Employability Skills Matrix
for the Health Sector

Skills for
Health

better **skills**
better **jobs**
better **health**

Contents

Introduction

The Employability Skills Matrix for Health aims to help staff working in the health sector to identify the personal skills[1], qualities, values, attributes and behaviours needed at each career level. This will support staff to access a specific grade of post, sustain effective working in that post and progress to higher level/ different posts.

It will help individuals to see where they must develop skills and knowledge, help them to seek information and advice about possible development and training, contribute to the staff review process and maintain motivation to remain within the sector. It will also assist employers and commissioners to define the appropriate personal skills, qualities, values, attributes and behaviours – the employability skills - required by staff working at different levels and in different roles across the health sector. The health sector includes independent, voluntary, charitable and NHS services.

The matrix should assist employers to 'grow their own' staff within the sector and reduce high levels of attrition, as well as assist in identifying access points to employment across the health sector as a whole.

This focus on employability skills should result in:

• Better motivated and trained staff

• Greater staff satisfaction and reduced staff turnover

• Lower costs as a result of reduced staff turnover and higher levels of efficiency

The Employability Skills Matrix has been aligned with the established Career Framework for Health. This helps to clarify how employability skills can differ from one level to the next.

The Career Framework for Health consists of nine different levels at which a function could be performed; from level 1 initial entry level jobs to more senior staff at level 9. It aids workforce flexibility, providing a common currency to map employees' competence portfolios, and to identify areas of transferability to other job roles. This allows progression in directions which may not have been identified through traditional routes.

Together, the Employability Skills Matrix and the Career Framework for Health balance elements required for national consistency with maximum flexibility for local health organisations.

[1] It does not include details of the occupational skills and competences required at different levels as these are defined through relevant National Occupational Standards (NOS).

Background

The Employability Skills Matrix for the Health Sector was developed as a result of the Skills for Business Network Employability Strategy (2007) which stated,

"Employability defines the knowledge, skills, attitudes and behaviours required by individuals to seek, obtain and sustain employment at all levels in the labour market."

It went on to say:

- 'Enhanced awareness of employability skills on the part of individuals encourages self-sufficiency, aids responsibility for self-development and career progression and the capacity to adapt to changing circumstances

- Employer clarity about employability skills improves selection, retention and career progression

Individual Sector Skills Councils (SSCs) will take forward the agenda through action which best meets the needs of their sector, drawing upon the following approaches:

- Ensuring employability skills needed by employers are identified by developing employability matrices for primary/priority occupational roles within the sector

- Incorporating employability skills and information in sector career pathways and pre-entry educational programmes' *(Asset Skills 2007)*

Asset Skills, who were responsible for Employability across Sector Skills Councils, first produced a Skills for Business Master Employability Framework in 2006. This was used as a starting point when the desk research for the Health Sector Framework was initiated in 2008. Skills for Health also ensured that appropriate links from the Employability Skills Matrix for Health to the four home nations' education curricula were clearly defined.

The Employability Skills Matrix:
The Wider Context

The Employability Skills Matrix is a 'stand-alone' product and can be used by employers, human resource directors and commissioners of services to identify the skills, qualities, values, attributes and behaviours needed for each career level across the health sector. It can also be used in conjunction with other products and factors such as national occupational standards (NOS) to develop detailed and specific job and person specifications. This relationship is demonstrated below.

Components of a Job

Career Framework Level

Includes level of responsibility, the type of decision making and analytical skills required in the job etc

National Occupational Standards

Describe the knowledge and performance criteria of the activities and tasks to be undertaken by the job holder

Employability Skills

Includes the characteristics and values that an individual must have before they can do a job effectively

Factors Specific to this Job

Particular qualification required, the context of the job, the location and timing, lines of responsibility and accountability etc.

Designing and Refining the Employability Skills Matrix for Health

Initial Design

In 2008, Skills for Health commissioned the National Institute of Adult Continuing Education (NIACE) to scope, produce and trial an employability skills matrix aligned to the Career Framework for Health.

After conducting desk research, members of the literacy, language and numeracy team at NIACE drafted the matrix and trialled it with nine focus groups covering the four UK countries. A range of staff was represented from different parts of the health service, unions and associated bodies. The matrix drew on materials already produced by other Sector Skills Councils, awarding organisations, Skills for Health, the NHS and the Department of Health.

Following the trial, revisions were made and agreed within the context of each of the four country strategic drivers and large scale employer research.

Revision

The Employability Skills Matrix for Heath was revised and updated in 2013, following the publication of major reviews into the provision of healthcare in England. Whilst much of the emphasis of these reports is on improving systems and processes, there are also important indicators on the personal skills, qualities, values, attributes and behaviours which should underpin the work of everyone working in a health context.

A reference list of the reports used to inform the revision of the matrix is attached as Annex 1. The revised version also takes account of the national strategies for health published by the Scottish Government, the Welsh Government and by the Department for Heath, Social Services and Public Safety, Northern Ireland (DHSSPSNI). In addition, changes to the national curricula of the four home nations in the areas of English/communication, mathematics and information technology have also been considered during the revision process.

Each level of the Employability Skills Matrix for Health is structured in the same way with a brief summary/overview of skills followed by detailed sections related to each of the key areas.

Career Framework Level 1

People at level 1 are at entry level, and require basic general knowledge. They undertake a limited number of straightforward tasks under direct supervision. They could be any new starter to work in the health sector, and may progress rapidly to Level 2.

Summary of Employability Skills

- Communicate effectively with people in the workplace

- Listen and respond in discussions

- Understand straightforward texts, write simply and clearly and complete simple forms

- Complete simple calculations and understand and use simple charts, tables and graphs

- Use IT as directed, maintaining confidentiality

- Work with others towards achieving shared goals, learning from mistakes

- Demonstrate honesty, integrity, care and compassion when dealing with others

- Suggest alternative ways to get the job done without compromising compassionate care for service users

- Pro-actively raise concerns about the provision of services to service users with supervisor and managers

- Understand your rights and responsibilities in the workplace including promoting equality of opportunity and valuing diversity

- Make best use of resources including time, to achieve agreed goals for service delivery, taking responsibility for own actions and self-development

Detailed Employability Skills

Skills in communication, mathematics and use of information technology (IT)	Indicative national curriculum levels
Communication and customer care • Listen and respond to straightforward information, asking questions to clarify understanding • Communicate effectively with others at work including service users[2] • Respond appropriately to others and contribute to formal and informal discussions and exchanges in familiar settings • Pro-actively raise concerns about the provision of services to service users with supervisor and managers • Read and understand the purpose of straightforward texts • Write documents with some adaptation to the intended audience • Complete simple forms	**England: Functional Skills:** English, Entry Level 3 **Essential Skills Wales and NI:** Communication: Entry Level 3 **Scottish Credit and Qualifications Framework (SCQF)** Level 3
Mathematics • Understand practical problems in familiar and accessible contexts and situations • Complete simple calculations • Extract, use and compare information from lists, tables, simple charts and simple graphs • Use simple checking procedures • Use mathematics to answer simple practical problems that are clear and routine	**England: Functional Skills:** Mathematics, Entry Level 3 **Essential Skills Wales and NI:** Application of number: Entry Level 3 **SCQF:** Level 3
Use of IT • Use basic computer skills • Follow recommended practices to keep information secure	**England:** Functional Skills: ICT, Entry Level 1

[2] 'service user' has been used throughout this document to mean anybody who interacts with the health sector including patients, their families/carers, other professionals and partner agencies etc.

Teamwork: team working skills and attributes needed for the provision of efficient, compassionate and effective healthcare

Working with others
- Work with others towards achieving shared goals
- Respect and be open to the thoughts, opinions and contributions of others, including colleagues, and service users
- Recognise and respect people's diversity, individual differences and perspectives
- Learn from your mistakes and accept feedback

Solving problems
- Follow a given procedure in response to a problem

Personal: personal skills, qualities, values and behaviours that contribute to the provision of efficient, compassionate and effective healthcare

Demonstrate positive attitudes, values and behaviours
- Undertake work including problem solving with honesty, integrity, care and compassion
- Recognise, and reflect on your own good efforts and value the contributions of others
- Engage and show interest in your work, taking care of your personal health, including hygiene and appearance
- Be prepared to suggest alternative ways to get the job done whilst maintaining the dignity and confidentiality of the service user

Be responsible
- Meet timekeeping and attendance requirements
- Adhere to health and safety practices and procedures including preventing infection,
- Understand your rights and responsibilities in the workplace including your responsibility to identify and raise any issues relating to service provision with more senior staff
- Adhere to best practice in terms of equality of opportunity and valuing diversity
- Understand and respect confidentiality in relation to the work
- Manage the balance of your work and personal life
- Plan and manage time and resources to achieve goals under direct supervision
- Take responsibility and be accountable for your own actions

Be adaptable
- Be open and respond constructively to change
- Cope with uncertainty and seek help when necessary

Learn continuously
- Take responsibility for your own learning and be willing to continuously learn and grow
- Assess personal strengths and areas for development with support
- Access and make use of relevant learning resources and opportunities
- Plan for and work towards the achievement of your learning goals with support

Career Framework Level 2

People at level 2 require basic factual knowledge of a field of work. They may carry out clinical, technical, scientific or administrative duties according to established protocols or procedures, or systems of work.

Summary of Employability Skills

- Communicate effectively with people in the workplace
- Listen and respond in formal and informal discussions, asking questions to clarify understanding
- Understand a range of texts, write simply and clearly and complete straightforward forms and work records
- Complete simple calculations and understand and use simple charts, tables and graphs, extracting relevant information as required
- Use IT as directed, maintaining confidentiality
- Work with others towards achieving shared goals, learning from mistakes and being open to the opinions of others including service users
- Demonstrate honesty, integrity, care and compassion when dealing with others
- Deal with a range of problems with honesty and integrity, showing interest in your work and seeking and valuing the contributions of others
- Suggest alternative ways to get the job done without compromising compassionate care for service users
- Pro-actively raise concerns about the provision of services to service users with supervisor and managers
- Understand your rights and responsibilities in the workplace including promoting equality of opportunity and valuing diversity and maintaining the confidentiality of service users
- Make best use of resources including time, to achieve agreed goals for service delivery, taking responsibility for own actions and self-development

Detailed Employability Skills

Skills in communication, mathematics and use of information technology (IT)	Indicative national curriculum levels
Communication and customer care • Communicate effectively with others at work including service users • Listen and respond to straightforward information, asking questions to clarify understanding • Respond constructively to queries and complaints • Pro-actively raise concerns about the provision of services to service users with supervisor and managers • Take full part in familiar formal and informal discussions • Read and understand a range of texts • Write straightforward notes • Complete straightforward forms and work records	**England: Functional Skills:** English, Level 1 **Essential Skills Wales and NI:** Communication: Level 1 **Scottish Credit and Qualifications Framework (SCQF)** Level 4
Mathematics • Read and understand straightforward symbols, diagrams and charts in different contexts • Extract relevant information from lists, tables, diagrams and charts • Collect and record discrete data and organise and represent information in different ways • Solve simple problems requiring calculation and/or involving ratio • Perform simple audits or surveys relevant to own work area	**England: Functional Skills:** Mathematics, Level 1 **Essential Skills Wales and NI:** Application of number: Level 1 **SCQF:** Level 4
Use of IT • Use basic computer skills relevant to the work • Follow recommended practices to keep information secure	**England:** Functional Skills: ICT, Entry Level 1

Teamwork: team working skills and attributes needed for the provision of efficient, compassionate and effective healthcare

Working with others
- Work with others towards achieving shared goals
- Respect and be open to the thoughts, opinions and contributions of others, including colleagues, and service users
- Recognise and respect people's diversity, individual differences and perspectives
- Learn from your mistakes and accept feedback

Solving problems
- Follow a given procedure in response to a problem

Personal: personal skills, qualities, values and behaviours that contribute to the provision of efficient, compassionate and effective healthcare

Demonstrate positive attitudes, values and behaviours
- Undertake work including problem solving with honesty, integrity, care and compassion
- Recognise, and reflect on your own good efforts and value the contributions of others
- Engage and show interest in your work, taking care of your personal health, including hygiene and appearance
- Be prepared to suggest alternative ways to get the job done whilst maintaining the dignity and confidentiality of the service user

Be responsible
- Meet timekeeping and attendance requirements
- Adhere to health and safety practices and procedures including preventing infection,
- Understand your rights and responsibilities in the workplace including your responsibility to identify and raise any issues relating to service provision with more senior staff
- Adhere to best practice in terms of equality of opportunity and valuing diversity
- Understand and respect confidentiality in relation to the work
- Manage the balance of your work and personal life
- Plan and manage time and resources to achieve goals under direct supervision
- Take responsibility and be accountable for your own actions

Be adaptable
- Be open and respond constructively to change
- Cope with uncertainty and seek help when necessary

Learn continuously
- Take responsibility for your own learning and be willing to continuously learn and grow
- Assess personal strengths and areas for development with support
- Access and make use of relevant learning resources and opportunities
- Plan for and work towards the achievement of your learning goals with support

Career Framework Level 3

People at level 3 require knowledge of facts, principles, processes and general concepts in a field of work. They may carry out a wider range of duties than the person working at level 2, and will have more responsibility, with guidance and supervision available when needed. They will contribute to service development, and are responsible for self-development.

Summary of Employability Skills

- Communicate effectively with people in the workplace
- Respond constructively to queries and complaints, taking full part in formal and informal discussions, ensuring contributions meet the needs of the audience
- Analyse a range of texts, produce effective emails, short reports, presenting information in a manner suitable for the audience
- Select and compare information from lists, tables, diagrams and charts and use appropriate mathematical methods to solve identified problems
- Use IT as directed, maintaining confidentiality
- Work with others towards achieving shared goals, learning from mistakes and being open to the opinions of others including service users, receiving and giving constructive feedback
- Demonstrate honesty, integrity, care and compassion when dealing with others
- Deal with a range of problems and people with honesty and integrity, showing interest in your work and seeking and valuing the contributions of others
- Suggest alternative ways to get the job done without compromising compassionate care for service users
- Pro-actively raise concerns about the provision of services to service users with supervisor and managers
- Understand your rights and responsibilities in the workplace including promoting equality of opportunity and valuing diversity and maintaining the confidentiality of service users
- Make best use of resources including time, to achieve agreed goals for service delivery, taking responsibility for own actions and self-development
- Be open and respond constructively to change, coping with uncertainty and taking the lead in supporting others in the team as appropriate

Detailed Employability Skills

Skills in communication, mathematics and use of information technology (IT)	Indicative national curriculum levels
Communication and customer care • Communicate effectively with others in a variety of work settings • Listen to, understand and follow lengthy or multi-step instructions and narratives • Consider a range of information and give a relevant, cogent response • Respond constructively to queries and complaints • Pro-actively raise concerns about the provision of services to service users with supervisor and managers • Speak clearly and confidently in formal and informal discussions, adapting contributions to suit audience, purpose and situation • Read and understand a range of texts • Write effective emails, short reports and records	**England: Functional Skills:** English, Level 2 **Essential Skills Wales and NI:** Communication: Level 3 **Scottish Credit and Qualifications Framework (SCQF)** Level 5
Mathematics • Read and understand straightforward symbols, diagrams and charts in different contexts and for different purposes • Extract, select and compare relevant information from lists, tables, diagrams and charts • Identify the situation or problem and choose the appropriate mathematical method to solve them, including performing simple audits or surveys and assisting with occasional clinical trials or research projects • Observe and record discrete and continuous data using numerical, graphical and written formats appropriate to purpose, findings and audience • Follow strict organisational guidelines in relation to financial responsibilities	**England: Functional Skills:** Mathematics, Level 2 **Essential Skills Wales and NI:** Application of number: Level 3 **SCQF:** Level 5
Use of IT • Select, interact with and use technology independently to meet given needs and trouble shoot straightforward problems • Store information following agreed procedures for the safety and security of data	

Teamwork: team working skills and attributes needed for the provision of efficient, compassionate and effective healthcare

Working with others
- Work with others towards achieving shared goals
- Respect and be open to the thoughts, opinions and contributions of others, including colleagues, and service users
- Recognise and respect people's diversity, individual differences and perspectives
- Learn from your mistakes and accept and give feedback in a constructive and considerate manner
- Contribute to the work of the team by sharing information and expertise

Solving problems
- Assess situations and identify potential problems
- Seek different points of view, including the views of service users, and evaluate them on the basis of facts
- Readily use theoretical and practical knowledge to think, gain and share information, solve problems and make decisions
- Implement solutions in ways that enhance the experience of service users/team members and others

Personal: personal skills, qualities, values and behaviours that contribute to the provision of efficient, compassionate and effective healthcare

Demonstrate positive attitudes, values and behaviours
- Undertake work including problem solving with honesty, integrity, care and compassion
- Recognise, and reflect on your own good efforts and value the contributions of others
- Engage and show interest in your work, taking care of your personal health, including hygiene and appearance
- Identify and suggest alternative ways to get the job done whilst maintaining the dignity and confidentiality of the service user

Be responsible
- Meet timekeeping and attendance requirements
- Adhere to health and safety practices and procedures including preventing infection
- Understand your rights and responsibilities in the workplace including your responsibility to identify and raise any issues relating to service provision with more senior staff
- Adhere to best practice in terms of equality of opportunity and valuing diversity when working with colleagues, service users and others
- Understand and respect confidentiality in relation to the work
- Manage the balance of your work and personal life
- Plan and manage time and resources to achieve goals, asking for help when needed
- Take responsibility and be accountable for your own actions including taking the lead in supporting others in the team when appropriate.
- Be adaptable
- Be open and respond constructively to change
- Cope with uncertainty seeking help when necessary
- Learn continuously
- Take responsibility for your own learning and be willing to continuously learn and grow, setting your own learning goals
- Assess personal strengths and areas for development
- Access and make use of relevant learning resources and opportunities
- Plan for and work towards the achievement of your learning goals

Career Framework Level 4

People at level 4 require factual and theoretical knowledge in broad contexts within a field of work. Work is guided by standard operating procedures, protocols or systems of work, but the worker makes judgements, plans activities, contributes to service development and demonstrates self-development. They may have responsibility for supervision of some staff.

Summary of Employability Skills

- Communicate clearly, effectively and confidently with people in the workplace, following detailed and/or multi-step instructions
- Respond constructively to queries and complaints, taking full part in formal and informal discussions, ensuring contributions meet the needs of the audience and asking questions to clarify understanding
- Analyse a range of texts, produce effective emails, short reports, presenting information in a manner suitable for the audience
- Select and compare information from lists, tables, diagrams and charts and use appropriate mathematical methods to solve identified problems and assist with clinical trials, audits or research projects as required
- Use IT to meet identified needs and plan work effectively, maintaining confidentiality
- Work with others towards achieving shared goals, learning from mistakes and being open to the opinions of others including service users, receiving and giving constructive feedback
- Demonstrate honesty, integrity, care and compassion when dealing with others
- Assess the root cause of problems, and deal with them and with people with honesty and integrity, showing interest in your work and seeking and valuing the contributions of others
- Suggest alternative ways to get the job done without compromising compassionate care for service users
- Pro-actively raise concerns about the provision of services to service users with supervisor and managers
- Understand your rights and responsibilities in the workplace including promoting equality of opportunity and valuing diversity and maintaining the confidentiality of service users
- Make best use of resources including time, to achieve agreed goals for service delivery, taking responsibility for own actions and self-development and demonstrating effective team leadership
- Be open and respond constructively to change, coping with uncertainty and assessing and minimising risk

Detailed Employability Skills

Skills in communication, mathematics and use of information technology (IT)

Communication and customer care
- Communicate effectively with others at work
- Listen to, understand and follow detailed and/or multi-step instructions and narratives on a range of topics and in a range of contexts
- Listen to and ask questions to understand the points of view of others, including service users
- Respond constructively to queries and complaints
- Pro-actively raise concerns about the provision of services to service users with supervisor and managers
- Read and understand a range of texts
- Produce effective emails, short reports and records presenting information on complex subjects clearly and concisely

Mathematics
- Read and understand mathematical information used for different purposes
- Extract, select and compare relevant information from lists, tables, diagrams and charts
- Identify the situation or problem and choose the appropriate mathematical method to solve them, including contributing to audits or surveys and assisting with occasional clinical trials or research projects
- Observe and record discrete and continuous data using numerical, graphical and written formats appropriate to purpose, findings and audience
- Undertake financial transactions working within organisational processes and policies

Use of IT
- Select, interact with and use technology independently to meet given needs and troubleshoot straightforward problems
- Use technology to plan work effectively and to evaluate the effectiveness of the system used

Teamwork: team working skills and attributes needed for the provision of efficient, compassionate and effective healthcare

Working with others
- Work with others towards achieving shared goals
- Respect and be open to the thoughts, opinions and contributions of others, including colleagues, and service users
- Recognise and respect people's diversity, individual differences and perspectives
- Learn from your mistakes and accept and give feedback in a constructive and considerate manner
- Contribute to the work of the team by sharing information and expertise

Solving problems
- Assess situations and identify the root cause of a problem
- Seek different points of view, including the views of service users, and evaluate them on the basis of facts
- Readily use theoretical and practical knowledge to think, gain and share information, solve problems and make decisions
- Implement solutions in ways that enhance the experience and confidence of service users/team members and others.
- Selects and implements a solution from a range of tools to resolve specific problems

Personal: personal skills, qualities, values and behaviours that contribute to the provision of efficient, compassionate and effective healthcare

Demonstrate positive attitudes, values and behaviours
- Undertake work including problem solving, with honesty, integrity, care and compassion
- Recognise, and reflect on your own good efforts and value the contributions of others
- Engage and show interest in your work, taking care of your personal health, including hygiene and appearance
- Be prepared to suggest alternative ways to get the job done whilst maintaining the dignity and confidentiality of the service user

Be responsible
- Meet timekeeping and attendance requirements
- Adhere to health and safety practices and procedures including preventing infection
- Understand your rights and responsibilities in the workplace, including your responsibility to identify and raise any issues relating to service provision with more senior staff
- Adhere to best practice in terms of equality of opportunity and valuing diversity
- Understand and respect confidentiality in relation to the work
- Manage the balance of your work and personal life
- Plan and manage time and resources to achieve personal and team goals
- Assess, weigh and take steps to minimise and manage risk
- Take responsibility and be accountable for your own actions

Be adaptable
- Be open and respond constructively to change
- Cope with uncertainty

Learn continuously
- Take responsibility for your own learning and be willing to continuously learn and grow, assessing personal strengths and areas for development and setting own learning goals
- Identify, access and make use of relevant learning resources and opportunities
- Plan for and work towards the achievement of your learning goals

Career Framework Level 5

People at level 5 will have a comprehensive, specialised, factual and theoretical knowledge within a field of work and an awareness of the boundaries of that knowledge. They are able to use knowledge to solve problems creatively, make judgements which require analysis and interpretation, and actively contribute to service and self-development. They may have responsibility for supervision of staff or training.

Summary of Employability Skills

- Communicate clearly, effectively and confidently with people in the workplace, following detailed and/or multi-step instructions
- Respond constructively to queries and complaints, taking full part in formal and informal discussions, ensuring contributions meet the needs of the audience and asking questions to clarify understanding and persuading and influencing others in a way that builds team confidence
- Read and understand a range of texts, writing effectively for a range of contexts and situations
- Select, compare and discuss information from lists, tables, diagrams and charts and use appropriate mathematical methods and tools to solve identified problems and assist with clinical trials, audits or research projects as required
- Use IT to meet identified needs and plan and evaluate the work of the team work effectively, maintaining confidentiality
- Work with others towards achieving shared goals, learning from mistakes and being open to the opinions of others including service users, receiving and giving constructive feedback
- Demonstrate honesty, integrity, care and compassion when dealing with others, taking the lead on promoting personal and group health and safety procedures
- Assess the root cause of problems, and be creative and innovative in implementing solutions, maintaining honesty, integrity and transparency
- Show interest in your work, seeking and valuing the contributions of others and managing conflict when appropriate
- Suggest alternative ways to get the job done without compromising compassionate care for service users
- Pro-actively raise concerns about the provision of services to service users with supervisor and managers
- Understand your rights and responsibilities in the workplace including promoting equality of opportunity and valuing diversity, maintaining the confidentiality of service users and raising concerns relating to service provision with more senior staff
- Make best use of resources including time, to achieve agreed goals for service delivery, taking responsibility for own actions and self-development and providing effective team leadership
- View change as an opportunity and cope with uncertainty, assessing and minimising risk

Detailed Employability Skills

Communication and customer care
- Communicate effectively with others
- Listen to, understand and follow detailed and/or multi-step instructions and narratives on a range of topics and in a range of contexts
- Listen to and ask a variety of questions to understand the points of view of others, including team members and service users
- Respond constructively and appropriately to queries and complaints speaking clearly and confidently in a manner that suits the situation
- Persuade and influence others
- Pro-actively raise concerns about the provision of services to service users with supervisor and managers
- Read and understand a range of texts, analysing them in relation to audience needs and making suitable responses
- Write effectively for a range of situations and contexts, ensuring the honesty, transparency and integrity of information conveyed

Mathematics
- Extract, select, compare and discuss relevant mathematical information from lists, tables, diagrams and charts
- Decide what needs to be calculated and use appropriate calculations, checking for accuracy
- Observe and record discrete and continuous data using appropriate methods, tools and technology for complex audits or to assist with clinical trials or research projects
- Present and explain results clearly and accurately using the most appropriate numerical, graphical or written format for the purpose
- Evaluate equipment, techniques and procedures with the aim of improving efficiency and effectiveness
- Undertake financial transactions working within organisational processes and policies

Use of IT
- Select, interact with and use technology independently for complex tasks, to meet a variety of needs
- Troubleshoot straightforward problems
- Use technology to plan work effectively and to evaluate the effectiveness of the system used

Teamwork: team working skills and attributes needed for the provision of efficient, compassionate and effective healthcare

Working with others
- Work with others towards achieving shared goals to improve and maintain the quality of service provision
- Respect and be open to the thoughts, opinions and contributions of others, including colleagues, and service users
- Recognise and respect people's diversity, individual differences and perspectives
- Learn from your mistakes and accept and give feedback in a constructive and considerate manner
- Contribute to the work of the team by sharing information and expertise
- Develop, with the team, a clear purpose and objectives to improve and maintain the quality of service provision
- Proactively identify creative and transferable solutions in relation to specific problems or conflict
- Provide leadership and/or support to others when appropriate, motivating a group to achieve high performance and cope with unpredictable change

Solving problems
- Assess situations and identify the root cause of a problem
- Seek different points of view, including the views of service users, and evaluate them on the basis of facts
- Readily use theoretical and practical knowledge to think, gain and share information, solve problems and make decisions

Personal: personal skills, qualities, values and behaviours that contribute to the provision of efficient, compassionate and effective healthcare

Demonstrate positive attitudes, values and behaviours
- Undertake work including problem solving with honesty, integrity, care and compassion
- Present a positive image and recognise, and reflect on your own good efforts, valuing the contributions of others
- Engage and show interest in your work, taking care of your personal health, including hygiene and appearance
- Identify and suggest alternative ways to get the job done whilst maintaining a compassionate and caring service provision

Be responsible
- Meet timekeeping and attendance requirements
- Lead on personal and group health and safety practices and procedures, including preventing infection and maintaining emotional wellbeing, and act in accordance with these
- Understand your rights and responsibilities in the workplace, including your responsibility to identify and raise any issues relating to service provision with more senior staff
- Implement best practice in terms of equality of opportunity and valuing diversity in the workplace
- Understand and respect confidentiality in relation to the work
- Manage the balance of your work and personal life and plan and manage time and resources to achieve personal and team goals
- Assess, weigh and take steps to minimise and manage risk and be accountable for your own actions including effective leadership

Be adaptable
- Carry out multiple tasks or projects, be open, respond constructively to change, cope with uncertainty, seeking help when necessary

Learn continuously
- Take responsibility for your own learning and be willing to continuously learn and grow, reflecting on own practice and encouraging others to develop their practice
- Assess personal strengths and areas for development, set own learning goals and work towards their achievement
- Identify, access and make use of relevant learning resources and opportunities

Career Framework Level 6

People at level 6 require a critical understanding of detailed theoretical and practical knowledge, are specialist and/or have management and leadership responsibilities. They demonstrate initiative and are creative in finding solutions to problems. They have some responsibility for team performance and service development and they consistently undertake self-development.

Summary of Employability Skills

- Listen to, understand and communicate complex information, using effective questioning techniques to elicit a range of views
- Respond constructively and confidently to queries and complaints, ensuring contributions meet the needs of the audience and persuading and influencing others in a way that builds team confidence and promotes the confidence of service users
- Read and understand a range of texts, writing effectively for a range of contexts and situations, maintaining honesty, integrity and transparency
- Select, compare and discuss information from lists, tables, diagrams and charts and use appropriate mathematical methods and tools to solve identified problems and assist with clinical trials, audits or research projects as required
- Use IT to meet identified needs and plan and evaluate the work of the team effectively
- Work with others towards achieving shared goals, learning from mistakes and being open to the opinions of others including service users, receiving and giving constructive feedback
- Demonstrate honesty, integrity, care and compassion when dealing with others, taking the lead on promoting personal and group health and safety procedures
- Assess the root cause of problems in complex and unpredictable environments
- Be creative and innovative in implementing solutions, maintaining honesty, integrity and transparency
- Show interest in your work, developing, with the team, a clear purpose and work objectives
- Seek and value the contributions of others, managing and resolving conflict when appropriate
- Suggest alternative ways to get the job done without compromising compassionate care for service users
- Lead, support and motivate other members of the team
- Understand your rights and responsibilities in the workplace including promoting equality of opportunity and valuing diversity, maintaining the confidentiality of service users and raising concerns relating to service provision with more senior staff
- Make best use of resources including time, to achieve agreed goals for service delivery, taking responsibility for own actions and self-development
- View change as an opportunity and cope with uncertainty, assessing and managing risk

Detailed Employability Skills

Skills in communication, mathematics and use of information technology (IT)

Communication and customer care
- Listen to and understand complex information, both implicit and explicit from a range of sources
- Use effective questioning techniques to gather and understand the complexity of a range of views
- Respond constructively and effectively to queries and complaints speaking clearly and confidently in a manner that suits the situation
- Persuade and influence others effectively
- Evaluate a range of texts, making judgements based on a range of facts, options, analysis and interpretation
- Write effectively for a range of situations and contexts, ensuring the honesty, transparency and integrity of information conveyed

Mathematics
- Extract, select, compare and discuss relevant mathematical information from a range of sources
- Decide what needs to be calculated and use appropriate calculations, checking for accuracy
- Observe and record data using appropriate methods, tools and technology for complex audits or to assist with clinical trials or projects
- Present and explain results clearly and accurately using the most appropriate numerical, graphical or written format for the purpose
- Evaluate equipment, techniques and procedures with the aim of improving efficiency and effectiveness
- Undertake financial transactions working within organisational processes and policies
- Where relevant hold and manage a delegated budget; and the cost effective purchase/maintenance of assets

Use of IT
- Use technology to plan work effectively and to evaluate the effectiveness of the system used
- Trouble shoot straightforward problems

Teamwork: team working skills and attributes needed for the provision of efficient, compassionate and effective healthcare

Working with others
- Work with others towards achieving shared goals to improve and maintain the quality of service provision
- Respect and be open to the thoughts, opinions and contributions of others, including colleagues, and service users
- Recognise, respect and value people's diversity, individual differences and perspectives
- Develop networks and partnerships across a range of cultures and levels
- Learn from your mistakes and accept and give feedback in a constructive and considerate manner
- Contribute to, and/or lead and manage the work of the team by sharing information and expertise
- Develop, with the team, a clear purpose and objectives to improve and maintain the quality of service provision
- Manage and resolve conflict when appropriate and understand the role of conflict in a group to reach solutions
- Provide leadership and/or support to others when appropriate, motivating and developing others to achieve high performance

Solving problems
- Assess situations and identify the root cause of a problem in environments that are unpredictable and have many interrelated factors
- Seek different points of view, including the views of service users, and evaluate them on the basis of facts and opinions of others
- Readily use theoretical and practical knowledge to think, gain and share information, solve problems and make decisions
- Develop creative solutions to abstract problems
- Evaluate solutions to make recommendations or inform decisions

Personal: personal skills, qualities, values and behaviours that contribute to the provision of efficient, compassionate and effective healthcare

Demonstrate positive attitudes, values and behaviours
- Undertake the work with honesty, integrity, care and compassion
- Present a positive image and recognise, and reflect on your own good efforts, valuing the contributions of others
- Engage and show interest in your work, taking care of your personal health, including hygiene and appearance
- Identify and suggest alternative ways to get the job done whilst maintaining a compassionate and caring service provision

Be responsible
- Meet timekeeping and attendance requirements
- Lead on personal and group health and safety practices and procedures, including preventing infection and maintaining emotional and physical wellbeing, and act in accordance with these
- Understand your rights and responsibilities in the workplace, including your responsibility to identify and raise any issues relating to service provision with more senior staff
- Promote best practice in terms of equality of opportunity and valuing diversity in the workplace
- Understand and respect confidentiality in relation to the work
- Manage the balance of your work and personal life and plan and manage time, money and other resources to achieve goals
- Assess, weigh and take steps to minimise and manage risk and be accountable for your own actions and the actions of your group, including effective leadership

Be adaptable
- Carry out multiple tasks or projects, be open and respond constructively to change and cope with uncertainty seeking help when necessary

Learn continuously
- Take responsibility for your own learning and be willing to continuously learn and grow, reflecting on own practice and encouraging others to develop their practice
- Assess personal strengths and areas for development, identify own learning goals, identify, access and make use of relevant learning resources and opportunities, plan and achieve your learning goals

Career Framework Level 7

People at level 7 have a critical awareness of knowledge issues in the field and at the interface between different fields. They are innovative, and have a responsibility for developing and changing practice and/or services in a complex and unpredictable environment.

Summary of Employability Skills

- Listen to, understand and communicate complex information from a range of sources, adopting effective questioning techniques to elicit a range of views
- Respond constructively and confidently to queries and complaints, negotiating with others in a way that suits the situation
- Evaluate a range of texts and write effectively for a range of contexts and situations, maintaining honesty, integrity and transparency
- Select, compare and discuss mathematical information from a range of sources and use appropriate mathematical method and tools to solve identified problems and assist with clinical trials, audits or research projects as required
- Manage a work area budget cost effectively and efficiently
- Use IT to meet identified needs and plan and evaluate the work of the team effectively
- Work with others towards achieving shared goals, ensuring the team's goals are clear and achievable
- Learn from own mistakes, accepting and giving constructive feedback
- Demonstrate honesty, integrity, care and compassion when dealing with others, taking the lead on promoting personal and group health and safety procedures
- Assess the root cause of problems in complex and unpredictable environments
- Seek and evaluate different points of view to inform solutions, maintaining honesty, integrity and transparency
- Show interest in your work, developing, with the team, a clear purpose and work objectives
- Seek and value the contributions of others, managing and resolving conflict when appropriate
- Suggest alternative ways to get the job done without compromising compassionate care for service users
- Lead, support, value and motivate other members of the team, sharing information as appropriate to achieve high performance
- Understand your rights and responsibilities in the workplace including promoting equality of opportunity and valuing diversity, maintaining the confidentiality of service users and raising concerns relating to service provision with more senior staff
- Make best use of resources including time, to achieve agreed goals for service delivery
- Take responsibility for own actions and the actions of your team, reflecting on own practice and encouraging others to reflect on theirs
- View change as an opportunity and cope with uncertainty, assessing and managing risk

Detailed Employability Skills

Communication and customer care
- Listen to and understand complex information, both implicit and explicit from a range of sources
- Use effective questioning techniques to gather and appreciate the complexity of a range of views
- Respond constructively and appropriately to queries and complaints
- Negotiate confidently in a manner that suits the situation
- Show sensitivity and use appropriate language for the situation, leading by example and influencing others effectively
- Communicate and debate professional issues and findings in own and other research with experts and non-experts in the area of work
- Write effectively for a range of situations and contexts, ensuring the honesty, transparency and integrity of information conveyed

Mathematics
- Extract, select, compare and discuss relevant mathematical information from a range of sources
- Decide what needs to be calculated and use appropriate calculations, checking for accuracy
- Observe and record data using appropriate methods, tools and technology for complex audits or clinical trials, research or projects.
- Present and explain results clearly and accurately using the most appropriate numerical, graphical or written format for the purpose
- Evaluate equipment, techniques and procedures with the aim of improving efficiency and effectiveness
- Undertake financial transactions working within organisational processes and policies
- Where relevant manage a work area budget and the cost effective purchase and maintenance of assets

Use of IT
- Use technology to plan work effectively and to evaluate the effectiveness of the system used
- Trouble shoot straightforward problems

Teamwork: team working skills and attributes needed for the provision of efficient, compassionate and effective healthcare

Working with others
- Work with others towards achieving shared goals, ensuring that a team's purpose and objectives are clear and achievable
- Respect and be open to the thoughts, opinions and contributions of others, including, partners, colleagues, and service users
- Recognise and respect people's diversity, individual differences and perspectives
- Learn from your mistakes and accept and give feedback in a constructive and considerate manner
- Contribute to, lead and manage a team by sharing information and expertise
- Manage and resolve conflict when appropriate and understand the role of conflict in a group to reach solutions
- Lead and/or support others when appropriate, motivating and developing others to achieve high performance
- Review the operational impact/outcome of the work or team and evaluate the impact on quality and return on investment

Solving problems
- Demonstrate innovation, advanced problem solving and mastery of methods and approaches in complex and specialised areas of work
- Assess situations and identify the root cause of a complex problem in environments that are unfamiliar, complex and unpredictable and have many interrelated factors
- Seek different points of view, including the views of partners and service users, and evaluate them on the basis of facts and opinions of others
- Readily use theoretical and practical knowledge to think, gain and share information, solve problems and make decisions
- Be creative and innovative in exploring and implementing solutions to enhance the quality and effectiveness of service provision
- Develop new skills in response to emerging knowledge and techniques to make recommendations or decisions
- Evaluate solutions to make recommendations or inform decisions for improvement

Personal: personal skills, qualities, values and behaviours that contribute to the provision of efficient, compassionate and effective healthcare

Demonstrate positive attitudes, values and behaviours
- Undertake the work with honesty, integrity, care and compassion
- Recognise, and reflect on your own and other people's good efforts
- Engage and show interest in your work, taking care of your personal health, including hygiene and appearance
- Identify and suggest alternative ways to get the job done whilst maintaining a compassionate and caring service provision

Be responsible
- Meet timekeeping and attendance requirements whilst managing the balance of your work and personal life
- Lead on personal and group health and safety practices and procedures, including preventing infection and maintaining emotional and physical wellbeing, and act in accordance with these
- Understand your rights and responsibilities in the workplace, including your responsibility to identify and raise any issues relating to service provision with more senior staff
- Lead on implementing best practice in terms of equality of opportunity and valuing diversity in the workplace
- Understand and respect confidentiality in relation to the work
- Consistently evaluate your own practice, plan and manage time, money and other resources to achieve goals
- Take responsibility for own work area, striving to provide a high quality, compassionate and effective service
- Assess, weigh and take steps to minimise and manage risk and be accountable for your own actions and the actions of your group, through effective leadership

Be adaptable
- Carry out multiple tasks or projects, be open and respond constructively to change and cope with uncertainty

Learn continuously
- Take responsibility for your own learning and be willing to continuously learn and grow, reflecting on own practice and encouraging others to develop their practice, actively using research to influence and change practice.
- Assess personal strengths and areas for development, identify own learning goals, identify, access and make use of relevant learning resources and opportunities, plan and achieve your learning goals

Career Framework Level 8

People at level 8 require highly specialised knowledge, some of which is at the forefront of knowledge in a field of work, which they use as the basis for original thinking and/or research. They are leaders with considerable responsibility, and the ability to research and analyse complex processes. They have responsibility for service improvement or development. They may have considerable clinical and/or management responsibilities, be accountable for service delivery or have a leading education or commissioning role.

Summary of Employability Skills

- Listen to, understand and communicate complex information from a range of sources, adopting effective questioning techniques to elicit and appreciate a range of views
- Respond constructively and confidently to queries and complaints, negotiating with others in a way that suits the situation, demonstrating a high level of theoretical and practical knowledge
- Evaluate and interpret a range of texts and write effectively for a range of contexts and situations, maintaining honesty, integrity and transparency of information
- Select and compare and discuss mathematical information from a range of sources and use appropriate mathematical method and tools to solve identified problems and assist with clinical trials, audits or research projects as required
- Be responsible for the efficient and cost effective management of a budget for one or more services
- Use IT to meet identified needs and plan and evaluate the work of the team effectively
- Work with others towards achieving shared goals, ensuring the team's goals are clear and achievable
- Learn from own mistakes, accepting and giving constructive feedback
- Demonstrate honesty, integrity, care and compassion when dealing with others, taking the lead on promoting personal and group health and safety procedures
- Assess the root cause of problems in complex and unpredictable environments
- Seek and evaluate different points of view and use highly specialised theoretical and practical knowledge to inform solutions and make decisions
- Show interest in your work, developing, with the team, a clear purpose and work objectives
- Seek and value the contributions of others, managing and resolving conflict when appropriate
- Suggest alternative ways to get the job done without compromising compassionate care for service users
- Lead, support, value and motivate other members of the team, sharing information as appropriate to achieve high performance
- Understand your rights and responsibilities in the workplace including promoting equality of opportunity and valuing diversity, maintaining the confidentiality of service users and identifying and raising concerns relating to service provision with more senior staff
- Make best use of resources including time, to achieve agreed goals for service delivery
- Make strategic decisions and be responsible for own actions and the actions of your team, reflecting on own practice and encouraging others to reflect on theirs
- Be responsible for the direct delivery of a service, assessing and managing risk

Detailed Employability Skills

Skills in communication, mathematics and use of information technology (IT)

Communication and customer care
- Listen to and understand complex information, both implicit and explicit from a range of sources
- Use effective questioning techniques to gather and appreciate the complexity of a range of views
- Respond constructively and appropriately to queries and complaints
- Negotiate confidently in a manner that suits the situation
- Show sensitivity and use appropriate language for the situation, leading by example and influencing others effectively
- Communicate and debate professional issues and findings in own research and other research with experts and non-experts in the area of work
- Write effectively for a range of situations and contexts, ensuring the honesty, transparency and integrity of information conveyed

Mathematics
- Extract, select, compare and discuss relevant mathematical information from a range of sources
- Decide what needs to be calculated and use appropriate calculations, checking for accuracy
- Observe and record data using appropriate methods, tools and technology for complex audits or clinical trials, research or projects.
- Present and explain results clearly and accurately using the most appropriate numerical, graphical or written format for the purpose
- Evaluate equipment, techniques and procedures with the aim of improving efficiency and effectiveness
- Undertake financial transactions working within organisational processes and policies
- Where relevant manage a work area budget and the cost effective purchase and maintenance of assets

Use of IT
- Use technology to plan work effectively and to evaluate the effectiveness of the system used
- Trouble shoot straightforward problems

Teamwork: team working skills and attributes needed for the provision of efficient, compassionate and effective healthcare

Working with others
- Work with others towards achieving shared goals, ensuring that a team's purpose and objectives are clear and achievable
- Respect and be open to the thoughts, opinions and contributions of others, including, partners, colleagues, and service users
- Recognise and respect people's diversity, individual differences and perspectives
- Learn from your mistakes and accept and give feedback in a constructive and considerate manner
- Contribute to, lead and manage a team by sharing information and expertise
- Manage and resolve conflict when appropriate and understand the role of conflict in a group to reach solutions
- Lead and/or support others when appropriate, motivating and developing others to achieve high performance
- Review the operational impact/outcome of the work or team and evaluate the impact on quality and return on investment

Solving problems
- Demonstrate innovation, advanced problem solving and mastery of methods and approaches in complex and specialised areas of work
- Assess situations and identify the root cause of a complex problem in environments that are unfamiliar, complex and unpredictable and have many interrelated factors
- Seek different points of view, including the views of partners and service users, and evaluate them on the basis of facts and opinions of others
- Readily use theoretical and practical knowledge to think, gain and share information, solve problems and make decisions
- Be creative and innovative in exploring and implementing solutions to enhance the quality and effectiveness of service provision
- Develop new skills in response to emerging knowledge and techniques to make recommendations or decisions
- Evaluate solutions to make recommendations or inform decisions for improvement

Personal: personal skills, qualities, values and behaviours that contribute to the provision of efficient, compassionate and effective healthcare

Demonstrate positive attitudes, values and behaviours
- Undertake the work with honesty, integrity, care and compassion
- Recognise, and reflect on your own and other people's good efforts
- Engage and show interest in your work, taking care of your personal health, including hygiene and appearance
- Identify and suggest alternative ways to get the job done whilst maintaining a compassionate and caring service provision

Be responsible
- Meet timekeeping and attendance requirements whilst managing the balance of your work and personal life
- Lead on personal and group health and safety practices and procedures, including preventing infection and maintaining emotional and physical wellbeing, and act in accordance with these
- Understand your rights and responsibilities in the workplace, including your responsibility to identify and raise any issues relating to service provision with more senior staff
- Lead on implementing best practice in terms of equality of opportunity and valuing diversity in the workplace
- Understand and respect confidentiality in relation to the work
- Consistently evaluate your own practice, plan and manage time, money and other resources to achieve goals
- Take responsibility for own work area, striving to provide a high quality, compassionate and effective service
- Assess, weigh and take steps to minimise and manage risk and be accountable for your own actions and the actions of your group, through effective leadership

Be adaptable
- Carry out multiple tasks or projects, be open and respond constructively to change and cope with uncertainty

Learn continuously
- Take responsibility for your own learning and be willing to continuously learn and grow, reflecting on own practice and encouraging others to develop their practice, actively using research to influence and change practice.
- Assess personal strengths and areas for development, identify own learning goals, identify, access and make use of relevant learning resources and opportunities, plan and achieve your learning goals

Career Framework Level 9

People working at level 9 require knowledge at the most advanced frontier of the field of work and at the interface between fields. They will have responsibility for the development and delivery of a service to a population, at the highest level of the organisation.

Summary of Employability Skills

- Listen to, understand and communicate complex information from a range of sources, adopting effective questioning techniques to elicit and appreciate a range of views
- Respond constructively and confidently to queries and complaints
- Negotiate with, and influence others presenting highly developed theoretical and practical knowledge across a range of different areas
- Critically analyse and evaluate a range of texts and write effectively for a range of contexts and situations, maintaining honesty, integrity and transparency of information
- Analyse and use data from a range of sources, using appropriate tools and present results clearly and accurately
- Maintain and manage organisational/departmental finances effectively and transparently
- Use IT to meet identified needs and plan and evaluate the effectiveness of the system and to troubleshoot problems
- Work with others towards achieving shared goals, ensuring the team's goals are clear and achievable
- Learn from own mistakes, accepting and giving constructive feedback
- Demonstrate honesty, integrity, care and compassion when dealing with others
- Review the strategic and operational impact of the work or team and evaluate the impact on quality and return on investment
- Assess the root cause of problems in complex and unpredictable environments
- Seek and evaluate different points of view to inform solutions, maintaining honesty, integrity and transparency, creativity and innovation
- Show interest in your work, and provide inspirational leadership for the organisation
- Inspire, lead, support, value and motivate other members of the team, sharing information as appropriate to achieve high performance
- Understand your rights and responsibilities in the workplace including promoting equality of opportunity and valuing diversity, maintaining the confidentiality of service users and raising concerns relating to service provision with more senior staff
- Make best use of resources including time, to achieve agreed goals for service delivery
- Take responsibility for own actions and the actions of your team, reflecting on own practice and encouraging others to reflect on theirs
- Take responsibility and be accountable for the direct delivery of a service/services, assessing, minimising and managing risk

Detailed Employability Skills

Skills in communication, mathematics and use of information technology (IT)

Communication and customer care
- Listen to and understand complex information, both implicit and explicit from a wide range of sources
- Use effective questioning techniques to gather and appreciate the complexity of a wide range of views
- Respond constructively and effectively to queries and complaints
- Negotiate effectively, present highly developed theoretical and practical knowledge across a wide range of different areas
- Adopt a sensitive manner and use appropriate language for the situation
- Lead, persuade and influence others effectively, write effectively for a range of situations and contexts, ensuring the integrity and transparency of information conveyed
- Effectively communicate new knowledge and innovation in practice using a variety of media to expert and non expert audiences
- Critically analyse, evaluate and synthesise a complex variety of texts and make judgements based on a range of complex facts, options, analysis and interpretation

Mathematics
- Extract, select, compare and discuss relevant mathematical information from a variety of sources
- Analyse data using appropriate methods, tools and technology for complex audits or clinical trials, research or projects
- Present and explain results clearly and accurately using numerical, graphical and written formats fit for purpose
- Where relevant maintain and manage organisational/departmental finances making best use of available funds and ensuring the integrity and transparency of the accounting process

Use of IT
- Use IT to effectively plan work and evaluate the effectiveness of the system used
- Troubleshoot straightforward problems

Teamwork: team working skills and attributes needed for the provision of efficient, compassionate and effective healthcare

Working with others
- Work with others towards achieving shared goals, lead, motivate and develop others to deliver high quality services
- Respect and be open to the thoughts, opinions and contributions of others, including internal and external partners, colleagues, and service users
- Recognise, respect and value people's diversity, individual differences and perspectives and their contribution to quality service provision
- Learn from and accept and give feedback in a constructive and considerate manner
- Contribute to, lead and manage the work of the team by sharing information and expertise
- Develop, with the team, a clear purpose and objectives to improve and maintain the quality of service provision
- Manage and resolve conflict when appropriate and understand the role of conflict in a group to reach solutions
- Review the strategic and operational impact/outcome of the work or team and evaluate the impact on quality and return on investment

Solving problems
- Assess situations and identify the root cause of a problem in environments that are unfamiliar, complex and unpredictable and have many interrelated factors
- Seek different points of view, including the views of partners and service users, and evaluate them on the basis of facts and opinions of others
- Readily use highly specialised theoretical and practical knowledge to think, gain and share information, solve problems and make decisions
- Be creative and innovative in exploring and implementing solutions to enhance the quality and effectiveness of service delivery
- Evaluate solutions to make recommendations or inform decisions even where there is incomplete or limited information
- Develop and apply skills in response to emerging knowledge and techniques to make recommendations or decisions
- Evaluate the effectiveness of solutions and act on opportunities for improvement

Personal: personal skills, qualities, values and behaviours that contribute to the provision of efficient, compassionate and effective healthcare

Demonstrate positive attitudes, values and behaviours
- Provide inspirational leadership on the development of policy and develop an organisational culture that encourages openness and compassion
- Undertake the work with honesty, integrity, care and compassion
- Recognise, and reflect on your own good efforts and recognise and value the contributions of others
- Engage and show interest in your work, taking care of your personal health, including hygiene and appearance
- Identify and suggest alternative ways to get the job done whilst maintaining a compassionate and caring service provision

Be responsible
- Meet timekeeping and attendance requirements
- Lead on personal and group health and safety practices and procedures, including preventing infection and maintaining emotional and physical wellbeing, and act in accordance with these
- Understand and act on your rights and responsibilities in the workplace and those of others, including your responsibility to identify and address any issues relating to service provision
- Lead on identifying and implementing best practice in terms of equality of opportunity and valuing diversity in the workplace
- Understand and respect confidentiality in relation to the work
- Set goals and priorities to balance your work and personal life
- Critically analyse and evaluate your own practice to plan and manage time, money and other resources to achieve goals
- Take responsibility for and be accountable for direct delivery of the work and assess, weigh and take steps to minimise and manage risk

Be adaptable
- Lead multiple tasks or projects
- View change as an opportunity and lead on the introduction and management of change, coping with uncertainties as they arise and seeking help when necessary

Learn continuously
- Reflect on own practice and be willing to continuously learn and develop, encouraging others to develop their practice
- Assess personal strengths and areas for development, identify own learning goals, identify, access and make use of appropriate learning sources and opportunities
- Plan for and achieve your learning goals

Correspondences between UK and Irish frameworks with European qualifications frameworks

Within Europe, two overarching qualifications frameworks exist to which the national qualifications frameworks of the UK and Ireland relate: The European Qualifications Framework (EQF) and the Framework for Qualifications of the European Higher Education Area (FQ-EHEA) also known as the Bologna Framework.

Table 1 shows the correspondence of levels established between national qualifications frameworks and the EQF:

European Qualifications Framework (EQF)	Qualifications and Credit Framework England/ Northern Ireland (QCF)	Credit and Qualifications Framework for Wales (CQFW)	Scottish Credit and Qualifications Framework (SCQF)	The National Framework of Qualifications for Ireland (NFQ IE)
8	8	8	12	10
7	7	7	11	9
6	6	6	10/9	8/7
5	5/4	5/4	8/7	6
4	3	3	6	5
3	2	2	5	4
2	1	1	4	3
1	E3	E3	3	2/1
	E2	E2	2	
	E1	E1	1	

Table 2 shows the outcome of verifying the compatibility of higher education frameworks for Scotland (FQHEIS/SCQF), for England, Wales and Northern Ireland (FHEQ) and for the NFQ for the Republic of Ireland (NFQ IE) with the FQ-EHEA as follows:

Typical higher education qualifications within each level	FHEQ level	FQHEIS/ SCQF level	NFQ IE level	Corresponding FQ-EHEA cycle
Doctoral degrees	8	12	10	Third cycle (end of cycle) qualifications
Master's degrees (including Integrated Master's)	7	11	9	Second cycle (end of cycle) qualifications
Postgraduate diplomas				Intermediate qualifications within the second cycle
Postgraduate certificates				
Bachelor's degrees with honours/ Honours Bachelor Degrees	6	10	8	First cycle (end of cycle) qualifications
Irish Higher Diploma				
Bachelor's degrees/ Ordinary Bachelor Degree			7	
Graduate diplomas		9		Intermediate qualifications within the first cycle
Graduate certificates				
Foundation Degrees (eg FdA, FdSc)	5	8	6	Short cycle (within or linked to the first cycle) qualifications
Diplomas of Higher Education (DipHE)				
Higher National Diplomas (HND)				
Irish Higher Certificate				
Higher National Certificates (HNC)	4	7		Intermediate qualifications within the short cycle
Certificates of Higher Education (CertHE)				

For more information on compatibility with these frameworks see:
http://ec.europa.eu/eqf/home_en.htm and www.enic-naric.net.

Thinking of working or studying in the UK or Ireland? You may be interested in the answer to one or more of these questions.

- What do they call the qualification which compares most closely with mine?
- Will I get some recognition for the qualifications I have?
- What kind of job or course can I apply for with my current qualification?

Recruiting people with Irish qualifications in the UK or people with UK qualifications in Ireland? You may be interested in the answer to these questions.

- How do I know what a qualification from another country means in terms of level?
- Which national qualification should I compare this qualification to?
- Where can I find more detailed information about the content and level of qualifications?

This leaflet helps you explore these questions.

Qualifications are different in different countries. However there are some clear stages people move through in education, training and work that are common to most countries. Primary education is followed by secondary education and then initial entry into employment and/or further and higher education or training.

The main table gives an indication of how you can compare qualifications across national boundaries. Examples of major qualifications at each level are provided. For more detail of the qualifications in another country, you will need to consult the website given at the head of each column. All these frameworks of qualifications change from time to time and you need to check these websites for the latest versions. Entry requirements for jobs and courses often vary within a country. This means you will need to check specific requirements with the employer or institution for the job or course that you are interested in.

Qualifications can cross boundaries

A rough guide to comparing qualifications in the UK and Ireland

How to use this leaflet:

- This leaflet provides information that allows you to look at the ways qualifications are organised in the UK and Ireland.

- It shows which qualifications in other countries are broadly comparable to your qualifications (or those that you are interested in taking).

- On the left side of the principal table you will find the main stages of education or employment - you can find where you are in these stages.

- The next column shows the qualifications framework for your country.

- To the right of this you can see the nearest levels and similar kinds of qualifications that are used in the other countries.

- This makes it possible to draw broad comparisons, rather than direct equivalences, between qualifications and their levels for each country.

- The back page indicates how UK and Irish qualifications frameworks relate to qualifications frameworks in Europe.

- This leaflet is updated periodically. Check one of the websites for the most up-to-date version.

Qualifications can cross boundaries
- a rough guide to comparing qualifications in the UK and Ireland, July 2013

Main stages of education/employment	Framework for higher education qualifications in England, Wales and Northern Ireland — www.qaa.ac.uk/assuringstandardsandquality/qualifications	Qualifications and Credit Framework/National Qualifications Framework for England and Northern Ireland — www.ofqual.gov.uk — www.ccea.org.uk	Credit and Qualifications Framework for Wales — www.cqfw.net	National Framework of Qualifications for Ireland — www.qqi.ie	The Scottish Credit and Qualifications Framework — www.scqf.org.uk
Qualifications can be taken at any age in order to continue or return to education or training	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL
Professional or postgraduate education, research or employment	**8** Doctoral Degrees	**8** Vocational Qualifications Level 8	**8** Doctoral Degrees	**10** Doctoral Degree, Higher Doctorate	**12** Professional Development Awards, Doctoral Degrees
	7 Master's Degrees, Integrated Master's Degrees, Postgraduate Diplomas, Postgraduate Certificate in Education (PGCE), Postgraduate Certificates	**7** Vocational Qualifications Level 7	**7** Master's Degrees, Integrated Master's Degrees, Postgraduate Diplomas, Postgraduate Certificate in Education (PGCE), Postgraduate Certificates	**9** Master's Degree, Post-graduate Diploma	**11** SVQ Level 5, Professional Development Awards, Postgraduate Diplomas, Master's Degrees, Integrated Master's Degrees, Postgraduate Certificates
Higher education — Advanced skills training	**6** Bachelor's Degrees with Honours, Bachelor's Degrees, Professional Graduate Certificate in Education (PGCE), Graduate Diplomas, Graduate Certificates	**6** Vocational Qualifications Level 6	**6** Bachelor's Degrees with Honours, Bachelor's Degrees, Professional Graduate Certificate in Education (PGCE), Graduate Diplomas, Graduate Certificates	**8** Honours Bachelor Degree, Higher Diploma	**10** Bachelor's Degrees with Honours, Professional Development Awards, Graduate Diplomas, Graduate Certificates
Entry to professional graduate employment				**7** Ordinary Bachelor Degree	**9** Bachelor's/Ordinary Degrees, Professional Development Awards, SVQ Level 4, Graduate Diplomas, Graduate Certificates
	5 Foundation Degrees, Diplomas of Higher Education (DipHE), Higher National Diplomas (HND)	**5** Vocational Qualifications Level 5, Higher National Diplomas (HND)	**5** Foundation Degrees, Diplomas of Higher Education (DipHE), Higher National Diplomas (HND)		**8** Higher National Diplomas, SVQ Level 4, Professional Development Awards, Diplomas of Higher Education (DipHE)
Specialised education and training	**4** Higher National Certificates (HNC), Certificates of Higher Education (CertHE)	**4** Vocational Qualifications Level 4, Higher National Certificates (HNC)	**4** Higher National Certificates (HNC), Certificates of Higher Education (CertHE), Essential Skills Wales (ESW), Wider Key Skills (WKS)	**6** Advanced Certificate, Higher Certificate	**7** Professional Development Awards, Higher National Certificates, Certificates of Higher Education (CertHE), SVQ Level 3, Scottish Baccalaureate, Advanced Highers
Qualified/Skilled worker — Entry to higher education — Completion of secondary education	**3** Access to HE Diploma*	**3** Vocational Qualifications Level 3, GCE AS and A Level, Advanced Diplomas (England)	**3** ESW, WKS, Vocational Qualifications Level 3, GCE AS and A Level, Welsh Baccalaureate Qualification Advanced	**5** Level 5 Certificate, Leaving Certificate	**6** Highers, SVQ Level 3, Professional Development Awards, National Progression Awards, National Certificates
Progression to skilled employment. Continuation of secondary education.	*The Access to HE Diploma is regulated by QAA but is not part of the FHEQ	**2** Vocational Qualifications Level 2, GCSEs at grade A*–C, ESOL skills for life, Higher Diplomas (England), functional skills Level 2 (England) (English, mathematics & ICT), Essential Skills Qualifications (NI)	**2** Vocational Qualifications Level 2, Welsh Baccalaureate Qualification Intermediate, GCSEs grade A*–C, ESW, WKS	**4** Level 4 Certificate, Leaving Certificate	**5** Intermediate 2, Credit Standard Grade, SVQ Level 2, National Progression Awards, National Certificates
Secondary education. Initial entry into employment or further education	The table gives an indication of how you can compare qualifications across national boundaries. Examples of major qualifications at each level are provided. For more detail of the qualifications in another country, you will need to consult the website given at the head of each column.	**1** Vocational Qualifications Level 1, GCSEs at grade D–G, ESOL skills for life, Foundation Diplomas (England), functional skills Level 1 (England) (English, mathematics & ICT), Essential Skills Qualifications (NI)	**1** ESW, WKS, Vocational Qualifications Level 1, GCSEs at grade D–G, Welsh Baccalaureate Qualification Foundation	**3** Level 3 Certificate, Junior Certificate	**4** Intermediate 1, General Standard Grade, SVQ Level 1, National Progression Awards, National Certificates
	This leaflet is designed to give some information to help you begin this process, for example, by telling you what your qualification, or qualifications you are interested in studying, are broadly comparable to in other countries.	**Entry Level** Entry Level Certificates (sub levels 1–3), ESOL skills for life, functional skills Entry Level (England) (English, mathematics & ICT), Essential Skills Qualifications (NI)	**Entry Level** Entry Level Qualifications, ESW	**2** Level 2 Certificate	**3** Access 3, Foundation Standard Grades, National Progression Awards, National Certificates
				1 Level 1 Certificate	**2** Access 2, National Progression Awards, National Certificates
					1 Access 1

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