Care services common KSBs

The suggestions offered below to grading descriptors should be seen as a starting point for further refinements.
Changes to command verbs may need to be applied in line with assessment method used.

Theme	Level	Knowledge statement	Skill statement	Pass grading descriptor	Distinction grading descriptor
Risk management	2-3	Principles of risk assessment procedures and protocols.	Identify and report risk.	Complies with organisational risk procedures and protocols. (K S)	Explains the impact of applying organisational risk procedures and protocols. (K S)
Risk management	4+	The principles of risk management.	Analyse, mitigate and manage risk.	Evaluates and manages risk. (K S)	Justifies the mitigations utilised when managing risk. (K S)
Contingency management	4+	Principles of contingency management and the use of risk indicators in mitigating against crises.	Identify and respond to potential crises using contingency management risk indicators.	Applies contingency management principles risk indicators. (K S)	Evaluates the impact of (their) risk indicator-based contingencies on recognised crises. (K S)
Psychological distress	2-3	The principles of assessing risk in relation to psychological distress of individuals and the types of formulations and interventions that can be applied.	Identify individual psychological distress and create formulations and interventions to mitigate distress.	Outline interventions correctly, aligning them to the different psychological distresses. (K S)	Explains the impact of applying different formulation and interventions to manage psychological distress. (K S)
Psychological distress	4+	The principles of assessing risk in relation to psychological distress of individuals and the types of formulations and interventions that can be applied.	Identify individual psychological distress and create formulations and interventions to mitigate distress.	Evaluates the impact of formulations or interventions applied to individuals which are the result of assessing risk in relation to psychological distress. (K S)	Justifies the interventions applied to individuals which are the result of assessing risk in relation to psychological distress. (K S)
Duty of care	3-5	The principles of 'duty of care' within own scope of practice.	Identify and respond to duty of care concerns.	Demonstrates duty of care within own scope of practice and responds to concerns in line with organisational protocols. (K S)	Explains the importance of responding to duty of care concerns. (K S)

Duty of care	6-7	The principles of 'duty of care' within own scope of practice.	Identify and respond to duty of care concerns.	Demonstrates duty of care within own scope of practice and responds to concerns in line with organisational protocols. (K S)	Evaluates duty of care concerns and the impact on own scope of practice and organisation. (K S)
Safeguarding	3-7	The principles of 'safeguarding' within own scope of practice and in line with organisational protocols.	Identify and respond to safeguarding concerns.	Outlines the principles of safeguarding, and the organisational procedures which should be followed when responding to safeguarding concerns. (K S)	Evaluates the impact responding to safeguarding concerns has on individual's health and wellbeing (or mental health and wellbeing). (K S)
Legislation	4-5	The legislation, local and national policies and codes of conduct that apply to own role.	Work in line with the legislation, local and national policies and codes of conduct that apply to own role.	Describes how they comply with legislation, local and national policies and organisational codes of conduct within the limits of own role. (K S)	Explains the importance of complying with legislation, local and national policies and codes of conduct within the limits of own role. (K S)
Legislation	6+	The legislation, local and national policies and codes of conduct that apply to own role.	Work in line with the legislation, local and national policies and codes of conduct that apply to own role.	Describes how they comply with legislation, local and national policies and organisational codes of conduct within the limits of own role. (K S)	Analyses the impact of legislation, local and national policies and codes of conduct on own role. (K S)
Confidentiality	3-6	The principles of confidentiality in line with the 'duty of confidence'.	Report and share information related to individuals in line with the 'duty of confidence'.	Explains how the 'duty of confidence' is adhered to when reporting and sharing information. (K S)	n/a
Professional boundaries	2-3	Individual responsibility and accountability in maintaining professional boundaries within own scope of practice.	Maintain professional boundaries within own scope of practice.	Explains own responsibilities and accountabilities for maintaining professional boundaries within own scope of practice. (KS)	Evaluates the importance of maintaining professional boundaries. (K S)
Professional Boundaries	4-6	Maintaining appropriate professional boundaries when offering support and supervision to others, within own scope of practice.	Provide support and supervision to others whilst maintaining professional boundaries within own scope of practice.	Explains why professional boundaries must be maintained when offering support and supervision within own scope of practice.	Evaluates the importance of maintaining professional boundaries when offering support and supervision. (KS)

Evidence-based practice	4-6	Models of evidence-based practice.	Apply evidence-based practice to evaluate own. practice	Outlines the model(s) of evidence-based practice they have applied to evaluate their own practice. (K S)	Justifies the use of evidence-based models used to evaluate their own practice. (K S)
Person-centred care	2-4	Person [and family]-centred approaches.	Apply person [and family]-centred approaches to service and client interactions.	Discusses person [and family]-centred approaches used to manage service and client interactions. (K S)	Justifies person [and family]-centred approaches used to manage service and client interactions. (K S)
Person-centred care	6	Person [and family]-centred approaches.	Apply person [and family]-centred approaches to service and client interactions.	Discusses person [and family]-centred approaches used to manage service and client interactions. (K S)	Critically evaluates person [and family]-centred approaches used to manage service and client interactions. (K S)
Stages of human growth and development	6	Principles of child development and human growth applicable to behaviours likely to be observed in scope of practice.	Adapt approach to providing person-centred care according to the observed behaviours and stage of development of individuals being supported.	Discusses principles of child development and human growth, the behaviours that are likely to be observed and how approaches must be adapted to accommodate supporting the individual. (K S)	Evaluates how adapting approaches in line with observed behaviours enhances the support provided within scope of own practice. (K S)
Supporting individuals (adaptive practice)	3	Recognise the impact of mental or physical capacity, health condition, learning disability or overall wellbeing when supporting individuals.	Identify and respond to the mental or physical capacity, health condition, learning disability or overall wellbeing of individuals being supported.	Describes the impact of mental or physical capabilities including health conditions, learning disabilities and overall, wellbeing of individuals and how these can be recognised and responded to when supporting individuals. (K S)	Explains why responses must be adapted when supporting individuals with mental or physical capabilities including health conditions, learning disabilities and overall, wellbeing of individuals. (K S)
Communication	3-4	Communication methods to maximise understanding for individuals.	Communicate with individuals to facilitate understanding.	Prioritises the selection and application of communication methods which maximise the understanding according to the needs of the individual. (K S)	Explains the importance of applying suitable communication methods when facilitating understanding. (K S)
Communication	6	Communication methods to maximise understanding for individuals.	Communicate with individuals to facilitate understanding.	Prioritises the selection and application of communication methods which maximise the understanding according to the needs of the individual. (K S)	Evaluates the impact on individuals' understanding of selecting the most appropriate method of communication'. (K S)

Supervision [in a care/clinical context]	3-6	Principles and models of supervision.	Use supervision to support and enhance the quality of your practice.	Describes how they apply the principles and models of supervision to enhance the quality of their practice. (K S)	Evaluates the impact supervision has had on the quality of own practice to provide a clearer recognition of progression. (K S)
Reflective practice	3-5	Principles of reflective practice applicable to own role.	Reflect on own performance to inform practice improvement.	Describes how they apply the principles of reflective practice to improve their own performance within their role. (K S)	Evaluates the impact reflective practice has had on their own performance within their role. (K S)
Reflective practice	6+	Principles of reflective practice applicable to own role.	Reflect on own performance to inform practice improvement.	Describes how they apply the principles of reflective practice to improve their own performance within their role. (K S)	Critically evaluates the use of reflective practice to drive improvements of performance within their role. (K S)
Wellbeing	3-7	The importance of self-care and available support structures.	Recognise the importance of self-care, taking appropriate action when required.	Explains the importance of self-care, how they recognise their own needs and describes how they can access available support structures when required. (K S)	n/a
Continuing professional development (CPD)	3-5	The importance of identifying and evaluating own learning and development need.	Participate in training and development activities and evaluate the impact of learning on own practice.	Explains the importance of identifying own CPD needs and how CPD participation has improved own practice. (K S)	Evaluates how participating in training and development activities have improved their own practice. (KS)
Continuing professional development (CPD)	6+	The importance of identifying and evaluating own learning and development need.	Participate in training and development activities and evaluate the impact of learning on own practice.	Explains the importance of identifying own CPD needs and how CPD participation has improved own practice. (K S)	Analyses the impact of CPD training on own practice. (K S)
Research	4-6	Methods for collecting research data and how to analyse, interpret and apply findings to own and others' practice.	Conduct research activity within the scope of own role. Analyse, interpret and present findings of research and apply to own and others' practice.	Explains how they select methods for collecting research data, analyse, interpret and apply findings to own and others' practice. (K S)	Evaluates the impact their research findings have had on their own and others practice. (K S)

Relationship management	4-6	The importance of building and maintaining internal and external professional relationships and the impact these can have.	Build and maintain internal and external professional relationships to support the sector and communities.	Explains how internal and external professional relationships have been developed and the impact of these on the sector and communities. (K S)	Evaluates the degree to which building and maintaining professional relationships meets the needs of the sector and communities. (K S)
Leadership	4-6	The theory of leadership styles, and the impact these can have on individuals and the organisation.	Provide leadership to individuals and the organisation.	Explains own leadership style(s) and the impact on individuals and the organisation.	Evaluate own leadership style(s) and the impact on individuals and the organisation. (K S)
Recording and storing data and information	3-6	Ways to use, record and store data and information securely and in line with General Data Protection Regulation (GDPR) requirements and local and national policies, including the safe use of technology.	Use, record and store data and information related to individuals securely and in line with GDPR requirements and local and national policies, including the safe use of technology.	Explains how they use technology safely and securely when using, recording and storing data and information related to individuals in line with GDPR requirements, and local and national policies. (K S)	n/a

Behaviours:

- Treat others with dignity.

- Shows respect and empathy for those they work with.

- Be adaptable, reliable and consistent.

- Be caring and compassionate.

- Demonstrate competence, viewing challenges as learning opportunities.

- Act professionally and be professionally curious.

- Be self-reflective and aware.

- Be open and flexible.

EDI specific behaviours:

Supports an inclusive workplace for example, respectful of different views. (Level 2)

- Supports social inclusion in the workplace with colleagues, stakeholders and customers. (Level 3-4)

- Supports and promotes a diverse and inclusive culture in the workplace with colleagues, stakeholders and customers. (Level 5-7)