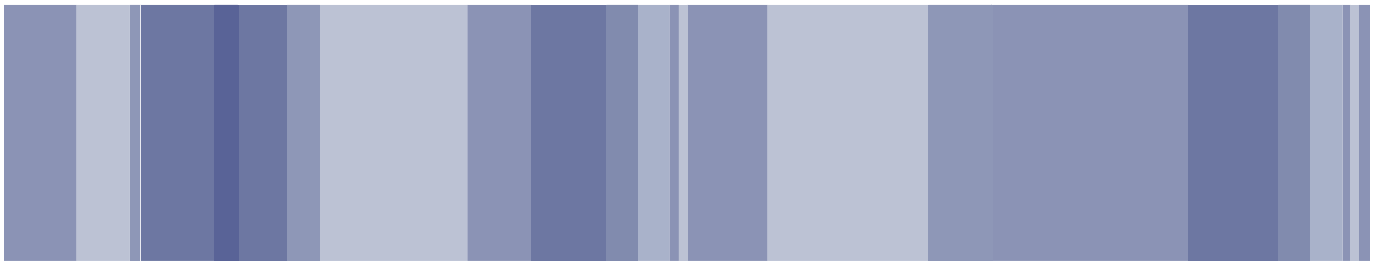


# Coronary Heart Disease National Workforce Competence Framework Guide: Version 2



March 2005

# About *Skills for Health*

*Skills for Health* is the Sector Skills Council for the UK health sector and part of the Skills for Business network. We have been licensed by the Department for Education and Skills, on behalf of the four lifelong learning ministers, to develop the health sector workforce across the UK.

Our remit includes the identification of the workforce needs of the healthcare sector, promoting workforce development, and ensuring that education and development is driven by the sector's needs.

*Skills for Health* is supported by the four UK Health Departments, whose representatives sit on our board. Other board members represent the voluntary sector, independent sector, staff organisations, regulatory bodies and major employers.

In a complex sector, we operate as a strategic body, working in partnership with other health sector workforce development organisations.

*Skills for Health* adds unique value through:

- taking a UK-wide health sector perspective on workforce development
- developing a coherent, comprehensive competence framework and putting this at the heart of workforce development
- providing key strategic links between health and education development, organised through national sector skills agreements and regional skills partnerships.

This competence framework is one of a suite of National Workforce Competence Frameworks that are being produced by *Skills for Health* to support the development of the workforce.

The frameworks are kept under review and feedback on your experience of using them is welcomed.

If you would like to comment on any aspect of the competences and their applications, please send your comments to:

*Skills for Health*, Goldsmith's House, 5-9 Broad Plain,  
Bristol BS2 0JP



# Acknowledgements

The CHD Competence Framework forms part of a series of competence frameworks commissioned by the Department of Health's Care Group Workforce Teams. This framework was also commissioned by the Welsh Assembly Government and the Wales Cardiac Networks Coordinating Group. It includes many competences imported directly from other frameworks and new competences developed with the support and active involvement of practitioners and their professional associations.

*Skills for Health* gratefully acknowledges the contribution of many people, particularly the representatives of professional bodies, patients and carers and many coronary heart disease workers who made their time and expertise available in a variety of ways. The CHD Project Board actively supported and guided the project throughout its development. The team of technical consultants from The Management Standards Consultancy ensured that the competences and related materials were completed on time and to as high a standard as possible.

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# Introduction

Coronary heart disease (CHD) is the biggest killer in England and Wales: more than 120,000 people die of it in these countries each year. Improving services for people with CHD is a key government priority.

Delivering improvements in prevention, treatment and care is dependent on a wide range of people working in a variety of settings. That is why we are pleased to welcome this second edition of the competence framework for CHD. This framework will support all those working in CHD to modernise services and develop staff. The framework now covers prevention, acute coronary syndromes, angina, revascularisation, heart failure and rehabilitation. It builds on the success of the first edition which is already being used in many places and a variety of ways, including appraisal, role and team design and induction.

The framework is not set in stone. It will need to change not only to reflect developments in practice but also to incorporate the experiences of those who use it. We also hope to expand the framework to cover arrhythmias and pacing. Ensuring the framework is relevant and as useful as possible is very important so we would encourage those who use the framework to feedback their views.

Lastly, we would like to thank everyone who has contributed to the development of the framework – in particular the staff and patients who helped with piloting the competences. We'd also like to thank the members of the Project Board, chaired by Joy Youart and Jan Vaughn, whose input and oversight have been invaluable.



**Dr Roger Boyle**  
National Director of  
Heart Disease  
Department of Health



**Dr Phillip Thomas**  
Director of Cardiac  
Services for Wales

# 5 What is the CHD Competence Framework?

## Coverage

The CHD Competence Framework describes the activities carried out by those working in the Coronary Heart Disease area, the standard of performance expected of them, and the knowledge and skills they need.

Currently, the CHD Competence Framework covers the competences required by those working in the areas of:

- prevention (primary and secondary)
- acute cardiac syndromes
- angina
- heart failure
- revascularisation
- rehabilitation.

It is planned, however, that the CHD Competence Framework will eventually cover the whole of CHD; indeed, work will start shortly to develop the competences needed for arrhythmias and pacing.

## Uses

Used in a very straightforward way, the CHD Competence Framework allows individual practitioners to be clear about what is expected of them in their work. Practitioners can check they are working in line with the CHD National Service Framework and national and local guidance. They can also identify any knowledge they need to acquire or skills they need to develop.

Organisations can use the CHD Competence Framework to ensure that they have a competent workforce and that everyone has the knowledge and skills to deliver services to the required quality standards.

### Cardiac Health Unit at King's College Hospital

Two experienced nurses had recently taken up posts as cardiac rehabilitation nurses. They were still unclear what their new roles entailed and their manager was unclear about the training they required.

Working with the CHD Competence Framework, the nurses quickly understood the extent of their role. Their confidence grew as they were able to identify many activities that were familiar to them and they knew they could perform well. They were also able to identify specific areas – motivational interviewing, fitness training techniques and knowledge of support services available in the community – where they needed to develop their knowledge and skills.

A training plan is now in place, with a commitment to review progress in six months' time.

### Rapid Access Chest Pain Clinic at St Mary's Hospital, Paddington

Due to the fast expansion of the Rapid Access Chest Pain Clinic (RACPC), from 300 to 1,200 patients over the last four years, the original job description for the first Cardiac Nurse Practitioner, appointed in 2000, was no longer adequate. St Mary's Hospital used the CHD Competence Framework to review and up-date the job description and to clearly specify the services offered by the RACPC.

There are now three cardiac nurse practitioners with similar roles, but distinct specialisms. The CHD Competence Framework helped produce clearer and more detailed job descriptions for each individual cardiac nurse practitioner. The patient pathway was used to illustrate the team's involvement in various aspects of service delivery and the wide range of services being delivered.

Individual training needs were identified. It also became apparent that, due to the breadth of the service offered, new recruits to the team were unlikely already to have all the relevant skills and knowledge. In future, the competence framework will be used in recruitment and selection, both to clarify the skills and knowledge required of applicants and to plan targeted induction training for new members of the team.

## Designing Training and Development at the Critical Care Skills Institute, Manchester

The Critical Care Skills Institute (CCSI), part of Greater Manchester SHA, runs the Greater Manchester Multiprofessional Critical Care Programme which uses a competence-based approach for the learning and development of healthcare practitioners.

The CCSI has been working in partnership with the Greater Manchester Cardiac Network to develop a similar programme for Coronary Heart Disease in Greater Manchester. As part of this work there was a need to develop draft competences covering Acute Coronary Syndrome (ACS).

Working in partnership with *Skills for Health*, CCSI helped to develop the national workforce competences covering:

- administering drug treatments for individuals experiencing ACS
- examining and assessing individuals with suspected CHD.

They reformatted the competences to include the CCSI assessment approach, brought the knowledge and skills 'up front', and produced a competence-based training and development programme for CHD practitioners, founded upon the relevant National Workforce Competence Framework.

- identify individual and team development needs and plan to address these
- appraise and develop the performance of individual practitioners
- deliver services to quality standards
- redesign the way in which services are organised and support service redesign
- apply common standards of performance across organisations and partnerships.

For education and training providers, the CHD Competence Framework offers a standard against which to benchmark their courses and learning materials, and a structure for developing new programmes. The CHD Competence Framework provides ready-made learning objectives to facilitate learning design, a structure for carrying out learning needs analysis, and a framework for evaluating the effectiveness and application of learning.

## Development

The CHD Competence Framework was commissioned by the Department of Health's CHD Care Group Workforce Team, the Welsh Assembly Government and the Wales Cardiac Networks Coordinating Group. It was developed between 2002 and 2004 by *Skills for Health*, the national body responsible for developing the skills of the health care workforce. The Project Board also included representatives from public health, local authorities, CHD collaboratives, hospitals and primary care trusts. While the fieldwork for developing the CHD Competence Framework has been carried out in England and Wales, the project has also benefited from valuable contributions from Scotland, Northern Ireland and overseas.

Research for the CHD Competence Framework started in November 2002 with a multidisciplinary workshop to identify the 'key purpose' of everyone working in the CHD area, or what it is that we are all trying to achieve. After much consultation, including practitioners, patients and carers, the key purpose was defined as to *enable people to improve their health and wellbeing, and support them by providing efficient, effective, equitable and high quality coronary heart disease services in partnership with individuals, families, communities and professionals.*

The CHD Competence Framework can help organisations to:

- plan their workforce requirements
- design jobs and develop job descriptions and person specifications
- redesign roles and patient pathways
- recruit people with the necessary knowledge, skills and experience
- provide targeted induction to bring new appointments quickly up to speed

Workshops were held around the country to complete a 'functional analysis' or breakdown of all the activities that must be carried out in order to achieve the key purpose, regardless of who carries out these activities. Further workshops and site visits focused on defining good practice when carrying out these activities. *Skills for Health's* technical consultants then developed draft competences for each of these activities. These draft competences were tested with practitioners at various sites throughout 2003 and 2004 and their comments were taken into account. Patients, carers and key interest groups, including professional organisations, have been involved in the development of the CHD Competence Framework throughout. The CHD Competence Framework was approved by the CHD Care Group Workforce Team in December 2004.

### Status

Although similar in format, the competences in the CHD Competence Framework are not National Occupational Standards, which have to be UK-wide, accredited by the Education Act Regulatory Bodies and may form the basis for assessment for National Vocational Qualifications and Scottish Vocational Qualifications. The competences within the CHD Competence Framework draw on professional standards and competences and on

national guidance but are not mandatory for any practitioner groups and there is no requirement for practitioners to be assessed against them. This Framework is being sent to NHS Foundation Trusts for information.

### Availability and updating

The competences of the CHD Competence Framework are owned and maintained by *Skills for Health*. They are freely available, subject to acknowledgement of *Skills for Health's* permission to use them, to all individuals and organisations who wish to use them to measure and develop their own or others' knowledge, skills and performance.

The CHD Competence Framework itself is subject to continuous review and improvement. It will develop with the addition of new competence areas (such as those covering arrhythmias and pacing), emerging evidence and guidance, and developments in technology and good practice. The latest updates to the framework, together with guidance on how to use it, can be found on [www.skillsforhealth.org.uk/chd](http://www.skillsforhealth.org.uk/chd)

*Skills for Health* welcomes feedback on the CHD Competence Framework which should be sent to the address on page 2.

# Who is the CHD Competence Framework for?

The CHD Competence Framework is relevant to everyone who is working to *enable people to improve their health and wellbeing, and support them by providing efficient, effective, equitable and high quality coronary heart disease services in partnership with individuals, families, communities and professionals*. These may be policy makers, managers, practitioners working directly with individuals with or at risk of CHD or service users and carers.

Public health policy makers will find the competences in key area A *Develop, implement and review policies, strategies and plans to improve health and wellbeing* particularly relevant to their work.

Managers of CHD services will find many of their activities reflected in key area B *Obtain, manage and account for the use of resources*, and key area C *Research, monitor, evaluate and improve the efficiency, effectiveness, equity and quality of CHD services*.

Practitioners will find their particular specialist areas of practice covered in key areas E to H, which focus on the delivery of services to individuals.

Everyone will find some of the competences in key area D *Work collaboratively with individuals, families, communities and other professionals* relevant to them.

A wide range of professional groups will therefore find the CHD Competence Framework useful, including:

- general practitioners
- nurses (including those in primary care, hospitals and specialist nurses)
- healthcare assistants
- community workers
- physiotherapists
- sports and leisure professionals
- fitness instructors
- occupational therapists
- dietitians
- nutritionists
- smoking cessation advisers
- ambulance staff
- accident and emergency department staff
- anaesthetists
- cardiac physiologists
- cardiac surgeons
- cardiac technicians
- cardiologists
- operating department staff
- perfusionists
- pharmacists
- radiographers
- managers.

# What does the CHD Competence Framework cover?

The CHD Competence Framework covers all the activities involved in:

- the prevention of CHD within the general population and after a cardiac event
- providing emergency treatment for individuals with acute coronary syndromes
- examination, assessment and diagnosis, treatment and support for individuals with coronary heart disease, including angiography, percutaneous coronary intervention (PCI) and revascularisation
- examination, assessment and diagnosis, treatment and support for individuals with heart failure
- providing support to carers of individuals with heart failure and CHD
- providing rehabilitation services to CHD patients.

The CHD Competence Framework is divided into eight key areas. The first four areas are generic and apply to anyone working to improve people's health and wellbeing. They are:

- A. Develop, implement and review policies, strategies and plans to improve health and wellbeing
- B. Obtain, manage and account for the use of resources
- C. Research, monitor, evaluate and improve the efficiency, effectiveness, equity and quality of CHD services
- D. Work collaboratively with individuals, families, communities and other professionals.

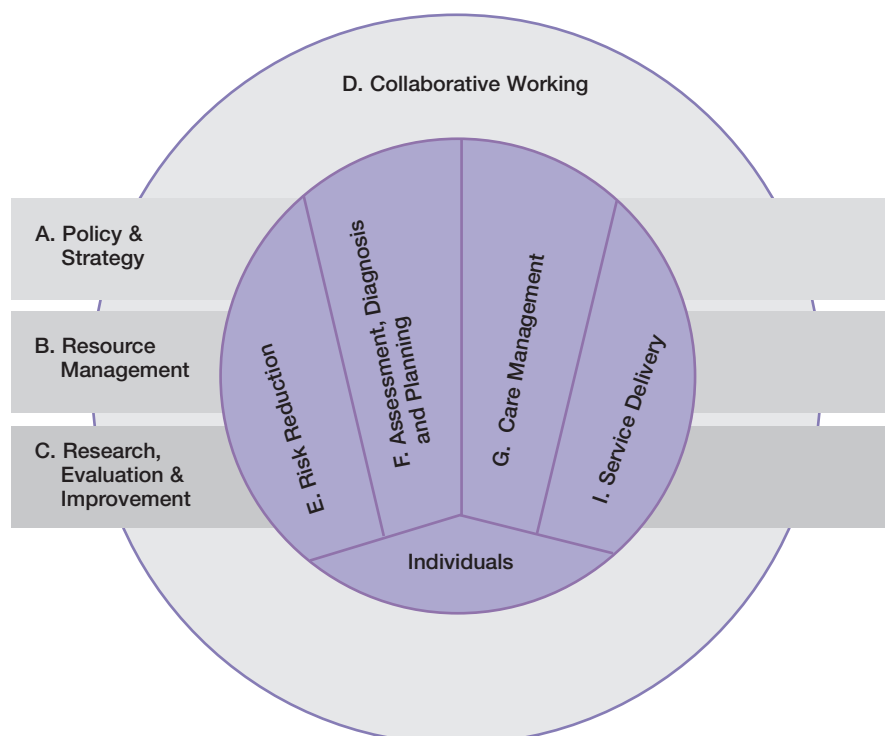
The other four key areas cover activities that are specific to practitioners working with individuals with, or at risk of, heart failure or CHD. They are:

- E. Reduce the risk of CHD
- F. Assess individuals with indications of CHD, diagnose their condition and plan their care
- G. Manage care for individuals with CHD
- H. Deliver services for individuals with CHD

These eight key areas are represented in the Functional Map of CHD, which shows how Policy and Strategy, Resource Management and Research, Evaluation and Improvement underpin the specific activities focused on individuals with CHD or at risk of CHD. All services need to be carried out in an environment of Collaborative Working.

There are currently 239 competences in the CHD Competence Framework. Related competences are grouped together in 47 areas of competence within each of these eight key areas. These areas of competence and the individual competences are listed in section 11 of this Guide.

**The Functional Map of CHD, showing the eight Key Areas**



# What does the CHD Competence Framework not cover?

The CHD Competence Framework currently does not cover:

- arrhythmias
- pacing.

There are, however, plans to cover these areas. If you are interested in contributing to the extension of the competence framework, or the revision of the existing areas, please contact *Skills for Health* at the address on page 2.

The CHD Competence Framework only covers the CHD area. Many practitioners' work covers a number of different disease areas and so they will need competences from more than a single framework. *Skills for Health* is developing complementary competence frameworks for:

- cancer
- complementary and alternative medicine
- children

- diabetes
- emergency, urgent and scheduled care
- health informatics
- neurological conditions
- older people
- remote and rural healthcare
- renal healthcare.

Practitioners working in these areas may need to familiarise themselves with these other frameworks. Details can be found on [www.skillsforheath.org.uk](http://www.skillsforheath.org.uk)

The framework also does not cover the very wide range of administrative and support activities which are essential for the effective and efficient delivery of any service. A full set of National Occupational Standards covering administrative and support roles at all levels can be obtained from the Council for Administration [www.cfa.uk.com](http://www.cfa.uk.com)

# What does a competence look like?

The CHD Competence Framework is divided into 239 competences, each of which describes an activity that is a significant part of someone's job, for example:

PHP 06.03	Plan, implement and review strategies to improve health and wellbeing
MGT C12	Lead the work of teams and individuals to achieve their objectives
PHP 09.04	Commission, monitor and evaluate projects to advance knowledge and practice
HSC 433	Develop joint working agreements and practices and review their effectiveness
CHD EE1	Enable individuals to understand and reduce the risk of CHD
CHD FA2	Examine and assess individuals with suspected CHD and produce a diagnosis
CHD GB1	Develop and agree care management plans with individuals diagnosed with heart failure
CHD HB2	Administer drug treatments for individuals experiencing ACS

Some of the competences, those with the prefix CHD, have been developed expressly for the CHD Competence Framework. These all have a common format.

Other competences have been imported from other competence frameworks or sets of National Occupational Standards, such as Public Health Practice (PHP), Management (MGT) or Health and Social Care (HSC) standards. (A full list of these prefixes can be found on page 33.) The format of these imported competences may vary from the standard CHD format.

## Areas of Competence

Similar competences in the CHD competence framework are grouped together into areas of competence, for example: *FC Contribute to carrying out angiography and percutaneous coronary intervention.*

Each area of competence starts with a brief description about the area.

### National Workforce Competence Framework for Coronary Heart Disease

#### FC Contribute to carrying out angiography and percutaneous coronary intervention

##### Description

This area of competence is about contributing to carrying out angiography and percutaneous coronary intervention (PCI). It covers supporting and monitoring the individual during the angiography/PCI, preparation and use of monitoring equipment and assisting the registered practitioner during the procedure. It also covers sheath removal and ensuring haemostasis is achieved following the angiography/PCI.

The area of competence then goes on to list the competences involved.

### Competences

All the competences in this area of competence have been developed expressly for the CHD Competence Framework.

If you are involved in **supporting and monitoring the individual and using monitoring equipment** you are likely to need these competences:

CHD FC1 Monitor and support the individual prior to, during and after angiography/percutaneous coronary intervention (PCI)

CHD FC2 Prepare equipment for monitoring the individual during angiography/percutaneous coronary intervention (PCI)

If you are involved in the **selection and administration of radiographic contrast media and deploying balloons and stents into the coronary arteries**, you are likely to need these competences:

CHD FC3 Assist the registered practitioner during angiography/percutaneous coronary intervention (PCI)

CHD FC4 Administer radiographic contrast agents

If you carry out **sheath removal following angiography/PCI**, you are likely to need this competence:

CHD FC5 Remove arterial sheath and ensure haemostasis following angiography/percutaneous coronary intervention (PCI)

Finally, it describes the knowledge and skills required.

### **Knowledge and skills**

A detailed specification of the knowledge and skills required to perform to the standard required by these competences can be found in each competence.

This includes the specialist CHD knowledge and skills required.

In the example above, all the knowledge and skills can be found in the competences themselves. However, where competences have been imported from other frameworks, a detailed description of the specialist CHD knowledge and skills is given.

The example below shows the specialist CHD knowledge and skills required for area of competence: *EA Promote and protect the population's health and wellbeing*. This competence has been imported from the Specialist Public Health (SPH) standards.

### **Knowledge and skills**

A detailed specification of the knowledge and skills required to perform to the standard required by these competences can be found in each competence.

However, if you have a particular brief to promote and protect cardiac health, you will also require the following specialist CHD knowledge and skills:

- K1. the factors which determine the risk of CHD and the relative impact of these factors
- K2. how factors in individuals' lifestyles (i.e. physical activity, smoking, diet, alcohol consumption) can affect their risk of developing CHD
- K3. the nature of CHD, its different forms and its physical, psychological and social effects on individuals and their families
- K4. research-based evidence of the impact of environmental, social, lifestyle and behavioural factors on the incidence of CHD
- K5. the possible effects that modification of lifestyle and risk factors may have on individuals

## Introduction to the competence

Each competence in the CHD Competence Framework has a brief introduction which says what the competence is about, how it links to the NHS Knowledge and Skills Framework (NHS KSF) and what the origin of the competence is (i.e. whether it was developed for the CHD Competence Framework or imported from elsewhere).

### National Workforce Competence Framework for Coronary Heart Disease

#### FC5 Remove arterial sheath and ensure haemostasis following angiography/percutaneous coronary intervention (PCI)

##### About this workforce competence

This workforce competence covers sheath removal and achievement of haemostasis following angiography or percutaneous coronary intervention (PCI)

##### Links

This workforce competence links with the following dimensions and levels within the NHS Knowledge and Skills Framework (August 2004).

Dimension: Health and Wellbeing 6 - Assessment and treatment planning, Level 2.

##### Origin

This is a new workforce competence developed by *Skills for Health* for the National Workforce Competence Framework for Coronary Heart Disease.

This is followed by a section explaining the meaning of key words and concepts and the scope of the competence, ie the range of different factors that are important when performing this activity.

### Key words, concepts and scope of this workforce competence

#### Key words and concepts

<b>Equipment</b>	<ul style="list-style-type: none"> <li>• haemostasis devices</li> </ul>
------------------	---

#### Scope

<b>Sheath removal</b>	<ul style="list-style-type: none"> <li>• arterial sheath removal</li> <li>• arterial sheath removal immediately following procedure – in the absence of heparinisation</li> </ul>
<b>Tests</b>	<ul style="list-style-type: none"> <li>• blood pressure</li> <li>• ACT measurements</li> </ul>

## Performance criteria

The next section of the competence lists the performance criteria, or statements of what practitioners need to do if they are to perform this activity competently.

### National Workforce Competence Framework for Coronary Heart Disease

#### FC5 Remove arterial sheath and ensure haemostasis following angiography/percutaneous coronary intervention (PCI)

##### Performance criteria

*You need to*

1. explain the procedure clearly to the individual, allowing the individual to ask any questions
2. ensure all relevant protective clothing is worn (*e.g. gloves, apron, eye protection*)
3. carry out tests relevant to the safe removal of sheath (*e.g. blood pressure, ACT measurements*)
4. check that sheath removal is appropriate (*e.g. the individual is free from chest pain*)
5. prepare and position the individual correctly for the procedure
6. identify any medications being used by the individual
7. assess risks prior to the procedure and seek clinical advice where necessary
8. identify the need for manual compression or the application of a haemostasis device
9. assemble and check the necessary equipment for sheath removal
10. disconnect any administration sets connected to the sheath
11. remove dressing around sheath and cut any sutures that may be holding the sheath in place
12. remove sheath in line with local protocols and procedures
13. observe and record distal blood perfusion to the sheath site
14. apply dressing when haemostasis is achieved
15. monitor the patient and minimise discomfort throughout the procedure
16. ensure that post sheath removal care is understood by the individual and other staff
17. control infection through use of aseptic techniques in accordance with accepted protocols
18. document the patient status post procedure, in line with patient record procedures

## Knowledge and skills

Finally, each competence contains a list of the knowledge and skills practitioners need in order to perform competently.

The knowledge and skills are divided into sections covering:

- generic work-related knowledge and skills
- generic healthcare knowledge and skills
- specialist healthcare knowledge and skills
- context-specific knowledge and skills.

Within each of these sections, the knowledge and skills are grouped into subject areas, such as:

- communication and interpersonal relationships
- aids and equipment
- testing, measurement and assessment
- working with individuals
- anatomy and physiology
- organisational context
- reflective practice.

*Generic work-related knowledge and skills* are those which workers in any sector may be expected to have, such as communication, monitoring or negotiating skills.

### Generic work-related knowledge and skills

#### *Communication and interpersonal relationships*

- K1. how to adapt communication styles in ways which are appropriate to different people (e.g. culture, language or special needs)
- K2. how to confirm that individuals have understood the instructions and guidance provided

*Generic healthcare knowledge and skills* are those which workers in various parts of the health sector may possess, such as how to work with patients, how to obtain consent and how to carry out baseline tests.

### Generic healthcare knowledge and skills

#### *Aids and equipment*

- K3. relevant protective clothing and how it is worn
- K4. how to safely dispose of used equipment

#### *Testing, measurement and assessment*

- K5. how to measure individuals' blood pressure and heart rate

#### *Working with individuals*

- K6. the importance of minimising any unnecessary discomfort, and how to do so

*Specialist healthcare knowledge and skills* are those that are specific to practitioners working in the CHD area and include information about CHD, heart failure and the drugs and equipment used.

### **Specialist healthcare knowledge and skills**

#### *Aids and equipment*

- K7. how to identify the need for using a haemostasis device
- K8. how to use haemostasis devices in accordance with the manufacturer's guidelines

#### *Anatomy and physiology*

- K9. cardiovascular anatomy and physiology
- K10. anatomy of the femoral region and physiology of haemostasis
- K11. how to recognise potential complications that may arise as a result of femoral sheath removal
- K12. factors that affect coagulation

*Context-specific knowledge and skills* are those which relate to the specific working environment, for instance organisational policies and guidelines or the services that are available locally.

### **Context-specific knowledge and skills**

#### *Organisational context*

- K15. organisational guidelines on keeping records
- K16. when and how to seek clinical advice

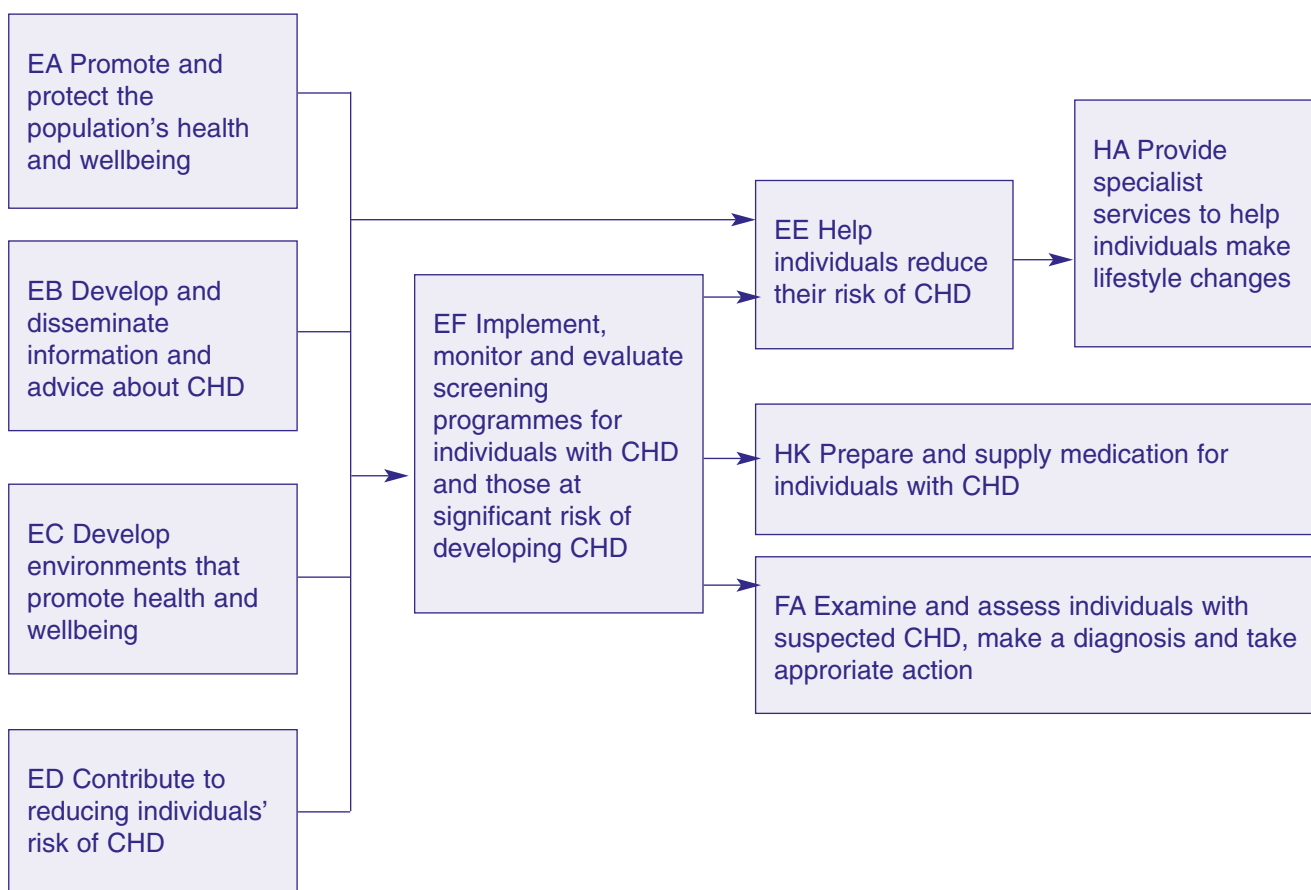
Grouping knowledge and skills in this way allows managers and individual workers to understand what knowledge and skills may be transferable from one area of work or context to another, and what knowledge and skills new practitioners may need to develop, even if they are experienced workers in other contexts.

# Which Competences are relevant to you and your Team?

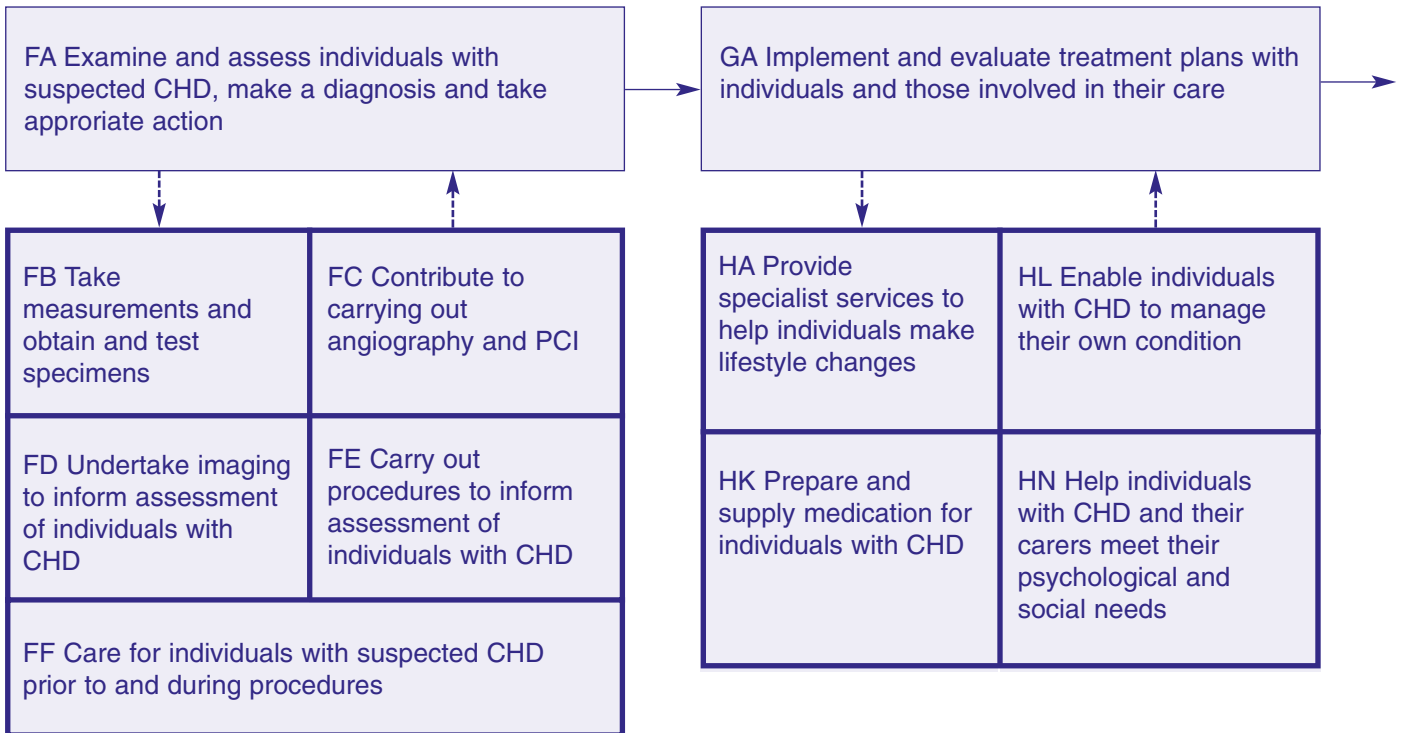
With more than two hundred competences to choose from, it can be difficult selecting those that are relevant to an individual or a team. (All the competences of the CHD Competence Framework are on the CD-Rom.)

We have therefore developed some flowcharts to illustrate the main activities that are carried out as the patient moves along their pathway. Of course, the flowcharts simplify the situation somewhat, and there may well be other competences within the CHD Competence Framework that you need. You will also need some of the competences from key area D *Work collaboratively with individuals, families, communities and other professionals*. You may also need some competences from key areas A – C which cover strategy and policy, management, research, monitoring, evaluation and improvement.

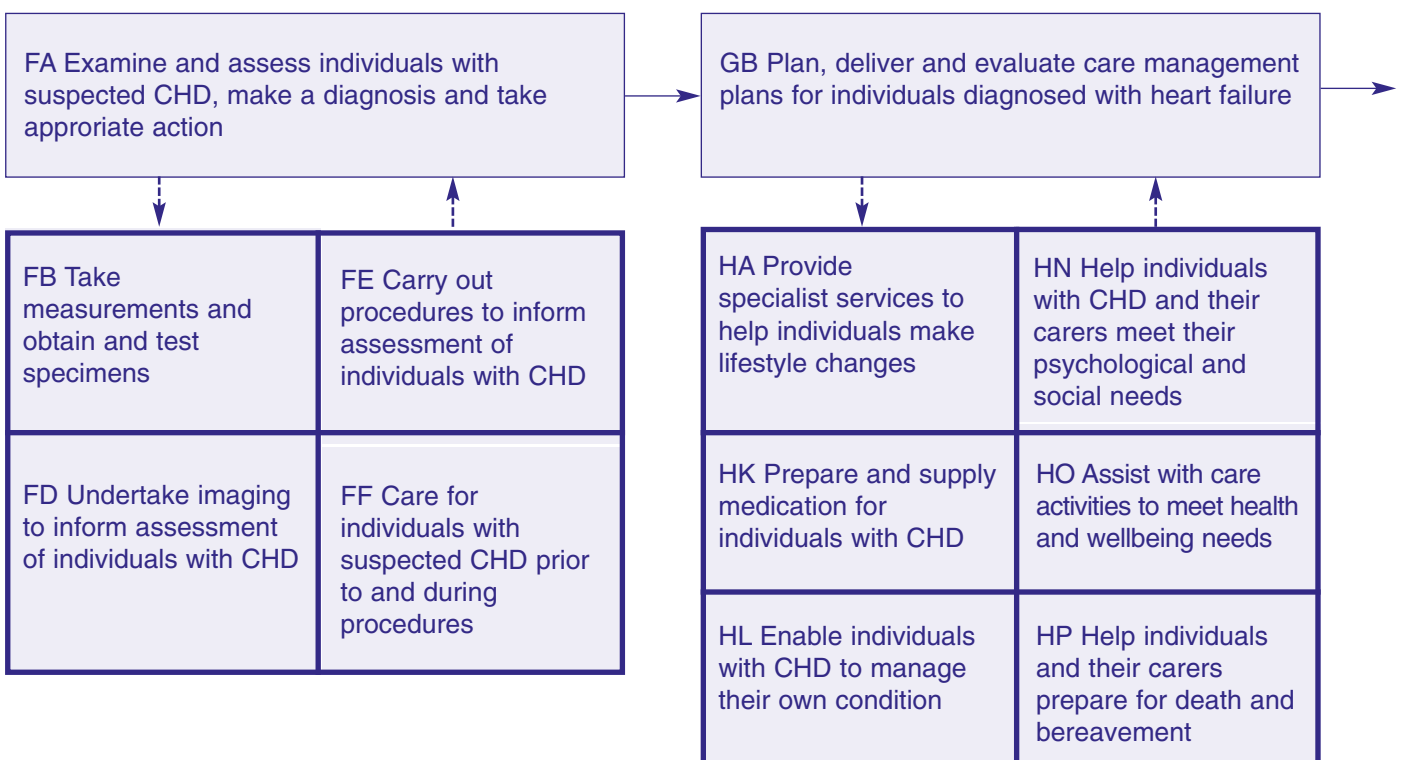
## Primary prevention flowchart



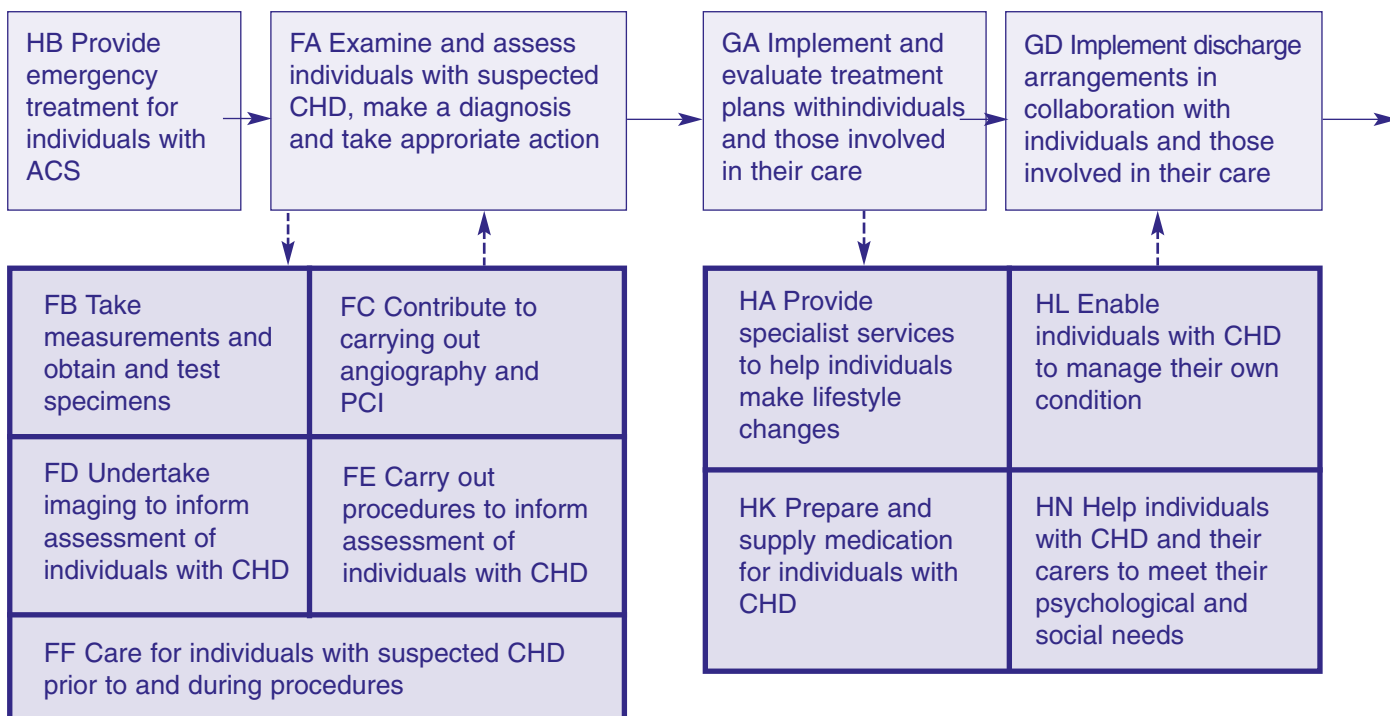
### Stable angina flowchart



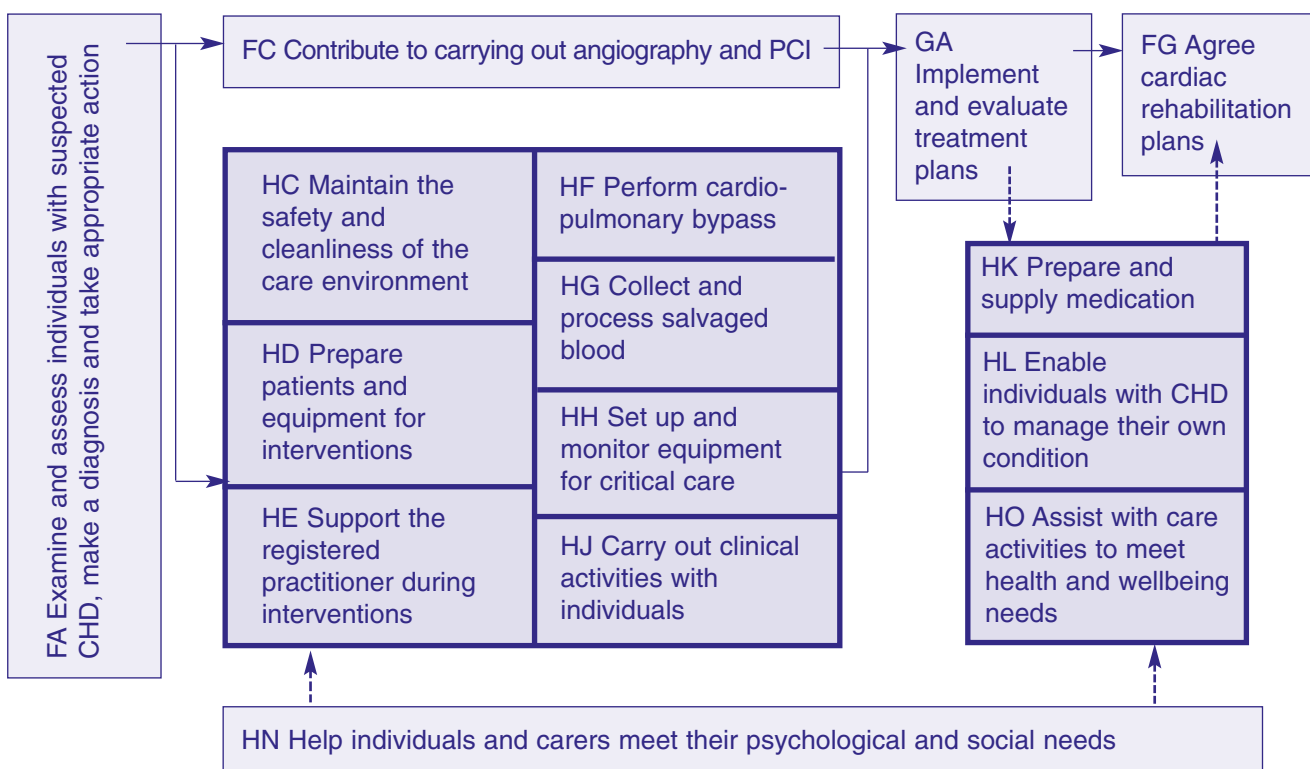
### Heart failure flowchart



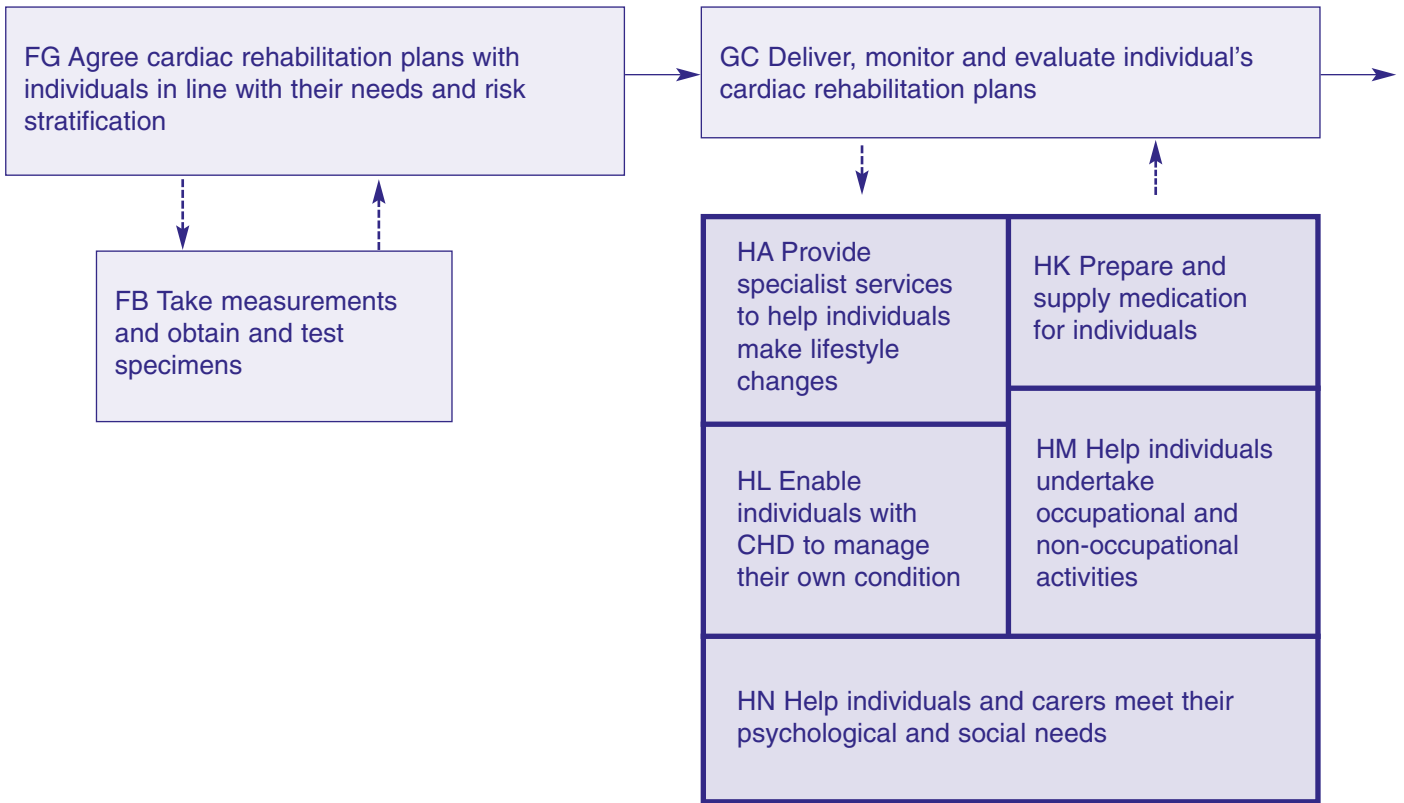
### Acute coronary syndromes (ACS)



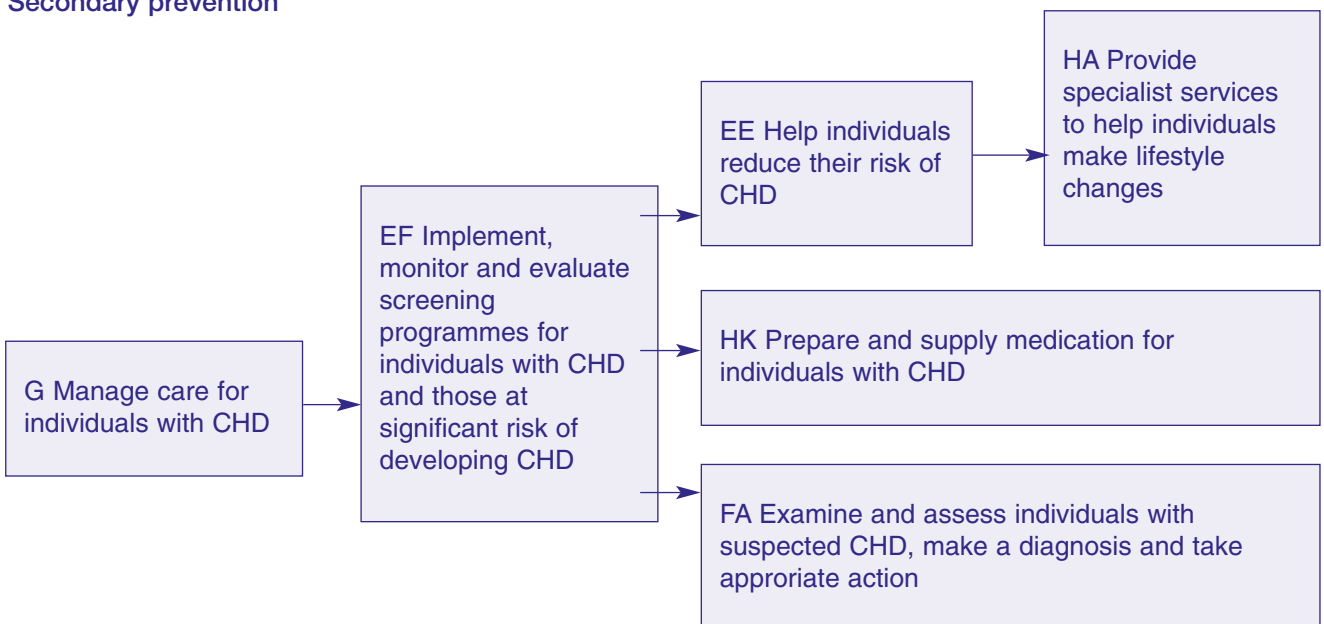
### Revascularisation



**Cardiac rehabilitation**



**Secondary prevention**



It is clear from the flowcharts that many of the activities (and therefore the competences required) undertaken in one area of CHD (e.g. cardiac rehabilitation) are similar, if not identical, to those undertaken in another area (e.g. primary prevention). It is the relationship between these activities, illustrated by the flowcharts, that differs.

Many of the competences of the CHD Competence Framework are repeated in some or all of the flowcharts, showing how competences gained in one setting can be readily transferred to other settings, allowing individual practitioners to progress their careers and managers to deploy their workforce more flexibly and effectively.

### Castle Hill Cardiac Support Team

Initially one of the membership criteria for the Castle Hill Cardiac Support Team was the evidence of cardiac surgery – marks on the chest – and it fondly became known as ‘The Zipper Club’. The Support Team go and talk to the patients who are about to have surgery, and support the carers before, during and after surgery. New patients always find it comforting to talk to people who have already been through what they are facing – and have lived to tell the tale.

The Castle Hill Support Team, together with patients and carers from other parts of the country, have reviewed the CHD Competence Framework and helped to develop two competences:

- CHD HN1 Help individuals prepare psychologically for changes
- CHD HN2 Identify and support carers to meet their needs.

*‘We felt the competences were set out in a logical order and were easy to understand by non-medical people like us,’ said Roy Barcoe, Chairman of Castle Hill Support Team.*

*‘There is a lot of variation in the provision of care services to patients not only across the country but within each region as well. We often meet patients from different hospitals who have been provided with physiotherapy and relaxation support from one hospital, while patients from another hospital didn’t receive the same aftercare service.’*

*‘The standard of service also varies from hospital to hospital. The competences should help with equalising quality throughout the sector which will help the patients and carers to a faster recovery.’*

# How can you find the Competences relevant to a Team, Organisation or Partnership?

The flowcharts in the previous section will already indicate some of the competences that may be relevant to your team, organisation or partnership ('partnership' refers to a group of organisations or teams working together to prevent or treat CHD). A more systematic approach is needed in order to identify all the relevant competences, including the generic competences in key areas A – D covering policy and strategy, management, research, monitoring, evaluation and improvement, and working collaboratively with others. All the competences in the CHD Competence Framework are on the CD-Rom.

## What do you do?

1. Look at Section 11. *What are the competences in the CHD Competence Framework?* in this guide.
2. For each of the key areas (e.g. A. *Develop, implement and review policies, strategies and plans to improve health and wellbeing*), ask the question *Is the team, organisation or partnership involved in this area of activity?*
3. If the answer is *No*, go straight to the next key area (e.g. B. *Obtain, manage and account for the use of resources*).
4. If the answer is *Yes* or *Unsure*, go to the first area of competence (e.g. AA. *Develop, implement and review policies and strategies to improve health and wellbeing*) and ask the question *Is the team, organisation or partnership involved in this area of activity?*
5. If the answer is *No*, go straight to the next area of competence (e.g. AB. *Develop, implement and review organisational strategies and plans*).
6. If the answer is *Yes* or *Unsure*, go to the first competence in the area of competence (e.g. SPH 08 *Strategically lead the improvement of health and wellbeing and the reduction of inequalities*) and ask the question *Is the team, organisation or partnership involved in this activity?*  
**Tip.** Sometimes competences cover a similar area of activity, but with different levels of responsibility and autonomy. It is important to select the most appropriate competence. To do this you may need to have a look at the introduction to the competence or at the detail of the competence itself.
7. If the answer is *Yes*, make a note of this competence; also make a note of who is accountable for this activity, and who else may be involved in it. There is a document *Team Profile Template* on the CD-Rom that you can use for this purpose. (If the answer is *No* or *Unsure*, just go to the next competence.)
8. Go to the next competence and continue through the whole of the CHD Competence Framework.

If you have a computer with a large screen (or linked to a data projector), you can identify the competences as a team exercise. This helps individual team members understand their roles and how they fit with other people's roles. It also often highlights gaps in the team's competences that need to be addressed.

### **Acute Cardiac Nurses at Southend Hospital**

The team of acute cardiac nurses at Southend Hospital undertook a similar exercise to identify the competences they had in common and the specific different accountabilities of their team leader, Kay Abbott (KA).

The following table is an updated version of their Team Profile (A = accountable for, I = involved in).

After developing the Team Profile, Kay Abbott said: 'Probably the best thing about using the competence framework was that for the first time we sat down as a team and discussed where we are and where we are going. This was the first time we had dedicated time to do this – it has been great for team building.'

'We feel as a team that the competence framework helps us provide evidence of our competence – we were particularly attracted to the fact that these competences are part of a national framework, not just recognised locally.'

'One of the good things was that, as we were looking through the competences, we kept saying 'we do that all the time'. This confirmed the scope of our roles and provides recognition of what we do.'

### Team Profile: Acute Cardiac Nurses at Southend Hospital

Area of Competence	Competence Number and Title	Acute Cardiac Nurses			
		KA	JM	AB	CM
BD	HSC 3115 Receive, analyse, process, use and store information	A	A	A	A
BD	HSC 434 Maintain and manage records and reports	A	I	I	I
CA	SPH 09 Improve health and wellbeing through research and development	I	I	I	I
CB	DANOS BC4 Assure the delivery of quality services	A	I	I	I
CD	DANOS AC3 Contribute to the development of the knowledge and practice of others	A	I	I	I
CE	MV E1 Manage and continuously develop your own capacity	A	I	I	I
DA	HSC 433 Develop joint working agreements and practices and review their effectiveness	A	I	I	I
DB	HSC 31 Promote effective communication for and about individuals	A	A	A	A
DB	HSC 3100 Participate in inter-disciplinary team working to support individuals	A	A	A	A
EB	CHD EB3 Disseminate information and advice materials about CHD and how to reduce the risk of CHD	I	I	I	I
FA	CHD FA2 Examine and assess individuals with suspected CHD and produce a diagnosis	A	A	A	A
FA	CHD FA3 Develop and agree a treatment plan with individuals diagnosed with CHD	A	A	A	A
FB	CHS 19 Undertake physiological measurements	A	A	A	A
FB	BDS 11 Obtain venous blood samples	A	A	A	A
FE	HCS CARD 10 Respond to changes in patient's clinical status	A	A	A	A
FE	HCS CARD 14 Analyse data from standard cardiovascular procedures	A	A	A	A
HB	CHD HB1 Recognise indications of heart conditions and take appropriate action	A	A	A	A
HB	CHD HB2 Administer drug treatments for individuals experiencing ACS	A	A	A	A
HB	EC 19 Perform manual external defibrillation on an adult or older person	A	A	A	A
HB	EC 47 Perform advanced life support for an individual	A	A	A	A
HJ	CHS 22 Perform intravenous cannulation	A	A	A	A
HK	CHD HK1 Prepare prescriptions for prescription only medicines ( <i>future development</i> )	A	A	A	A

# How can you find the Competences relevant to an Individual?

If the team, organisation or partnership has carried out the exercise described in the previous section, then it is clear which competences are relevant to which team members.

However, sometimes an individual needs to work on their own to identify the competences relevant to them. The process is very similar to identifying the competences for the team.

## What do you do?

1. Look at Section 11. *What are the competences in the CHD Competence Framework?* in this guide.
2. For each of the key areas (e.g. A. *Develop, implement and review policies, strategies and plans to improve health and wellbeing*), ask the question *Am I involved in this area of activity?*
3. If the answer is *No*, go straight to the next key area (e.g. B. *Obtain, manage and account for the use of resources*).
4. If the answer is *Yes* or *Unsure*, go to the first area of competence (e.g. AA. *Develop, implement and review policies and strategies to improve health and wellbeing*) and ask the question *Am I involved in this area of activity?*
5. If the answer is *No*, go straight to the next area

of competence (e.g. AB. *Develop, implement and review organisational strategies and plans*).

6. If the answer is *Yes* or *Unsure*, go to the first competence in the area of competence (e.g. SPH 08 *Strategically lead the improvement of health and wellbeing and the reduction of inequalities*) and ask the question *Am I responsible for carrying out this activity?*  
**Tip.** Sometimes competences cover a similar area of activity, but with different levels of responsibility and autonomy. It is important to select the most appropriate competence. To do this you may need to have a look at the introduction to the competence or at the detail of the competence itself.
7. If the answer is *Yes*, make a note of this competence. There is a document *Role Profile Template* on the CD-Rom that you can use for this purpose. (If the answer is *No* or *Unsure*, just go to the next competence.)
8. Go to the next competence and continue through the whole of the CHD Competence Framework.

Sample role profiles covering a wide range of common job roles can be found on [www.skillsforhealth.org.uk/chd](http://www.skillsforhealth.org.uk/chd)

## Coronary Angiography Practitioners at Hull and East Yorkshire Hospital NHS Trust

Hull and East Yorkshire Hospital NHS Trust wanted to reduce waiting times for angiography in line with NHS targets. They achieved this through developing a more flexible workforce and making better use of the catheter laboratories, which had often been under-utilised due to staffing issues (e.g. staff split between two sites, the need to comply with the Working Time Directive and new consultant contracts).

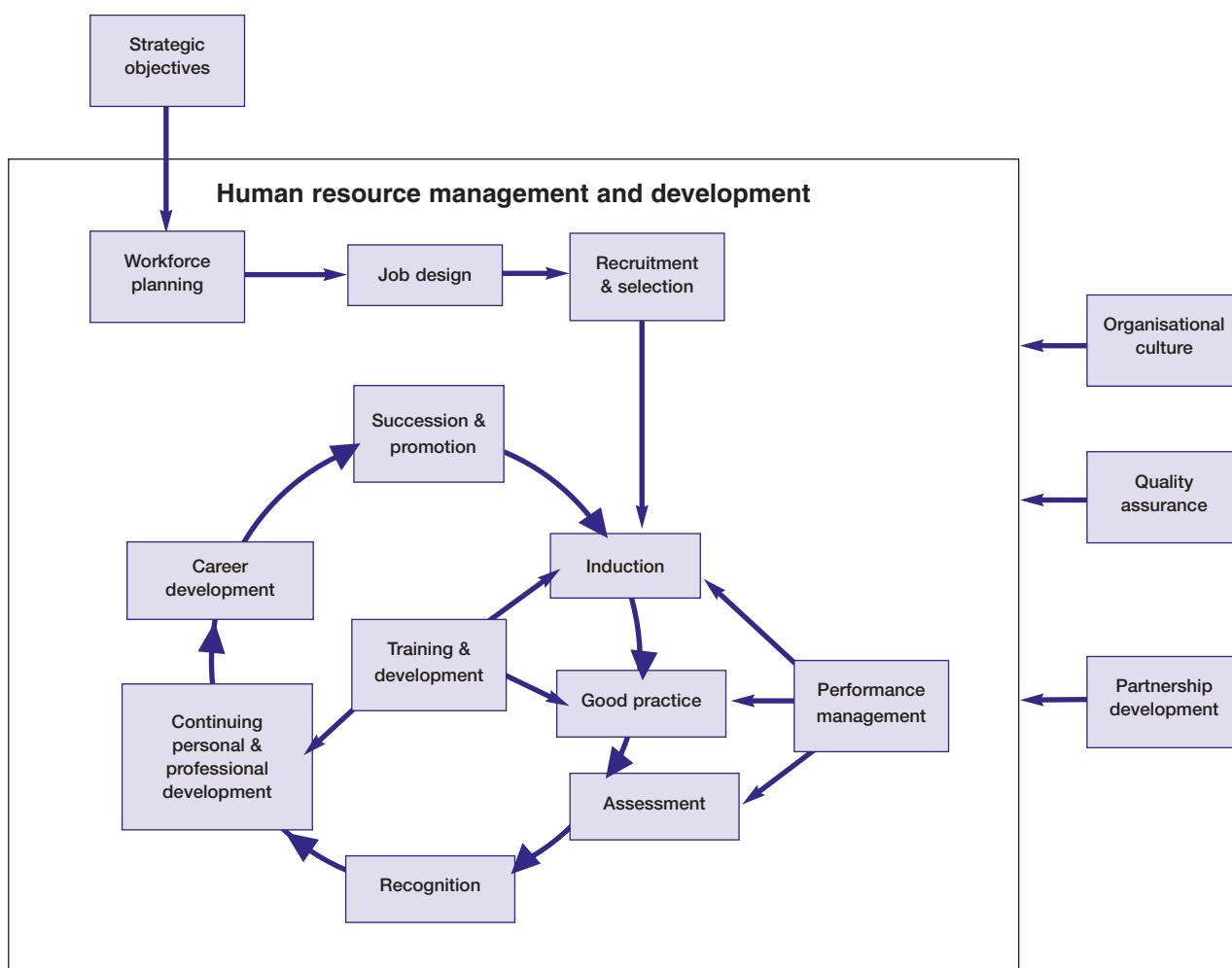
Using the CHD Competency Framework, a new role of coronary angiography practitioner was developed to enable experienced multidisciplinary catheter laboratory workers to perform coronary angiography. A new job specification and comprehensive training programme was developed for the new coronary angiography practitioners who are now permanently based in the catheter laboratories, providing a more flexible role and minimising the number of empty sessions. It is hoped that this new role will have a positive impact on staff retention, job satisfaction, and career progression for catheter laboratory workers.

The following role profile has been updated from that developed for the coronary angiography practitioners at Hull and East Yorkshire Hospital NHS Trust.

Area of Competence	Competence Number and Title	
CE	MV E1	Manage and continuously develop own capacity
DB	HSC 31	Promote effective communication for and about individuals
DB	HSC 3100	Participate in inter-disciplinary team working to support individuals
FA	CHD FA1	Contribute to assessing individuals with suspected CHD
FC	CHD FC1	Monitor and support the individual prior to, during and after angiography/percutaneous coronary intervention (PCI)
FC	CHD FC2	Prepare equipment for monitoring the individual during angiography/percutaneous coronary intervention (PCI)
FC	CHD FC3	Assist the registered practitioner during angiography/percutaneous coronary intervention (PCI)
FC	CHD FC4	Administer radiographic contrast agents
FC	CHD FC5	Remove arterial sheath and ensure haemostasis following angiography/percutaneous coronary intervention (PCI)
FD	CHD FD1	Produce fluoroscopic images of the chest area
FD	RD 8C	Interpret and report on radiographic images of the chest
FE	HCS CARD 4	Perform a range of standard cardiac procedures
FF	HCS I3	Make an initial assessment of patient readiness to undertake planned procedures
GA	CHD GA1	Co-ordinate the implementation of a treatment plan for individuals diagnosed with coronary heart disease
HB	CHD HB1	Recognise indications of heart conditions and take appropriate action
HB	EC 17	Conduct intermediate life support
HC	GEN 3	Maintain health and safety in a clinical/therapeutic environment
HJ	CHS 22	Perform intravenous cannulation
HJ	CHS 23	Carry out intravenous infusion

# How can you use the CHD Competence Framework?

The CHD Competence Framework can be used for a wide range of purposes throughout the human resource management and development cycle, as well as to support partnership development, quality assurance and the development of organisational culture.



The CHD Competence Framework can be used in workforce planning to:

- plan the workforce needed to deliver the organisation's, or partnership's, strategic objectives
- design jobs, and create job descriptions, taking account of strategic objectives and individual competences
- redesign roles and identify the competences required for new roles

- develop person specifications, based on the knowledge and skills requirements in the competence framework, that can be used for assessing and selecting candidates during recruitment or for promotion.

The CHD Competence Framework can then be used throughout the human resource management and development cycle to:

- identify what people new to posts need to find out and what skills they need to develop during their induction period
- provide practitioners with guidance on what is expected of them and a model of good practice when carrying out unfamiliar activities
- develop objectives with individual practitioners and teams and support them in developing their performance and achieving their objectives
- assess whether practitioners are performing to the required standards, and, if not, where the problems may lie
- identify learning needs, design training and development activities and evaluate the impact of training and development on the individual's knowledge and skills, on their performance and on the achievement of strategic objectives
- recognise competent performance through feedback, certification or reward
- provide a clear framework so that individuals can plan, manage and evaluate their own continuing personal and professional development
- help individuals understand what is involved in new posts they might like to apply for, what competences they could bring to these posts, and what new knowledge and skills they would need to develop
- prepare practitioners to take over from others when they leave or retire, and select the right individuals for the jobs.

Using the CHD Competence Framework can impact on organisational culture, as all practitioners work to a model of good practice and take personal responsibility for delivering a quality service in line with the organisation's quality framework. It also provides a common language for different agencies within a partnership to communicate with each other, negotiate, agree and understand each other's roles and responsibilities, to support each other's work and hold each other to account. This allows for the redesign of patient pathways and the reorganisation of services.

Step-by-step checklists for using the CHD Competence Framework can be found on the CD-Rom.

# How does the CHD Competence Framework fit with other Initiatives?

The CHD Competence Framework has been developed to complement other initiatives designed to improve the quality of services and the efficiency and effectiveness of the workforce delivering these services.

## CHD National Service Framework

The CHD Competence Framework is designed to support the principles underpinning the Coronary Heart Disease National Service Framework (NSF), published in March 2000, by clearly identifying what needs to happen to deliver an excellent CHD service, the standards of performance required of individual practitioners wherever they are working, and the knowledge and skills they require.

It offers a framework for redesigning processes, rethinking job roles and taking a more flexible approach to working practices, while empowering individual practitioners to take responsibility for their own performance, their role in team working and their contribution to the quality of services and service user experience.

The CHD Competence Framework now covers the competences required across the full scope of the CHD NSF, including:

- reducing heart disease in the population
- preventing CHD in high-risk patients
- heart attack and other acute coronary syndromes
- stable angina
- revascularisation
- heart failure
- cardiac rehabilitation.

The framework will be further developed to cover the anticipated new chapter of the NSF on arrhythmias and pacing.

## Department of Health's Standards for Better Health

The DH *Standards for Better Health* were published in July 2004. The purpose of the standards is to:

- provide a common set of requirements applying across all health care organisations to ensure that health services are provided that are both safe and of an acceptable quality

- provide a framework for continuous improvement in the overall quality of care people receive. The framework ensures that the extra resources being directed to the NHS are used to help raise the level of performance measurably year-on-year.

There are two sets of standards:

- *core* standards describe a level of service which is acceptable and which must be universal. Meeting the core standards is not optional. Health care organisations must comply with them from the date of publication of the standards
- *developmental* standards are designed for a world in which patients' expectations are increasing. The levels of investment now being made in the NHS make achievements against these standards realistic. Progress is expected to be made against the developmental standards across much of the NHS as a result of the NHS Improvement Plan and the extra investment in the period to 2008. The Healthcare Commission will, through its criteria for review, assess progress by healthcare organisations towards achieving the developmental standards.

Both the core and the developmental standards cover seven domains: safety, clinical and cost effectiveness, governance, patient focus, accessible and responsive care, care environment and amenities, public health.

The CHD Competence Framework is broad and supports the attainment of all these standards by clearly specifying individual responsibilities and standards of performance. Specifically, the framework supports standard C11.

- C11 Health care organisations ensure that staff concerned with all aspects of the provision of health care
- a) are appropriately recruited, trained and qualified for the work they undertake;
  - b) participate in mandatory training programmes; and
  - c) participate in further professional and occupational development commensurate with their work throughout their working lives.

## Agenda for Change and the NHS Knowledge and Skills Framework

Agenda for Change is the process for modernising pay and conditions throughout the NHS. It consists of three strands:

- the NHS Knowledge and Skills Framework (the NHS KSF) and its associated development review process
- job evaluation
- terms and conditions.

The NHS KSF defines and describes the knowledge and skills which NHS staff need to apply in their work in order to deliver quality services. It provides a single, consistent, comprehensive and explicit framework on which to base review and development for all staff.

The CHD Competence Framework complements the NHS KSF by providing specific and detailed descriptions of the performance required by practitioners and the knowledge and skills they need. It can support the development of competence and can be used to provide evidence of the achievement of the NHS KSF dimensions and levels and help individuals progress through 'pay gateways' in the NHS KSF.

Each of the competences in the CHD Competence Framework has been mapped to the NHS KSF and the indicative relationship is shown in section 11 of this guide.

## Changing Workforce Programme

The Changing Workforce Programme (CWP) is a national workforce modernisation programme which is supporting the NHS and other health and social care organisations to test, implement and spread role redesign. CWP's aim is to pioneer and mainstream role redesign, resulting in improved services for patients and more rewarding careers for staff.

Role redesign is an integral part of service redesign, and involves redesigning existing roles and creating new roles. It can involve expanding the depth and breadth of roles, moving tasks up or down a traditional unidisciplinary ladder, and crossing traditional boundaries - professional, skill mix and organisational. The work covers the entire healthcare team from support workers to the medical workforce, and builds on other initiatives

which have attempted to extend or redesign the roles of particular clinical professions. CWP's work has three guiding principles:

- all role redesign should bring benefits to patients and staff
- all role redesign should use systems, patient pathways and protocols to ensure clarity, accountability and patient safety
- all role redesign should take account of continuing personal and professional development.

The CHD Competence Framework supports role redesign by specifying all the activities that need to be carried out to achieve a defined outcome, without stating who should do what. It is up to local managers to design roles in such a way that quality services are delivered in an efficient manner and that opportunities are provided for all staff to apply their existing expertise and develop new knowledge, skills and competences. Sections 9.1 and 9.2 in this guide provide practical guidance on using the CHD Competence Framework in role redesign.

## CHD Collaborative

The CHD Collaborative involves 30 local programmes across England working with local clinical teams to redesign and improve cardiac services. Its goal is to improve the experience and outcomes for people who have, or who are at risk of developing, heart disease, by redesigning the whole pathway of care.

Drawing on the work of the National Service Framework for Coronary Heart Disease, the local programmes work to fundamentally redesign the systems for prevention, diagnosis, treatment and care of CHD. Key to the approach is getting managers, clinicians and the whole multi-disciplinary team to work together to review the system of care.

The CHD Competence Framework supports the CHD Collaborative's approach by providing a comprehensive framework of the functions required to deliver quality services for those who have, or who are at risk of developing, heart disease, and leaving it to practitioners to determine how services should best be delivered locally.

# What are the Competences in the CHD Competence Framework?



The following tables list the competences within each key area and area of competence. They also provide an indication of the relationship between these competences and the NHS Knowledge and Skills Framework (KSF).

The prefixes to the competence numbers indicate the origin of the competence. Those that are prefixed CHD have been developed expressly for the CHD Competence Framework. The other competences have been imported from other competence frameworks or sets of National Occupational Standards, as follows:

BDS	Blood Donor Service
CHS	Clinical Healthcare Support
DANOS	Drugs and Alcohol National Occupational Standards
DEC	Decontamination
EC	Emergency Care
GEN	General Healthcare
HCS CARD	Healthcare Scientists Cardiology
HCS CP	Healthcare Scientists Clinical Perfusion
HCS CT	Healthcare Scientists Critical Care
HCS I	Healthcare Scientists Function I
HSC	Health and Social Care
IT	IT User
LD	Learning and Development
MGT	Management
MV	Management of Volunteers
PCS	Perioperative Care Support
PHP	Public Health Practice
PSS	Pharmacy Service Standards
RD	Clinical Imaging
SPH	Specialist Public Health

The abbreviations used for the NHS KSF Dimensions are as follows:

Core	Core
HWB	Health and wellbeing
EF	Estates and facilities
IK	Information and knowledge
G	General

<b>A. Develop, implement and review policies, strategies and plans to improve health and wellbeing</b>		
<b>AA Develop, implement and review policies and strategies to improve health and wellbeing</b>		
<b>Competences</b>		<b>Indicative relationship with NHS KSF</b>
SPH 08	Strategically lead the improvement of health and wellbeing and the reduction of inequalities	HWB1 Promotion of health and wellbeing and prevention of adverse effects on health and wellbeing, level 4
SPH 06	Improve health and wellbeing through policy and strategy development and implementation	Core 4 Service improvement, level 4
SPH 05	Develop health programmes and services and reduce inequalities	Core 4 Service improvement, level 4
PHP 06.03	Work with others to develop policies to improve health and wellbeing	HWB1 Promotion of health and wellbeing and prevention of adverse effects on health and wellbeing, level 4
PHP 06.01	Plan, implement and review strategies to improve health and wellbeing	HWB1 Promotion of health and wellbeing and prevention of adverse effects on health and wellbeing, level 4
PHP 06.02	Work with others to assess the impact of policies and strategies on health and wellbeing	HWB1 Promotion of health and wellbeing and prevention of adverse effects on health and wellbeing, level 4
PHP 06.04	Appraise policies and recommend changes to improve health and wellbeing	HWB1 Promotion of health and wellbeing and prevention of adverse effects on health and wellbeing, level 4

<b>AB Develop, implement and review organisational strategies and plans</b>		
<b>Competences</b>		<b>Indicative relationship with NHS KSF</b>
DANOS BA1	Review and enhance your organisation's strategic position	Core 4 Service improvement, level 4
MGT A7	Establish strategies to guide the work of your organisation	Core 4 Service improvement, level 4

<b>B. Obtain, manage and account for the use of resources</b>	
<b>BA Obtain, manage and account for the use of financial resources</b>	
Competences	Indicative relationship with NHS KSF
MGT B4 Determine the effective use of resources	G5 Services and project management, level 4
MGT B5 Secure financial resources for your organisation's plans	G4 Financial management, level 4

<b>BB Recruit, develop, deploy and manage the performance of human resources</b>	
Competences	Indicative relationship with NHS KSF
MGT C8 Select personnel for activities	G6 People management, level 3
MGT C10 Develop teams and individuals to enhance performance	Core 2 Personal and people development, level 4
MGT C12 Lead the work of teams and individuals to achieve their objectives	G6 People management, level 2
MGT C15 Respond to poor performance in the team	G6 People management, level 2

<b>BC Obtain, manage and account for the use of physical resources in a healthy, safe and secure manner</b>	
Competences	Indicative relationship with NHS KSF
MGT B2 Manage the use of physical resources	G5 Services and project management, level 2
HSC 42 Contribute to the development and maintenance of healthy and safe practices in the working environment	Core 3 Health, safety and security, level 3
HSC 32 Promote, monitor and maintain health, safety and security in the working environment	Core 3 Health, safety and security, level 2
HSC 22 Support the health and safety of yourself and individuals	Core 3 Health, safety and security, level 1

<b>BD Obtain, manage and account for the use of information</b>	
Competences	Indicative relationship with NHS KSF
HSC 3115 Receive, analyse, process, use and store information	IK1 Information processing, level 2
HSC 434 Maintain and manage records and reports	IK1 Information processing, level 2

<b>BE Use information technology (IT)</b>	
Competences	Indicative relationship with NHS KSF
IT 1 General uses of IT	Core 5 Quality, level 2
IT 2 Use IT systems	Core 5 Quality, level 2
IT 3 Use IT to exchange information	Core 1 Communication, level 2
IT 4 Use IT software	IK1 Information processing, level 2
IT 5 Purposes for using IT	Core 5 Quality level 2

## C. Research, monitor, evaluate and improve the efficiency, effectiveness, equity and quality of CHD services

### CA Carry out research into CHD

Competences	Indicative relationship with NHS KSF
SPH 01 Undertake surveillance and assessment of the population's health and wellbeing	HWB1 Promotion of health and wellbeing and prevention of adverse effects on health and wellbeing, level 3
SPH 09 Improve health and wellbeing through research and development	HWB1 Promotion of health and wellbeing and prevention of adverse effects on health and wellbeing, level 3
PHP 09.01 Plan, implement, evaluate and disseminate research and development	IK3 Knowledge and information resources, level 1 and G5 Services and project management, level 4
PHP 09.02 Develop and maintain a strategic overview of developments in knowledge and practice	IK3 Knowledge and information resources, level 4
PHP 09.03 Develop, implement and evaluate strategies to advance knowledge and practice	G5 Services and project management, level 4
PHP 09.04 Commission, monitor and evaluate projects to advance knowledge and practice	G3 Procurement and commissioning, level 3
PHP 09.05 Contribute to the evaluation and implementation of research and development outcomes	G2 Development and innovation, level 2

### CB Monitor, measure and report on the efficiency, effectiveness, equity and quality of CHD services

Competences	Indicative relationship with NHS KSF
MGT A3 Manage services to meet requirements	G5 Services and project management, level 3
DANOS BC4 Assure the delivery of quality services	Core 5 Quality, level 4
SPH 03 Develop quality and risk management within an evaluative culture	Core 5 Quality, level 4

**CC Make improvements in the efficiency, effectiveness, equity and quality of CHD services**

Competences	Indicative relationship with NHS KSF
MGT A5 Manage change in services	Core 4 Service improvement, level 4

**CD Support others in developing their professional performance**

Competences	Indicative relationship with NHS KSF
DANOS AC3 Contribute to the development of the knowledge and practice of others	Core 2 Personal and people development, level 3
DANOS AC4 Support and challenge workers on specific aspects of their practice	Core 2 Personal and people development, level 3
LD L3 Identify individual learning aims and programmes	G1 Learning and development, level 3
LD L4 Design learning programmes	G1 Learning and development, level 3
LD L5 Agree learning programmes with learners	G1 Learning and development, level 3
LD L15 Support and advise individual learners	G1 Learning and development, level 3
LD L16 Monitor and review progress with learners	G1 Learning and development, level 3
LD L17 Evaluate and improve learning and development programmes	G1 Learning and development, level 4

**CE Continuously reflect on, monitor, evaluate and improve your own professional performance**

Competences	Indicative relationship with NHS KSF
MV E1 Manage and continuously develop your own capacity	Core 2 Personal and people development, level 2

<b>D. Work collaboratively with individuals, families, communities and other professionals</b>	
<b>DA Develop and implement protocols for working with individuals, families, communities and other professionals</b>	
Competences	Indicative relationship with NHS KSF
HSC 433 Develop joint working agreements and practices and review their effectiveness	G7 Capacity and capability, level 2
HSC 3101 Help develop community networks and partnerships	G7 Capacity and capability, level 2
SPH 04 Improve health and wellbeing through working collaboratively	G7 Capacity and capability, level 3

<b>DB Develop and maintain effective relationships with individuals, families, communities and other professionals</b>	
Competences	Indicative relationship with NHS KSF
HSC 31 Promote effective communication for and about individuals	Core 1 Communication, level 3
HSC 3100 Participate in inter-disciplinary team working to support individuals	HWB5 Provision of care, level 2
HSC 399 Develop and sustain effective working relationships with staff in other agencies	G7 Capacity and capability, level 1
HSC 3102 Work with community networks and partnerships	G7 Capacity and capability, level 1
SPH 07 Improve health and wellbeing through working with and through communities	G7 Capacity and capability, level 3

<b>E. Reduce the risk of CHD</b>	
<b>EA Promote and protect the population's health and wellbeing</b>	
Competences	Indicative relationship with NHS KSF
SPH 02 Promote and protect the population's health and wellbeing	HWB1 Promotion of health and wellbeing and prevention of adverse effects on health and wellbeing, level 4

<b>EB Develop and disseminate information and advice about CHD and how to reduce the risk of CHD</b>	
Competences	Indicative relationship with NHS KSF
CHD EB1 Plan the production of information and advice materials about CHD and how to reduce the risk of CHD	IK2 Information collection and analysis, level 4
CHD EB2 Design and produce information and advice materials about CHD and how to reduce the risk of CHD	IK2 Information collection and analysis, level 3
CHD EB3 Disseminate information and advice materials about CHD and how to reduce the risk of CHD	IK2 Information collection and analysis, level 3
CHD EB4 Evaluate the production and dissemination of information and advice materials about CHD and how to reduce the risk of CHD	IK2 Information collection and analysis, level 4

<b>EC Develop environments that promote health and wellbeing</b>	
Competences	Indicative relationship with NHS KSF
PHP 02.04 Work with others to promote health and wellbeing and reduce risks within settings	HWB1 Promotion of health and wellbeing and prevention of adverse effects on health and wellbeing, level 3

<b>ED Contribute to reducing people's risk of CHD</b>	
Competences	Indicative relationship with NHS KSF
CHD ED1 Contribute to developing policies that reduce the risk of CHD	Core 4 Service improvement, level 3
CHD ED2 Provide information and advice about how to reduce the risk of CHD	HWB1 Promotion of health and wellbeing and prevention of adverse effects on health and wellbeing, level 1
CHD ED3 Encourage behaviour and activities that reduce the risk of CHD	HWB1 Promotion of health and wellbeing and prevention of adverse effects on health and wellbeing, level 1

<b>EE Help individuals reduce their risk of CHD</b>	
Competences	Indicative relationship with NHS KSF
CHD EE1 Enable individuals to understand and reduce the risk of CHD	HWB4 Enablement to address health and wellbeing needs, level 3
CHD EE2 Refer individuals to specialist services that may help reduce the risk of CHD	HWB4 Enablement to address health and wellbeing needs, level 3

<b>EF Implement, monitor and evaluate screening programmes for individuals with CHD and those at significant risk of developing CHD</b>	
Competences	Indicative relationship with NHS KSF
CHD EF1 Identify individuals with CHD and those at significant risk of developing CHD	HWB1 Promotion of health and wellbeing and prevention of adverse effects on health and wellbeing, level 2
CHD EF2 Plan to assess individuals with CHD and those at significant risk of developing CHD	HWB1 Promotion of health and wellbeing and prevention of adverse effects on health and wellbeing, level 2
CHD EF3 Carry out screening assessments with individuals with CHD and those at significant risk of developing CHD	HWB1 Promotion of health and wellbeing and prevention of adverse effects on health and wellbeing, level 2

CHD EF4	Enable individuals to take action to reduce their risk of developing CHD	HWB4	Enablement to address health and wellbeing needs, level 3
CHD EF5	Monitor and evaluate programmes to identify and assess individuals with CHD and those at significant risk of developing CHD	HWB1	Promotion of health and wellbeing and prevention of adverse effects on health and wellbeing, level 3

## F. Assess individuals with indications of CHD, diagnose their condition and plan their care

### FA Examine and assess individuals with suspected CHD, make a diagnosis and take appropriate action

Competences	Indicative relationship with NHS KSF		
CHD FA1	Contribute to assessing individuals with suspected CHD	HWB6	Assessment and treatment planning, level 3
CHD FA2	Examine and assess individuals with suspected CHD and produce a diagnosis	HWB6	Assessment and treatment planning, level 4
CHD FA3	Develop and agree a treatment plan with individuals diagnosed with CHD	HWB6	Assessment and treatment planning, level 4

### FB Take measurements and obtain and test specimens

Competences	Indicative relationship with NHS KSF		
CHS 19	Undertake physiological measurements	HWB6	Assessment and treatment planning, level 1
CHS 7	Obtain and test specimens from individuals	HWB2	Assessment and care planning to meet health and wellbeing needs, level 2
BDS 2	Obtain and test capillary blood samples	HWB6	Assessment and treatment planning, level 1
BDS 11	Obtain venous blood samples	HWB6	Assessment and treatment planning, level 1

<b>FC Contribute to carrying out angiography and percutaneous coronary intervention</b>	
<b>Competences</b>	<b>Indicative relationship with NHS KSF</b>
CHD FC1 Monitor and support the individual prior to, during and after angiography/percutaneous coronary intervention (PCI)	HWB6 Assessment and treatment planning, level 2
CHD FC2 Prepare equipment for monitoring the individual during angiography/percutaneous coronary intervention (PCI)	HWB6 Assessment and treatment planning, level 2
CHD FC3 Assist the registered practitioner during angiography/percutaneous coronary intervention (PCI)	HWB6 Assessment and treatment planning, level 2
CHD FC4 Administer radiographic contrast agents	HWB6 Assessment and treatment planning, level 2
CHD FC5 Remove arterial sheath and ensure haemostasis following angiography/percutaneous coronary intervention (PCI)	HWB6 Assessment and treatment planning, level 2

<b>FD Undertake imaging to inform assessments of individuals with suspected CHD</b>	
<b>Competences</b>	<b>Indicative relationship with NHS KSF</b>
CHD FD1 Produce fluoroscopic images of the chest area	HWB6 Assessment and treatment planning, level 3
RD 1B Produce plain radiographic images of the chest and thorax for diagnostic purposes	HWB6 Assessment and treatment planning, level 3
RD 3E Undertake an ultrasound examination to form, or assist in forming, a diagnosis of vascular disease	HWB6 Assessment and treatment planning, level 3
RD 4 Produce C.T. scanning images for diagnostic purposes	HWB6 Assessment and treatment planning, level 2
RD 5 Produce M.R. images for diagnostic purposes	HWB6 Assessment and treatment planning, level 2
RD 8C Interpret and report on radiographic images of the chest	HWB6 Assessment and treatment planning, level 3

FE Carry out procedures to inform assessments of individuals with suspected CHD	
Competences	Indicative relationship with NHS KSF
HCS CARD 1 Plan and prepare patient procedure	<i>Under review</i>
HCS CARD 2 Prepare patient for cardiac procedure	<i>Under review</i>
HCS CARD 3 Determine appropriate procedure for patients	<i>Under review</i>
HCS CARD 4 Perform a range of standard cardiac procedures	<i>Under review</i>
HCS CARD 5 Perform a range of advanced cardiac procedures	<i>Under review</i>
HCS CARD 6 Perform routine ECG procedures	<i>Under review</i>
HCS CARD 7 Perform transthoracic echocardiogram	<i>Under review</i>
HCS CARD 8 Supervise dynamic stress procedures	<i>Under review</i>
HCS CARD 9 Assist with therapeutic intervention to patients	<i>Under review</i>
HCS CARD 10 Respond to changes in patient's clinical status	<i>Under review</i>
HCS CARD 11 Respond to incidents of morbidity or mortality	<i>Under review</i>
HCS CARD 12 Produce clinical interpretation of procedure results for patient diagnosis or treatment	<i>Under review</i>
HCS CARD 13 Advise and counsel patients and carers to alleviate anxiety and enable management of condition and treatment	<i>Under review</i>
HCS CARD 14 Analyse data from standard cardiovascular procedures	<i>Under review</i>

FF Care for individuals with suspected CHD prior to and during procedures	
Competences	Indicative relationship with NHS KSF
HCS I1 Prepare information and instructions of issue to patients prior to attendance	<i>Under review</i>
HCS I2 Receive patients and carers	<i>Under review</i>
HCS I3 Make an initial assessment of patient readiness to undertake planned procedures	<i>Under review</i>
HCS I4 Measure and record physical characteristics and condition of patient	<i>Under review</i>
HCS I5 Support movement and handling of patients during procedures	<i>Under review</i>
HCS I6 Monitor clinical condition of patients during procedures	<i>Under review</i>
HCS I14 Advise and counsel patients to facilitate management of condition and treatment plan	<i>Under review</i>
HCS I17 Assist clinician during intervention procedures	<i>Under review</i>

FG Agree cardiac rehabilitation plans with individuals in line with their needs and risk stratification	
Competences	Indicative relationship with NHS KSF
CHD FG1 Assess individuals' psychological, social and emotional needs for cardiac rehabilitation	HWB2 Assessment of health and wellbeing needs and care planning, level 3
CHD FG2 Assess individuals' state of physical health and fitness and define the appropriate risk stratification for cardiac rehabilitation	HWB2 Assessment of health and wellbeing needs and care planning, level 3
CHD FG3 Agree cardiac rehabilitation plans with individuals, families, carers and other professionals	HWB2 Assessment of health and wellbeing needs and care planning, level 3

## G. Manage care for individuals with CHD

### GA Implement and evaluate treatment plans with individuals and those involved in their care

Competences	Indicative relationship with NHS KSF
CHD GA1 Co-ordinate the implementation of a treatment plan for individuals diagnosed with coronary heart disease	HWB2 Assessment of health and wellbeing needs and care planning, level 4
CHD GA 2 Evaluate treatment plans with the individual and those involved in their care	HWB2 Assessment of health and wellbeing needs and care planning, level 4

### GB Plan, deliver and evaluate care management plans for individuals diagnosed with heart failure

Competences	Indicative relationship with NHS KSF
CHD GB1 Develop and agree care management plans with individuals diagnosed with heart failure	HWB6 Assessment and treatment planning, level 4
CHD GB2 Monitor individuals diagnosed with heart failure	HWB6 Assessment and treatment planning, level 4
CHD GB3 Review the care management plans with the individual and other professionals	HWB6 Assessment and treatment planning, level 4

### GC Deliver, monitor and evaluate individuals' cardiac rehabilitation plans

Competences	Indicative relationship with NHS KSF
CHD GC1 Arrange access to services identified in the individual's cardiac rehabilitation plan	HWB5 Provision of care to meet health and wellbeing needs, level 3
CHD GC2 Monitor and review the rehabilitation process with the individual, their family, carers and other professionals	HWB5 Provision of care to meet health and wellbeing needs, level 3
CHD GC3 Evaluate the outcomes of the individual's cardiac rehabilitation	HWB5 Provision of care to meet health and wellbeing needs, level 3

GD Implement discharge arrangements in collaboration with individuals and those involved in their care	
Competences	Indicative relationship with NHS KSF
GEN16 Inform an individual of discharge arrangements	Core 1 Communication, level 2
GEN17 Contribute to the discharge of an individual into the care of another service	Core 1 Communication, level 2

<b>H. Deliver services for individuals with CHD</b>	
<b>HA Provide specialist services to help individuals make lifestyle changes</b>	
<b>Competences</b>	<b>Indicative relationship with NHS KSF</b>
CHD HA1 Provide support for individuals who express a wish to stop smoking	HWB4 Enablement to address health and wellbeing needs, level 3
CHD HA2 Monitor and evaluate individuals' attempts to stop smoking	HWB4 Enablement to address health and wellbeing needs, level 3
CHD HA3 Provide support for individuals who express a wish to reduce their alcohol consumption	HWB4 Enablement to address health and wellbeing needs, level 3
CHD HA4 Monitor and evaluate individuals' attempts to reduce their alcohol consumption	HWB4 Enablement to address health and wellbeing needs, level 3
CHD HA5 Provide information and advice to individuals on eating to protect the heart	HWB4 Enablement to address health and wellbeing needs, level 3
CHD HA6 Monitor and evaluate the individual's attempts at eating healthily to protect the heart	HWB4 Enablement to address health and wellbeing needs, level 3
CHD HA7 Provide support to individuals to manage their body weight	HWB4 Enablement to address health and wellbeing needs, level 3
CHD HA8 Monitor and evaluate individuals' attempts at managing their body weight	HWB4 Enablement to address health and wellbeing needs, level 3
CHD HA9 Assess individuals' needs and abilities before planning exercise and physical activities	HWB4 Enablement to address health and wellbeing needs, level 3
CHD HA10 Plan exercise and physical activities with individuals to meet their needs and abilities	HWB4 Enablement to address health and wellbeing needs, level 3
CHD HA11 Monitor and evaluate individuals' exercise and physical activities	HWB4 Enablement to address health and wellbeing needs, level 3
CHD HA12 Prepare the environment for an exercise session and restore it after use	HWB4 Enablement to address health and wellbeing needs, level 3
CHD HA13 Prepare individuals for supervised exercise sessions	HWB4 Enablement to address health and wellbeing needs, level 3
CHD HA14 Deliver supervised exercise sessions	HWB4 Enablement to address health and wellbeing needs, level 3

HB Provide emergency treatment for individuals with ACS	
Competences	Indicative relationship with NHS KSF
CHD HB1 Recognise indications of heart conditions and take appropriate action	HWB7 Interventions and treatments, level 3
CHD HB2 Administer drug treatments for individuals experiencing ACS	HWB7 Interventions and treatments, level 3
EC15 Perform endotracheal intubation in an emergency situation	HWB7 Interventions and treatments, level 3
EC 16 Provide basic life support	HWB7 Interventions and treatments, level 3
EC 17 Conduct intermediate life support	HWB7 Interventions and treatments, level 3
EC 18 Perform automated external defibrillation	HWB7 Interventions and treatments, level 3
EC 19 Perform manual external defibrillation on an adult or older person	HWB7 Interventions and treatments, level 3
EC 47 Perform advanced life support for an individual ( <i>in development</i> )	<i>Under review</i>
EC 55 Care for the individual within the critical care environment ( <i>in development</i> )	<i>Under review</i>

HC Maintain the safety and cleanliness of the care	
Competences	Indicative relationship with NHS KSF
GEN 1 Ensure personal fitness for work	Core 3 Health, safety and security, level 1
GEN 2 Prepare and dress for work in clinical/therapeutic areas	Core 3 Health, safety and security, level 1
GEN 3 Maintain health and safety in a clinical/therapeutic environment	Core 3 Health, safety and security, level 2
DEC 1 Collect used equipment from designated collection point	EF3 Transport and logistics, level 1
DEC 2 Sort used equipment and dispose of waste from returned items	EF2 Environments and buildings, level 1

DEC 3	Prepare, load and operate decontamination equipment	EF2	Environments and buildings, level 2
DEC 4	Prepare re-usable medical devices for sterilization	EF2	Environments and buildings, level 2
DEC 5	Carry out sterilization and disinfection of re-useable medical devices	EF2	Environments and buildings, level 2
DEC 6	Monitor procedures and operate tracking systems and procedures	EF2	Environments and buildings, level 2
CHD HC1	Store and transport oxygen cylinders safely	EF3	Transport and logistics, level 1

#### HD Prepare patients and equipment for surgical and other cardiac interventions for individuals with CHD

Competences	Indicative relationship with NHS KSF
PCS 1 Prepare for and transport patients to, within and from the perioperative care environment	HWB7 Interventions and treatments, level 1
PCS 2 Contribute to the safe use of medical devices and supplementary items used in the perioperative environment	HWB7 Interventions and treatments, level 1
PCS 3 Assist in preparing patients and equipment for transfer and movement within the perioperative environment	HWB7 Interventions and treatments, level 1
PCS 4 Assist in positioning patients for clinical procedures within the perioperative environment	HWB7 Interventions and treatments, level 1
PCS 5 Assist in the support and monitoring of patients within the perioperative care environment	HWB7 Interventions and treatments, level 2
PCS 8 Assist in the preparation and organisation of equipment and instrumentation for operative procedures in a non-scrubbed surgical role	HWB7 Interventions and treatments, level 1

PCS 9 Assist in the provision, monitoring and recording of surgical instrumentation, supplies and equipment for operative and invasive procedures in a non-scrubbed surgical role	HWB7 Interventions and treatments, level 1
PCS 13 Prepare and dress for scrubbed clinical roles	Core 3 Health, safety and security, level 2
PCS 14 Prepare surgical instrumentation and supplementary items for the surgical team	HWB7 Interventions and treatments, level 1
PCS 15 Assist with the preparation of patients for operative and clinically invasive procedures	HWB7 Interventions and treatments, level 1

## HE Support the registered practitioner during surgical and other cardiac interventions for individuals with CHD

Competences	Indicative relationship with NHS KSF
PCS 6 Assist in the measurement and recording of patients' body fluid output, blood loss and wound drainage during the perioperative phase	HWB7 Interventions and treatments, level 2
PCS 7 Carry out delegated activities to assist the registered practitioner in the assessment, planning, implementation, monitoring and evaluation of perioperative patient care	HWB6 Assessment and treatment planning, level 1
PCS 10 Assist in receiving, handling and dispatching clinical specimens	HWB8 Biomedical investigation and intervention, level 1
PCS 16 Provide surgical instrumentation and supplementary items for the surgical team and monitor and maintain sterile fields during the operative procedure	HWB7 Interventions and treatments, level 2
PCS 17 Receive and handle clinical specimens within the sterile field	HWB8 Biomedical investigation and intervention, level 1
PCS 18 Prepare, apply and attach dressings, wound supports and drains to patients	HWB7 Interventions and treatments, level 2

HF Perform cardio-pulmonary bypass for individuals during surgical interventions	
Competences	Indicative relationship with NHS KSF
HCS CP1 Gather information to make informed clinical decisions regarding options for perfusion techniques	<i>Under review</i>
HCS CP2 Decide on appropriate perfusion technique for individual patient procedure	<i>Under review</i>
HCS CP3 Prepare and assemble cardiopulmonary bypass circuit and equipment for elective or emergency surgical procedure	<i>Under review</i>
HCS CP4 Establish availability and function of associated physiological measurement devices	<i>Under review</i>
HCS CP5 Prime ECC to enable CPB	<i>Under review</i>
HCS CP6 Initiate bypass for elective or emergency surgical procedure	<i>Under review</i>
HCS CP7 Preserve Myocardium CPB	<i>Under review</i>
HCS CP8 Control cardiotomy suction and venting of the heart and great vessels	<i>Under review</i>
HCS CP9 Control patient's homeostasis during CPB	<i>Under review</i>
HCS CP10 Augment and control renal function in a surgical environment	<i>Under review</i>
HCS CP11 Preserve neurological function during circulatory arrest or emergency situation	<i>Under review</i>
HCS CP12 Assist venous drainage to enable CPB	<i>Under review</i>
HCS CP13 Wean patient from CPB	<i>Under review</i>
HCS CP14 Dismantle and dispose of ECC on completion of CPB	<i>Under review</i>
HCS CP15 Collate and record data from CPB	<i>Under review</i>
HCS CP17 Collect and process autologous blood intra or post operatively	<i>Under review</i>
HCS CP18 Support and preserve circulation and body function to provide a bridge to recovery or further intervention	<i>Under review</i>
HCS CP19 Support and assist circulation by intra-aortic counter pulsation	<i>Under review</i>

HG Collect and process salvaged blood	
Competences	Indicative relationship with NHS KSF
PCS 19 Prepare equipment for intra-operative blood salvage collection	HWB7 Interventions and treatments, level 2
PCS 20 Operate equipment for intra-operative blood salvage and collect blood	HWB7 Interventions and treatments, level 2
PCS 21 Prepare equipment for processing salvaged blood	HWB7 Interventions and treatments, level 2
PCS 22 Operate and monitor equipment for processing salvaged blood and complete salvaged blood processing	HWB7 Interventions and treatments, level 2

HH Set up and monitor equipment for critical care	
Competences	Indicative relationship with NHS KSF
HCS CT2 Set up critical care equipment for non-invasive support of patient physiological function	<i>Under review</i>
HCS CT3 Set up critical care equipment to support patient physiological function by invasive methods	<i>Under review</i>
HCS CT4 Monitor performance of critical care equipment in clinical use	<i>Under review</i>

HI Carry out delegated activities in the anaesthetic environment	
Competences	Indicative relationship with NHS KSF
PCS 11 Assist in the preparation of the anaesthetic environment/PACU	HWB7 Interventions and treatments, level 1
PCS 12 Carry out delegated care activities for patients in the anaesthetic environment/PACU	HWB7 Interventions and treatments, level 1

<b>HJ Carry out clinical activities with individuals with CHD</b>	
Competences	Indicative relationship with NHS KSF
CHS 22 Perform intravenous cannulation	<i>Under review</i>
CHS 23 Carry out intravenous infusion	<i>Under review</i>

<b>HK Prepare and supply medication for individuals with CHD</b>	
Competences	Indicative relationship with NHS KSF
CHD HK1 Prepare prescriptions for prescription only medicines	HWB7 Interventions and treatments, level 4
PSS 3.01 Dispense drugs for individuals at risk of or with CHD	HWB10 Products to meet health and wellbeing needs, level 3
CHS 1 Receive and store medication and products	G3 Procurement and commissioning, level 1
CHS 3 Administer medication to individuals	HWB5 Provision of care to meet health and wellbeing needs, level 3

<b>HL Enable individuals with CHD to manage their own condition</b>	
Competences	Indicative relationship with NHS KSF
CHD HL1 Enable individuals to take their medication as prescribed	HWB4 Enablement to address health and wellbeing needs, level 3
CHD HL2 Help individuals to use oxygen safely and effectively	HWB4 Enablement to address health and wellbeing needs, level 2
CHD HL3 Advise individuals how they can carry out routine tests	HWB4 Enablement to address health and wellbeing needs, level 3
CHD HL4 Monitor individuals' self-testing	HWB2 Assessment and care planning to meet health and wellbeing needs, level 3

<b>HM Help individuals undertake occupational and non-occupational activities</b>	
<b>Competences</b>	<b>Indicative relationship with NHS KSF</b>
CHD HM1 Provide information and advice to support individuals in undertaking desired occupational and non-occupational activities	HWB4 Enablement to address health and wellbeing needs, level 3
CHD HM2 Agree actions to assist individuals in undertaking desired occupational and non-occupational activities	HWB4 Enablement to address health and wellbeing needs, level 3

<b>HN Help individuals with CHD and their carers meet their psychological and social needs</b>	
<b>Competences</b>	<b>Indicative relationship with NHS KSF</b>
CHD HN1 Help individuals prepare psychologically for changes	HWB4 Enablement to address health and wellbeing needs, level 3
CHD HN2 Identify and support carers to meet their needs	HWB4 Enablement to address health and wellbeing needs, level 3
CHD HN3 Enable carers to access and assess support networks and respite services	HWB4 Enablement to address health and wellbeing needs, level 3
HSC 382 Support individuals to prepare for, adapt to and manage change	HWB4 Enablement to address health and wellbeing needs, level 3
HSC 330 Support individuals to access and use services and facilities	HWB4 Enablement to address health and wellbeing needs, level 3
HSC 343 Support individuals to live at home	HWB4 Enablement to address health and wellbeing needs, level 3

## HO Assist with care activities to meet the health and wellbeing needs of individuals

Competences	Indicative relationship with NHS KSF
CHD HO1 Establish the details of the individual needing care	HWB5 Provision of care to meet health and wellbeing needs, level 1
CHD HO2 Assist in delivering the care plan for individuals needing care	HWB5 Provision of care to meet health and wellbeing needs, level 1
GEN 4 Prepare individuals for clinical/therapeutic activities	HWB7 Interventions and treatments, level 1
GEN 5 Support individuals during and following clinical/therapeutic activities	HWB7 Interventions and treatments, level 1
GEN 6 Prepare environments and resources for use during clinical/therapeutic activities	HWB7 Interventions and treatments, level 1
GEN 7 Monitor and manage the environment and resources during and after clinical/therapeutic activities	HWB7 Interventions and treatments, level 1
HSC 216 Help address the physical comfort needs of individuals	HWB4 Enablement to address health and wellbeing needs, level 1
CHS 6 Move and position individuals	HWB4 Enablement to address health and wellbeing needs, level 1
HSC 214 Help individuals to eat and drink	HWB4 Enablement to address health and wellbeing needs, level 1
HSC 224 Observe, monitor and record the conditions of individuals	HWB4 Enablement to address health and wellbeing needs, level 1

## HP Help individuals and their carers prepare for death and bereavement

Competences	Indicative relationship with NHS KSF
HSC 384 Support individuals through bereavement	HWB4 Enablement to address health and wellbeing needs, level 3
HSC 385 Support individuals through the process of dying	HWB4 Enablement to address health and wellbeing needs, level 3

# Where can I get Further Information and Advice?

While the CHD Competence Framework provides the overall framework of the standards of performance required of individual practitioners and the knowledge and skills they need, it is not itself a training course and cannot provide all the detailed information practitioners need. This detailed information will be found in professional education and training programmes, with updated information on the latest best evidence-based practice from various websites.

A selection of useful websites for more detailed information is provided here.

Agenda for Change	<a href="http://www.modern.nhs.uk/scripts/default.asp?site_id=48">http://www.modern.nhs.uk/scripts/default.asp?site_id=48</a>
Ambulance Services Association	<a href="http://www.asa.uk.net/">http://www.asa.uk.net/</a>
Association of Cardiothoracic Anaesthetists	<a href="http://www.acta.org.uk/">www.acta.org.uk/</a>
Association of Chartered Physiotherapists in Cardiac Rehabilitation	<a href="http://www.csp.org.uk/membergroups/ciogs/acpicr.cfm">http://www.csp.org.uk/membergroups/ciogs/acpicr.cfm</a>
Association of Operating Department Practitioners	<a href="http://www.aodp.org/">http://www.aodp.org/</a>
British Association of Sports and Exercise Sciences	<a href="http://www.bases.org.uk/newsite/home.asp">http://www.bases.org.uk/newsite/home.asp</a>
British Association for Nursing in Cardiac Care	<a href="http://www.bcs.com/">http://www.bcs.com/</a>
British Cardiac Patients Association	<a href="http://www.cardiac-bcpa.co.uk/">http://www.cardiac-bcpa.co.uk/</a>
British Cardiac Society	<a href="http://www.bcs.com/">http://www.bcs.com/</a>
British Dietetic Association	<a href="http://www.bda.uk.com/">http://www.bda.uk.com/</a>
British Heart Foundation	<a href="http://www.bhf.org.uk/">http://www.bhf.org.uk/</a>
British Medical Association	<a href="http://www.bma.org.uk/">http://www.bma.org.uk/</a>
British Paramedic Association	<a href="http://www.britishparamedic.org/">http://www.britishparamedic.org/</a>
Community and District Nursing Association	<a href="http://www.cdna.tvu.ac.uk/">http://www.cdna.tvu.ac.uk/</a>
Chartered Society of Physiotherapy	<a href="http://www.csp.org.uk/">http://www.csp.org.uk/</a>
Changing Workforce Programme	<a href="http://www.modern.nhs.uk/scripts/default.asp?site_id=65">http://www.modern.nhs.uk/scripts/default.asp?site_id=65</a>
CHD Care Group Workforce Team	<a href="http://www.doh.gov.uk/cgwt/chd.htm">http://www.doh.gov.uk/cgwt/chd.htm</a>
CHD Collaborative	<a href="http://www.modern.nhs.uk/scripts/default.asp?site_id=23">http://www.modern.nhs.uk/scripts/default.asp?site_id=23</a>
CHD National Service Framework	<a href="http://www.doh.gov.uk/heart/">http://www.doh.gov.uk/heart/</a>
College of Occupational Therapists	<a href="http://www.cot.org.uk/">http://www.cot.org.uk/</a>
Community Practitioners' and Health Visitors' Association	<a href="http://www.msfcphva.org/">http://www.msfcphva.org/</a>
Department of Health	<a href="http://www.doh.gov.uk/">http://www.doh.gov.uk/</a>
Faculty of Public Health Medicine	<a href="http://www.fphm.org.uk/">http://www.fphm.org.uk/</a>

Heart Forum	<a href="http://www.heartforum.org.uk/">http://www.heartforum.org.uk/</a>
Heartsave	<a href="http://www.heartsave.org.uk/">http://www.heartsave.org.uk/</a>
Healthcare Commission	<a href="http://www.healthcarecommission.org.uk/">http://www.healthcarecommission.org.uk/</a>
Health Development Agency	<a href="http://www.hda.nhs.uk/">http://www.hda.nhs.uk/</a>
Intensive Care Society	<a href="http://www.ics.ac.uk/">http://www.ics.ac.uk/</a>
Joint Royal Colleges Ambulance Liaison Committee	<a href="http://www.jrcalc.org.uk/">http://www.jrcalc.org.uk/</a>
Local Government Association	<a href="http://www.lga.gov.uk/">http://www.lga.gov.uk/</a>
National Association of Primary Care	<a href="http://www.primarycare.co.uk/">http://www.primarycare.co.uk/</a>
National Association of Theatre Nurses	<a href="http://www.natn.org.uk/">http://www.natn.org.uk/</a>
National Institute for Clinical Excellence	<a href="http://www.nice.org.uk/">http://www.nice.org.uk/</a>
NHS	<a href="http://www.nhs.uk/">http://www.nhs.uk/</a>
NHS Confederation	<a href="http://www.nhsconfed.webhoster.co.uk/">http://www.nhsconfed.webhoster.co.uk/</a>
NHS Modernisation Agency	<a href="http://www.modern.nhs.uk/">http://www.modern.nhs.uk/</a>
Primary Care Cardiovascular Society	<a href="http://www.pccs.org.uk/pccs.htm">http://www.pccs.org.uk/pccs.htm</a>
Royal College of Anaesthetists	<a href="http://www.rcoa.ac.uk/">http://www.rcoa.ac.uk/</a>
Royal College of General Practitioners	<a href="http://www.rcgp.org.uk/">http://www.rcgp.org.uk/</a>
Royal College of Nursing	<a href="http://www.rcn.org.uk/">http://www.rcn.org.uk/</a>
Royal College of Physicians	<a href="http://www.rcplondon.ac.uk/">http://www.rcplondon.ac.uk/</a>
Royal College of Radiologists	<a href="http://www.rcr.ac.uk/">http://www.rcr.ac.uk/</a>
Royal College of Surgeons	<a href="http://www.rcseng.ac.uk/">http://www.rcseng.ac.uk/</a>
Scottish Intercollegiate Guidelines Network (SIGN)	<a href="http://www.sign.ac.uk/">http://www.sign.ac.uk/</a>
Skillsactive	<a href="http://www.skillsactive.org.uk/">http://www.skillsactive.org.uk/</a>
Skills for Health	<a href="http://www.skillsforhealth.org.uk">http://www.skillsforhealth.org.uk</a>
Society for Cardiological Science and Technology	<a href="http://www.scst.org.uk/">http://www.scst.org.uk/</a>
Society of Cardiothoracic Surgeons of Great Britain and Northern Ireland	<a href="http://www.scts.org">http://www.scts.org</a>
Society of Perfusionists of GB and Ireland	<a href="http://www.sopgbi.org/perfusionists.html">http://www.sopgbi.org/perfusionists.html</a>
Workforce Development Confederations/ Directorates	<a href="http://www.nationalworkforce.nhs.uk/">http://www.nationalworkforce.nhs.uk/</a>

The CD-Rom contains:

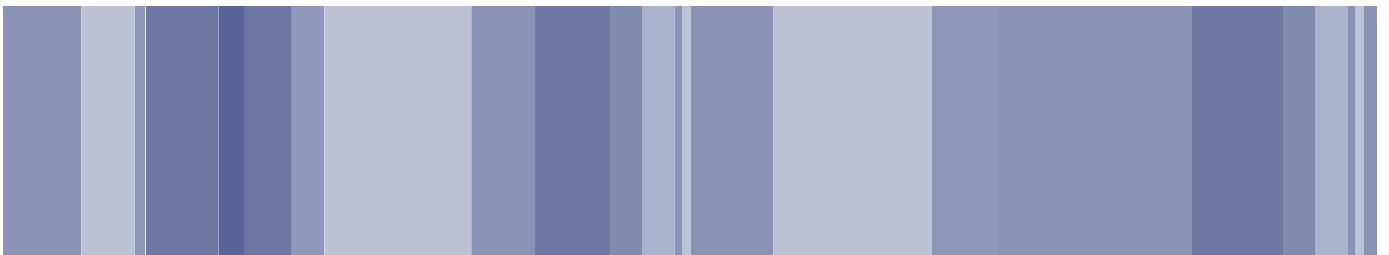
Folder	Contents
Areas of competence	<p>CHD areas of competence</p> <p>These 47 MS Word documents, collated into folders covering the eight key areas of the Functional Map of CHD, describe each area of competence and the competences it contains.</p>
Case studies	<p>Brief case studies of the CHD Competence Framework in use</p> <p>These 16 MS Word documents show how different organisations and partnerships have used the CHD Competence Framework during its development.</p>
Checklists	<p>Simple 'how to' checklists</p> <p>These 15 MS Word documents provide step-by-step guidance for using the CHD competence framework for:</p> <ul style="list-style-type: none"><li>• workforce planning</li><li>• job design</li><li>• recruitment and selection</li><li>• induction</li><li>• good practice guidance</li><li>• training and development</li><li>• performance management</li><li>• assessment</li><li>• recognition</li><li>• continuing personal and professional development</li><li>• career development</li><li>• succession planning and promotion</li><li>• changing organisational culture</li><li>• quality assurance</li><li>• partnership development.</li></ul>
Competences	<p>Competences in CHD Competence Framework</p> <p>These MS Word documents, collated into folders covering the eight key areas of the Functional Map of CHD, describe each of the 239 competences in the CHD Competence Framework.</p>
Functional Map	<p>Functional Map of CHD</p> <p>This MS Word document shows the key purpose of the CHD area, the eight key areas, 47 areas of competence and the titles of the 239 individual competences with hyperlinks to the competences themselves.</p>

Folder	Contents
Guide	<p>CHD Competence Framework Guide</p> <p>This MS Word document allows you to cut and paste any part of the CHD Competence Framework Guide for your own purposes.</p>
NHS KSF	<p>NHS Knowledge and Skills Framework (NHS KSF)</p> <p>This Acrobat (.pdf) file contains the full text of the NHS KSF and the Development Review Process.</p>
Presentation	<p>CHD Competence Framework Presentation</p> <p>This MS PowerPoint document contains a series of slides that you may wish to select from, add to or edit in order to create your own presentations for different purposes.</p>
Templates	<p>Templates to help you use the CHD Competence Framework</p> <p>These seven simple templates in MS Word can help you use the CHD Competence Framework to plan your workforce requirements, develop Team Profiles, individual Role Profiles, job specifications and selection criteria for recruitment purposes, carry out training needs analysis and agree areas for performance improvement.</p>

To explore the CHD competences, you are recommended first of all to open the CHD Functional Map and use the hyperlinks to find the competences you are interested in.



Better Skills  
Better Jobs  
Better Health



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This guide is available at:  
[www.skillsforhealth.org.uk/chd](http://www.skillsforhealth.org.uk/chd)