disciplines and/or external organisations
- support junior staff members in resolving clients’ problems/complaints
- exercise judgement in problem solving
- know how/when to escalate problems/complaints to more senior staff
- **plus**  
  - communicate on behalf of more senior staff
  - co-ordinate communication across a range of clients and/or partners
  - identify the action which needs to be taken to deal effectively with problems/complaints, and advise clients accordingly

**Working with suppliers**  
*(all Band 3 requirements)*
- work with suppliers (internal and/or external) to ensure that routine goods or services are delivered appropriately

<table>
<thead>
<tr>
<th>KSF Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core 6 / 1c</td>
</tr>
<tr>
<td>Core 6 / 1d</td>
</tr>
<tr>
<td>Core 1 / 2a</td>
</tr>
<tr>
<td>Core 5 / 2c</td>
</tr>
<tr>
<td>Core 2 / 2f</td>
</tr>
<tr>
<td>Core 5 / 1b</td>
</tr>
<tr>
<td>Core 4 / 2e</td>
</tr>
<tr>
<td>Core 5 / 2f</td>
</tr>
<tr>
<td>Core 1 / 2a</td>
</tr>
<tr>
<td>Core 1 / 2c</td>
</tr>
<tr>
<td>Core 1 / 2f</td>
</tr>
<tr>
<td>G3 / Level 1c</td>
</tr>
</tbody>
</table>
### SKILLS AREA 2: Working with people continued

<table>
<thead>
<tr>
<th>BAND 4</th>
<th>You should be able to....</th>
<th>KSF Link</th>
</tr>
</thead>
</table>
| **Communicating face-to-face and on the phone**<br>(Band 3 requirements)<br><ul><li>listen effectively in order to understand clients' needs/views</li><li>recognise how your non-verbal signals may affect others</li><li>speak with clients in a way which promotes a positive view of you and your department/organisation</li><li>when working with more than one client simultaneously, maintain appropriate interaction with all those involved</li><li>communicate with clients in a way which takes into account equality & diversity and data protection requirements</li><li>use effective negotiation skills with an individual to solve/defuse problems and/or conflict</li><li>understand and be able to use a broad range of terminology linked to relevant specialist areas of your work</li><li>manage interaction to achieve a satisfactory outcome for parties involved</li></ul> | Core 1/ 2 b)  
Core 1/ 2 c)  
Core 1/ 2 b)  
Core 1/ 1c)  
Core 1/ 2c)  
Core 1/ 2a)  
Core 6/ 1a)  
Core 6/ 1d)  
Core 1/ 2e)  
Core 1/ 2c)  
Core 1/ 3b) |
| **Communicating in writing and using Information & Communication Technology (ICT)**<br>(Band 2 requirements)<br><ul><li>use formats and language (including spelling and punctuation) which are appropriate to the nature of the communication</li><li>produce a range of types of written communication, often using standard formats, templates and wording</li><li>write in a way which promotes a positive view of you and your department/organisation</li><li>use applications (including Microsoft Word & Excel; email) to communicate information appropriately, effectively and efficiently</li><li>communicate with clients in a way which takes into account equality & diversity and data protection requirements</li><li>record and store written communication in a way which takes into account all local requirements, including data protection/ information governance requirements</li><li>understand and be able to use a broad range of terminology linked to relevant specialist areas of your work</li><li>produce a wider range of types of written communication, both routine and non-routine</li></ul> | Core 1/ 2 c)  
Core 1 / 2 e)  
Core 1/ 1c)  
IK1/ 1a)  
Core 1/ 2a)  
Core 1/ 1 b)  
Core 6 /1a)  
Core 6 /1d)  
IK1 /1e)  
Core 1 /2d)  
Core 1/ 2c)  
Core 1/ 2e) |
SKILLS AREA 3: Working with information

<table>
<thead>
<tr>
<th>BAND 4</th>
<th>You should be able to....</th>
<th>KSF Link</th>
</tr>
</thead>
</table>
| Knowing and following procedures | *(all Band 3 requirements)* | **Core 3/ 1 b)**
|  |  | **IK1/ 1a)**
|  | • identify how information governance, including data protection and Freedom of Information legislation, relates to your area of work | **IK1/1e)**
|  | • describe how policies and procedures relate to the work you do | **Core 3 / 1a)**
|  | • know how and when to access policies and procedures relating to how information should be recorded and stored | **Core 2 / 2f)**
|  | • follow policies and procedures when working with information | **IK1/ 2a)**
|  | • provide appropriate and accurate advice and guidance to others on policies and procedures | **IK1/2b)**
| Using information technology (IT) | *(all Band 3 requirements)* | **IK 1 / 1a)**
|  |  | **IK 1/ 1e)**
|  | • use applications, including Microsoft Word and Excel and locally-used applications, to record, store and retrieve information accurately and appropriately | **IK1/ 2f)**
|  | • create and/or maintain appropriate filing systems to store information so it can be retrieved easily | **Core 3 / 1a)**
|  | • understand the role of databases in recording, storing and retrieving information | **IK1/2b)**
|  | • follow local guidelines on the use of IT to record, store, retrieve and disseminate information | **IK1/ 2c)**
|  | • use applications, including Microsoft Excel, and/or database(s) to conduct routine analysis of information | **IK1/ 2d)**
|  | • follow local guidelines on the analysis and reporting of information | **IK1/ 2e)**
|  | plus | **IK1/ 2a)**
|  | • manage online calendar(s) for yourself and, where appropriate, on behalf of more senior staff | **IK1/ 2a)**

For more information: www.theadmincentre.nes.scot.nhs.uk/Learning.aspx

...continued
### SKILLS AREA 3: Working with information

<table>
<thead>
<tr>
<th>BAND 4</th>
<th>You should be able to....</th>
<th>KSF Link</th>
</tr>
</thead>
</table>
| **Ensuring the security of information** (all Band 3 requirements) | • demonstrate a clear understanding of the principles of data protection and how they apply to your area of work  
• ensure that information is recorded, stored and retrieved in a way which gives due regard to data protection requirements and any other local requirements  
• ensure that, in your communication with clients and colleagues (both written and spoken), you give due regard to data protection requirements  
• demonstrate a clear understanding of the principles of data protection and how they apply to the analysis and reporting of information within your area of work  
• provide reports in a way which gives due regard to data protection requirements and any other local requirements  
• provide guidance to colleagues to ensure that information is recorded, stored and communicated in a way which gives due regard to data protection requirements | Core 3 / 1b  
IK1/ 1a  
IK1 / 2f  
Core 3 / 1c  
Core 1 / 2e  
Core 3 /1b  
IK1 / 2d  
IK1/ 2e  
Core 3 / 2f |
| **Handling & presenting information appropriately** (all Band 3 requirements) | • deal calmly and appropriately when you come into contact with sensitive or potentially distressing information  
• generate routine reports for areas linked to your work (e.g. routine financial reports; routine reports on service targets)  
• produce summaries of information from a range of routine information sources  
**plus**  
• take accurate notes in meetings and prepare accurate summaries of information in appropriate formats (e.g. minutes; notes)  
• produce reports for areas linked to your work, using both routine and non-routine information  
• develop, implement and/or manage systems for record keeping and maintain accurate records | Core 6/ 2c  
IK1/ 2b  
IK1/ 2c  
IK1 /2d  
IK1/ 2d  
IK1/ 2d & f |
d) BAND 5 – SKILLS MAP

What skills are needed at Band 5?
The prevalent KSF outline at Band 5 was:

<table>
<thead>
<tr>
<th>Band</th>
<th>Core 1: Communication</th>
<th>Core 2: Personal &amp; people development</th>
<th>Core 3: Health, safety &amp; security</th>
<th>Core 4: Service improvement</th>
<th>Core 5: Quality</th>
<th>Core 6: Equality &amp; diversity</th>
<th>IK 1: Information processing</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

The table above shows the **prevalent KSF outline** for administrative roles at Band 5.

The map of the core skills required by administrative staff at Band 5 links closely with this outline, and provides examples of how the KSF descriptors might be applied to administrative skills.

The main skills areas included in this map include:
- Providing a service
- Working with people
- Working with information

For more information: [www.theadmincentre.nes.scot.nhs.uk/Learning.aspx](http://www.theadmincentre.nes.scot.nhs.uk/Learning.aspx)
## SKILLS AREA 1: Providing a service

<table>
<thead>
<tr>
<th>BAND 5</th>
<th>You should be able to….</th>
<th>KSF Link</th>
</tr>
</thead>
</table>
| **Knowing and following procedures** (all Band 4 requirements) | • know how and when to access information on policies and processes relating to your area of work  
• follow policies and procedures which relate to your work area  
• where new tasks emerge, agree procedures with your line manager  
• where relevant, suggest improvements to procedures to improve effectiveness or efficiency  
• provide appropriate and accurate advice and guidance to others on policies and procedures  
• work with senior staff to develop and improve procedures  
**plus**  
• develop and implement systems to underpin administrative services in your area | IK1 /1c)  
Core 5 /1a)  
Core 5/ 1a)  
Core 4//1a)  
Core 5/ 1a)  
Core 4/ 1d)  
Core 5 / 2a)  
Core 4/ 2a,b,c & f  
Core 5/ 3 f |
| **Organising your time** (all Band 4 requirements) | • estimate the time, effort and resources needed to carry out tasks  
• use an appropriate system, such as a ‘to do’ list, to plan your time and tasks  
• work effectively to deadline agreed with your line manager and/or clients  
• provide support for junior staff in organising their workload  
• provide information/feedback to more senior staff on points at which the services you provide might be under time pressure and suggest solutions  
• identify tasks and/or workstreams and plan with others how they are to be completed  
**plus**  
• co-ordinate the work of a team, ensuring that a good service is provided | Core 4/ 1b)  
Core 5/ 2d)  
Core 2/ 2 f)  
Core 5 / 2c)  
Core 4 / 1d)  
Core 4/ 2a)  
Core 5/ 3c) |
## SKILLS AREA 1: Providing a service continued

### BAND 5

<table>
<thead>
<tr>
<th>You should be able to...</th>
<th>KSF Link</th>
</tr>
</thead>
</table>
| **Prioritising your workload**<br><em>(all Band 4 requirements)</em> | Core 4 / 1 b)  
|  | Core 5 / 2d)  
|  | Core 5 / 2d)  
|  | Core 5 /1a)  
|  | Core 5 / 2d)  
|  | Core 5 / 2f)  |
| • differentiate between tasks which are urgent, important and less important |  
| • prioritise tasks according to the level of need for completion |  
| • plan to complete tasks in a logical order |  
| • complete tasks to required standards, and in line with local policies and procedures |  
| • monitor your work at regular intervals to take account of new priorities, and adapt your plans accordingly |  
| **Dealing with conflicting priorities**<br><em>(all Band 4 requirements)</em> | Core 1 / 2a)  
|  | Core 5 / 2f)  
|  | Core 5 / 2d)  
|  | Core 1 / 2a)  
|  | Core 1 / 2a)  
|  | Core 5 / 2f)  
|  | Core 2 / 2f)  
|  | Core 5 / 2c)  
|  | Core 4 / 2e)  
|  | Core 4 / 2f)  
|  | Core 4 / 3e)  
|  | Core 4 / 3e)  |
| • acknowledge incoming tasks appropriately |  
| • identify how requests from clients might create conflicting priorities |  
| • judge how best to prioritise the incoming requests/tasks |  
| • negotiate how work is to be prioritised with your clients |  
| • inform clients of any progress or delay as appropriate |  
| • when working with more than one client simultaneously, ensure that all receive a good standard of customer service |  
| • when necessary, support junior staff to resolve conflicting priorities whilst maintaining good customer service |  
| • when necessary, alert senior staff to ongoing or recurrent conflicting priorities and make recommendations on how these might be managed |  
| plus |  
| • proactively identify areas where conflicts of priorities might arise and take action to prevent these |  
| • where appropriate, take action to solve problems caused by conflicting priorities, working collaboratively with clients and senior staff |  

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For more information: [www.theadmincentre.nes.scot.nhs.uk/Learning.aspx](http://www.theadmincentre.nes.scot.nhs.uk/Learning.aspx)
### SKILLS AREA 1: Providing a service continued

<table>
<thead>
<tr>
<th>BAND 5</th>
<th>You should be able to....</th>
<th>KSF Link</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Supporting and being supported to provide a service</strong></td>
<td><em>(all Band 4 requirements)</em>&lt;br&gt;- carry out tasks delegated to you by a more senior colleague or manager&lt;br&gt;- identify how you might adapt your work practices to improve quality, and agree any improvements with your manager&lt;br&gt;- discuss and agree any potential changes with a senior colleague or manager before implementing them&lt;br&gt;- work independently, using your own initiative to identify and carry out tasks to ensure that a good level of service is provided&lt;br&gt;- contribute to the planning of improvements to the service area&lt;br&gt;- in the absence of a more senior colleague or manager, manage the provision of service on their behalf <strong>plus</strong>&lt;br&gt;- exercise a high level of autonomy in identifying and planning your own workload&lt;br&gt;- ensure completion and sign off of work within your area&lt;br&gt;- provide direct advice and support to senior staff, many of whom may be at a very senior level within the organisation</td>
<td>Core 5/ 1 c)  Core 4/ 1a)  Core 4 /1a)  Core 5 / 2d)  Core 4/ 2e)  Core 5 / 2c&amp;d  Core 5/ 3d)  Core 5/2b)  Core 5/ 3e)  Core 2/ 2f)</td>
</tr>
</tbody>
</table>
**SKILLS AREA 2: Working with people**

<table>
<thead>
<tr>
<th>BAND 5</th>
<th>You should be able to....</th>
<th>KSF Link</th>
</tr>
</thead>
</table>
| **Working with clients** | (all Band 4 requirements) | Core 6 / 1c)  
• identify your main clients, both internal and external  
• identify how equality & diversity policies and procedures underpin good customer care  
• respond to clients’ requests for information/service within the remit of your role  
• deal with complaints within the remit of your role  
• recognise when clients’ requests/complaints should be passed to a more senior member of staff, and pass these on appropriately  
• work with a wider range of clients, including those at senior levels across disciplines and/or external organisations  
• support junior staff members in resolving clients’ problems/complaints  
• exercise judgement in problem solving  
• know how/when to escalate problems/complaints to more senior staff  
• communicate on behalf of more senior staff  
• co-ordinate communication across a range of clients and/or partners  
• identify the action which needs to be taken to deal effectively with problems/complaints, and advise clients accordingly **plus**  
• work collaboratively with a wider range of people, including internal and external clients, where a high level of political awareness is required | Core 6 / 1d)  
Core 1 / 2a)  
Core 5 / 2c)  
Core 2 / 2f)  
Core 5 / 1b)  
Core 4 / 2e)  
Core 5 / 2f)  
Core 1 / 2a)  
Core 1 / 2c)  
Core 1 / 2f)  
Core 1/3 a,b & c |
| **Working with suppliers** | (all Band 4 requirements) | G3 / Level 1c  
• work with suppliers (internal and/or external) to ensure that routine goods or services are delivered appropriately |
SKILLS AREA 2: Working with people

**BAND 5**

**Communicating face-to-face and on the phone** *(all Band 4 requirements)*
- listen effectively in order to understand clients’ needs/views
- recognise how your non-verbal signals may affect others
- speak with clients in a way which promotes a positive view of you and your department/organisation
- when working with more than one client simultaneously, maintain appropriate interaction with all those involved
- communicate with clients in a way which takes into account equality & diversity and data protection requirements
- use effective negotiation skills with an individual to solve/defuse problems and/or conflict
- understand and be able to use a broad range of terminology linked to relevant specialist areas of your work
- manage interaction to achieve a satisfactory outcome for parties involved

**plus**
- influence and negotiate outcomes of communication with a wide range of people, many of whom may be working at a very senior level

**KSF Link**
- Core 1/2 b)
- Core 1/2 c)
- Core 1/2 b)
- Core 1/2 c)
- Core 1/2 c)
- Core 1/2 a)
- Core 6/1a)
- Core 6/1d)
- Core 1/2e)
- Core 1/2c)
- Core 1/3b)
- Core 1/3 a,b,c & f
- Core 6/2b & c)
## SKILLS AREA 2: Working with people continued

<table>
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<tr>
<th>BAND 5</th>
<th>You should be able to....</th>
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| **Communicating in writing and using Information & Communication Technology (ICT)** | *(all Band 4 requirements)*  
- use formats and language (including spelling and punctuation) which are appropriate to the nature of the communication  
- produce a range of types of written communication, often using standard formats, templates and wording  
- write in a way which promotes a positive view of you and your department/organisation  
- use applications (including Microsoft Word & Excel; email) to communicate information appropriately, effectively and efficiently  
- communicate with clients in a way which takes into account equality & diversity and data protection requirements  
- record and store written communication in a way which takes into account all local requirements, including data protection/ information governance requirements  
- understand and be able to use a broad range of terminology linked to relevant specialist areas of your work  
- produce a wider range of types of written communication, both routine and non-routine  
- monitor the quality of the work written by others in your team | Core 1/2 c)  
Core 1 / 2 e)  
Core 1 / 1c)  
IK1/ 1a)  
Core 1/ 2a)  
Core 1 / 1 b)  
Core 6 /1a)  
Core 6 /1d)  
IK1 /1e)  
Core 1 /2d)  
Core 1/2c)  
Core 1/2e)  
Core 1/3d) |
### SKILLS AREA 3: Working with information

#### BAND 5

**Knowing and following procedures** *(all Band 4 requirements)*
- Identify how information governance, including data protection and Freedom of Information legislation, relates to your area of work
- Describe how policies and procedures relate to the work you do
- Know how and when to access policies and procedures relating to how information should be recorded and stored
- Follow policies and procedures when working with information
- Provide appropriate and accurate advice and guidance to others on policies and procedures
  - Identify and advise on areas where policies/procedures may need to be reviewed/developed

**Using information technology (IT)** *(all Band 4 requirements)*
- Use applications, including Microsoft Word and Excel and locally-used applications, to record, store and retrieve information accurately and appropriately
- Create and/or maintain appropriate filing systems to store information so it can be retrieved easily
- Understand the role of databases in recording, storing and retrieving information
- Follow local guidelines on the use of IT to record, store, retrieve and disseminate information
- Use applications, including Microsoft Excel, and/or database(s) to conduct routine analysis of information
- Follow local guidelines on the analysis and reporting of information
- Manage online calendar(s) for yourself and, where appropriate, on behalf of more senior staff
  - Demonstrate a high level of knowledge and skill when using standard applications
  - Use (a range of) specialist applications appropriate to your area of work

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<tbody>
<tr>
<td>Core 3/ 1b</td>
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<td>IK1/ 1a</td>
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<td>IK1/1e</td>
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<td>Core 3 / 1a</td>
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<td>Core 2/ 2f</td>
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<td>Core 4/ 2e</td>
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For more information: [www.theadmincentre.nes.scot.nhs.uk/Learning.aspx](http://www.theadmincentre.nes.scot.nhs.uk/Learning.aspx)
### SKILLS AREA 3: Working with information continued

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</table>
| **Ensuring security of information** | *(all Band 4 requirements)* | Core 3/1 b)  
IK1/1a)  
IK1/2f)  
Core 3 /1c)  
Core 1/2e)  
Core 3/1b)  
IK1/2d)  
IK1/2e)  
Core 3/2f)  
Core 3/2a,b&f |  |
|   | - demonstrate a clear understanding of the principles of data protection and how they apply to your area of work |  |
|   | - ensure that information is recorded, stored and retrieved in a way which gives due regard to data protection requirements and any other local requirements |  |
|   | - ensure that, in your communication with clients and colleagues (both written and spoken), you give due regard to data protection requirements |  |
|   | - demonstrate a clear understanding of the principles of data protection and how they apply to the analysis and reporting of information within your area of work |  |
|   | - provide reports in a way which gives due regard to data protection requirements and any other local requirements |  |
|   | - provide guidance to colleagues to ensure that information is recorded, stored and communicated in a way which gives due regard to data protection requirements |  |
|   | **plus** |  |
|   | - identify training needs within the team linked to the security of information |  |
| **Handling & presenting information** | *(all Band 4 requirements)* | Core 6/2c  
IK1/2b)  
IK1/2c)  
IK1/2d)  
IK1/2d & f)  
IK2/2a)  
IK2/2b,c, d & f  
IK2/2e & f |  |
|   | - deal calmly and appropriately when you come into contact with sensitive or potentially distressing information |  |
|   | - generate routine reports for areas linked to your work (e.g. routine financial reports; routine reports on service targets) |  |
|   | - produce summaries of information from a range of routine information sources |  |
|   | - take accurate notes in meetings and prepare accurate summaries of information in appropriate formats (e.g. minutes; notes) |  |
|   | - produce reports for areas linked to your work, using both routine and non-routine information |  |
|   | - develop, implement and/or manage systems for record keeping and maintain accurate records |  |
|   | **plus** |  |
|   | - identify areas where more information/research is required |  |
|   | - identify, gather and analyse more complex and/or non-routine data, following appropriate guidelines on analysis and reporting |  |
|   | - provide summaries and/or interpretation of information for a range of audiences |  |
For more information

The **NES ACS Programme** provides a wide range of resources and information to support learning and development for administrative staff in NHSScotland.

Here are a few examples:

- **The Admin Centre**: An online ‘one-stop shop’ of resources to support the learning and development of administrative staff. Easy access to bite-sized pieces of learning, and to information to support work, learning and careers.
  
  www.theadmincentre.nes.scot.nhs.uk

- **The VQ Finder**: An online database providing information about a wide range of qualifications available for different staff groups in NHSScotland, including those in administration and business roles. The VQ Finder also provides information and guidance to help you choose the most appropriate qualification for you or your staff.

  www.vqfinder.nes.scot.nhs.uk

- **ACCESS Magazine**: A magazine designed specifically for staff in non-clinical roles in NHSScotland. Keeps you up-to-date with learning opportunities, and developments designed to support working and career progression.

  To register to receive ACCESS Magazine, contact acs.project@nes.scot.nhs.uk

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**How useful is The Administrative Skills Map?**

We are interested in hearing from you if you have used – or want to use – The Administrative Skills Map to support your own work, to help develop your team or to plan for the skills you need in an area of the service.

Please send ideas, suggestions – and any other comments to acs.project@nes.scot.nhs.uk