



# Post Outline : Library Manager

Created On Wednesday, April 20, 2005

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This Post Outline Is Not Approved

Assinged to:

Purpose :

Reporting To : Director of Education and Workforce Development

## KSF Dimensions, Levels And Indicators

Core / Specific	Number	Dimension	Second Gateway (Full Outline)		Foundation Gateway (Subset Outline)	
			Level	Indicator	Level	Indicator
Core	C1	COMMUNICATION	4	A,B,C,D,E,F	3	A,B,C,D,E,F
Core	C2	PERSONAL AND PEOPLE DEVELOPMENT	4	A,B,C,D,E,F,G,H	4	A,B,C,D,E,F,G,H
Core	C3	HEALTH, SAFETY AND SECURITY	3	A,B,C,D,E	3	A,B,C,D,E
Core	C4	SERVICE IMPROVEMENT	3	A,B,C,D,E,F,G	2	A,B,C,D,E,F
Core	C5	QUALITY	3	A,B,C,D,E,F,G	3	A,B,C,D,E,F,G
Core	C6	EQUALITY AND DIVERSITY	3	A,B,C,D,E	2	A,B,C,D
Specific	IK2	INFORMATION COLLECTION AND ANALYSIS	2	A,B,C,D,E,F	2	A,B,C,D,E,F
Specific	IK3	KNOWLEDGE AND INFORMATION RESOURCES	4	A,B,C,D,E	4	A,B,C,D,E
Specific	G1	LEARNING AND DEVELOPMENT	4	A,B,C,D,E,F,G	3	A,B,C,D,E,F
Specific	G4	FINANCIAL MANAGEMENT	2	A,B,C,D	2	A,C,D
Specific	G5	SERVICES AND PROJECT MANAGEMENT	4	A,B,C,D,E,F	4	A,B,C,D,E,F

Specific	G6	PEOPLE MANAGEMENT	3	A,B,C,D,E,F,G,H	3	A,B,C,D,E,F,G,H
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## C1 COMMUNICATION

**Second Gateway (Full Outline)**

Level : 4 Develop and maintain communication with people on complex matters, issues and ideas and/or in complex situations

**Level Indicators:**

- a) identifies:
  - the range of people involved in the communication
  - potential communication differences
  - relevant contextual factors
  - broader situational factors, issues and risks
- b) communicates with people in a form and manner which:
  - is consistent with their level of understanding, culture, background and preferred ways of communicating
  - is appropriate to the purpose of the communication and its longer term importance
  - is appropriate to the complexity of the context
  - encourages effective communication between all involved
  - enables a constructive outcome to be achieved
- c) anticipates barriers to communication and takes action to improve communication
- d) is proactive in seeking out different styles and methods of communicating to assist longer term needs and aims
- e) takes a proactive role in producing accurate and complete records of the communication consistent with legislation, policies and procedures
- f) communicates in a manner that is consistent with legislation, policies and procedures.

**Examples of Application :** Represent the Library Service at appropriate meetings and committees as required.

Prepare annual reports, business plans and other publications as required by stakeholders.

Ensure that the Library Service conforms to legal requirements concerning copyright, data protection and other regulatory requirements

Raise the Library profile by using a range of publicity methods to promote the service with particular reference to remote users.

Provide a range of publicity materials in various formats.

**Foundation Gateway (Subset Outline)**

Level : 3 Develop and maintain communication with people about difficult matters and/or in difficult situations

**Level Indicators:**

- a) identifies the range of people likely to be involved in the communication, any potential communication differences and relevant contextual factors
- b) communicates with people in a form and manner that:
  - is consistent with their level of understanding, culture, background and preferred ways of communicating
  - is appropriate to the purpose of the communication and the context in which it is taking place
  - encourages the effective participation of all involved
- c) recognises and reflects on barriers to effective communication and modifies communication in response
- d) provides feedback to other workers on their communication at appropriate times
- e) keeps accurate and complete records of activities and communications consistent with legislation, policies and procedures.
- f) communicates in a manner that is consistent with relevant legislation, policies and procedures.

**Examples of Application :** People with whom communicating

People with whom communicating  
users of the library including host organisation staff and stakeholders, patients, carers and visitors.

Communication differences might be in relation to:

- contexts and cultures of the different parties
- degree of confusion or clarity
- first/preferred language
- levels of familiarity with the subject of the communication / context in which the communication is taking place
- level of knowledge and skills
- sense of reality.

Develop collaborative working with trust departments such as Clinical Governance, Research and Development.

People with whom communicating:

- users of the library including host organisation staff and stakeholders,
- patients,
- carers
- visitors.

Communication differences might be in relation to:

- contexts and cultures of the different parties
- degree of confusion or clarity
- first/preferred language
- levels of familiarity with the subject of the communication / context in which the communication is taking place
- level of knowledge and skills

Situational factors, issues and risks might include:

- changes affecting the people concerned which are outside their control
- history of poor communication and misunderstandings
- complexity of the issues and associated political issues and risks
- clashes in personal and/or organisational styles and approach that cause difficulties in ongoing communication

Forms of communication

oral, written and electronic communication

the use of third parties such as interpreters and translators

the use of communications aids such as charts, pictures and specially adapted computers

the use of total communication systems

Purpose of communication might include:

- advocating on behalf of staff, colleagues and library users
- asserting a particular position or view and maintaining it in adversity
- contributing to decision making balancing a number of different interests
- delivering presentations without a script actively encouraging participation from the audience
- explaining complex issues in formal situations (such as Board Meetings)

Forms of communication

oral, written and electronic communication

the use of third parties such as interpreters and translators

the use of communications aids such as charts, pictures and specially adapted computers

the use of total communication systems

Purpose of communication might include:

- asserting a particular position or view
- explaining issues in formal situations (such as Board meetings)
- explaining outcomes of activities / interventions
- exploring difficult issues
- facilitating meetings
- helping people make difficult decisions
- making scripted presentations
- presenting and discussing ideas
- providing technical advice to non-technical specialists
- representing views
- seeking consent
- sharing decision making with others including users of services
- sharing information
- supporting people in difficult circumstances.

Barriers to communication

See overview

Modifies communication through, for example:

- deciding what information / advice to give / not give as the communication proceeds
- modifying the content and structure of communication
- modifying the environment
- modifying the methods of communicating
- using different communication aids

Legislation, policies and procedures - may be international, national or local and may relate to:

- complaints and issue resolution
- confidentiality
- data protection particularly relating to library user records
- disability
- diversity
- employment
- equality and good relations

- explaining strategy and organisational decisions to everyone in an organisation
- facilitating processes
- motivating people
- negotiating outcomes involving a number of different parties
- presenting and explaining complex concepts, ideas and issues to others who are unfamiliar with them
- providing advice on complex issues or in difficult situations
- representing and articulating different viewpoints testing out others' understanding
- resolving complex issues
- seeking consent
- sharing decision making with others including users of services.

Barriers to communication may include:

environmental (e.g. lack of privacy, noise)

personal (e.g. the health and wellbeing of the people involved or their understanding of the service)

social (e.g. conflict, violent and abusive situations, ability to read and write in a particular language/style)

Taking action to improve communication might include:

- assessing responses and acting in response
- changing the content and structure of communication
- changing the environment
- changing the methods of communicating
- deciding what information and advice to give and what to withhold
- using a range of skills to influence, inspire and champion people and issues
- using communication aids
- using another language.

Legislation, policies and procedures - may be international, national or local and may relate to:

complaints and issue resolution

confidentiality

data protection particularly relating to library user records

disability

diversity

employment

equality and good relations

information and related technology

language

information and related technology

language

**Second Gateway (Full Outline)**

Level : 4 Develop oneself and others in areas of practice

**Level Indicators:**

- a) evaluates the currency and sufficiency of own knowledge and practice against the KSF outline for the post and identifies own development needs and interests
- b) develops and agrees own personal development plan with feedback from others
- c) generates and uses appropriate learning opportunities and applies own learning to the future development of practice
- d) encourages others to make realistic self assessments of their application of knowledge and skills challenging complacency and actions which are not in the interest of the public and/or users of services
- e) enables others to develop and apply their knowledge and skills
- f) actively promotes the workplace as a learning environment encouraging everyone to learn from each other and from external good practice
- g) alerts managers to resource issues which affect learning, development and performance
- h) develops others in a manner that is consistent with legislation, policies and procedures.

**Examples of Application :** • Participate in professional activities in order to keep up to date within own profession.

- Follow an agreed programme of Continuing Professional Development, to include teaching and coaching skills to reflect the particular emphasis of the post.
- Keep up to date with developments within the NHS, both locally and nationally.
- Provide support in the development of library awareness and information seeking and handling skills at all levels.
- Support users to develop skills in literature searching to help them find and identify relevant information in support of evidence-based clinical care and research.
- Support staff in developing critical appraisal skills.
- Help users develop skills in identifying the most appropriate sources of

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**Examples of Application :** Own development needs and interests might include:

- critically appraising new developmentst in library information
- developing new knowledge and skills in a new area
- developing new knowledge and skills in own work area
- developing strategies to manage emotional and physical impact of work
- keeping up-to-date with evidence-based practice
- keeping up-to-date with information technology
- maintaining work-life balance and personal wellbeing
- managing stress
- updating existing knowledge and skills in own work area

Personal development includes taking part in:

- the development review process - reviewing what you are doing well now and areas for development
- identifying own learnin needs and interests and how to address these
- on-job learning and developments including: learning through doing, reflective practice, participating in specific areas of work, learning from others on the job,

information, ranging from traditional print materials to electronic sources such as the Internet.

- Ensure appropriate personal and professional development opportunities for the library staff are available. This includes annual appraisal reviews with team members and the setting of personal and team objectives. Provide support for NVQ and Chartership candidates from within the library team.
- Ensure that staff have opportunity to work towards ECDL.

Own development needs and interests might include:

- critically appraising new developments in library and information services
- developing new knowledge and skills in a new area
- developing new knowledge and skills in own work area
- developing strategies to manage emotional and physical impact of work
- keeping up-to-date with evidence-based practice
- keeping up-to-date with information technology
- maintaining work-life balance and personal wellbeing
- managing stress
- updating existing knowledge and skills in own work area

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- the development review process - reviewing what you are doing well now and areas for development
- identifying own learning needs and interests and how to address these
- on-job learning and developments including: learning through doing, reflective practice, participating in specific areas of work, learning from others on the job, learning from developing others, undertaking qualifications in the workplace, networking
- off-job learning and development with others including: induction, formal courses, role play, learning sets etc
- evaluating the effectiveness of learning and its effect on own work

Others

- colleagues in the immediate work team
- other colleagues
- library users
- patients
- carers
- workers from other agencies

learning from developing others, undertaking qualifications in the workplace, networking

- off-job learning and development with others including: induction, formal courses, role play, learning sets etc
- evaluating the effectiveness of learning and its effect on own work

Others

- colleagues in the immediate work team
- other colleagues
- library users
- patients
- carers
- workers from other agencies
- the wider public

Enabling others to develop might include:

- acting as a coach to others
- acting as a mentor to others for the CLIP certification and chartership programmes
- acting as a role model
- acting in the role of reviewer in the development review process
- demonstrating to others how to do something effectively
- discussing issues with others and suggesting solutions
- facilitating networks of practitioners to learn from each other (eg electronic forums, bulletin boards)
- providing feedback and encouragement to others
- providing feedback during assessment in the workplace (eg for NVQs, student placements).
- providing information and advice
- providing protected learning time
- sharing own knowledge, skills and experience
- supporting individuals who are focusing on specific learning to improve their work and practice
- supporting others on work placements, secondments and projects

Resource issues might include:

- pressure of service delivery affecting the development of individuals and groups in the short and longer term
- lack of funding for development - raising governance issues
- broader workforce issues which cannot be managed by training and development of current team members (eg high turnover, inability to attract people of the necessary calibre).

the wider public

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- discussing issues with others and suggesting solutions
- facilitating networks of practitioners to learn from each other (eg electronic forums, bulletin boards)
- providing feedback and encouragement to others
- providing feedback during assessment in the workplace (eg for NVQs/SVQs, student placements).
- providing information and advice
- providing pre-registration or post-registration placements
- providing professional supervision
- providing protected learning time
- sharing own knowledge, skills and experience
- supporting individuals who are focusing on specific learning to improve their work and practice
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Legislation, policies and procedures may be international, national or local and may relate to:

- confidentiality
- data protection (including the specific provisions relating to access to library users' personal records)
- disability
- diversity
- employment
- equality and good relations
- information and related technology
- language
- learning and development.

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- learning and development.



**Second Gateway (Full Outline)**

Level : 3 Promote, monitor and maintain best practice in health, safety and security

**Level Indicators:**

- a) identifies:
  - the risks involved in work activities and processes
  - how to manage the risks
  - how to help others manage risk
- b) undertakes work activities consistent with:
  - legislation, policies and procedures
  - the assessment and management of risk
- c) monitors work areas and practices and ensures they:
  - are safe and free from hazards
  - conform to health, safety and security legislation, policies, procedures and guidelines
- d) takes the necessary action in relation to risks
- e) identifies how health, safety and security can be improved and takes action to put this into effect.

**Examples of Application :** Take responsibility for the safety and security of the Library service

Take responsibility for ensuring the health safety and security of library users  
Attend all mandatory Health and Safety Training including fire training and manual handling and ensure staff do the same  
Read and be familiar with local health and safety policies and procedures and ensure staff do the same  
Promote health safety and security in the library

Risks to health, safety and security might be related to:

- the environment (e.g. issues related to ventilation, lighting, heating, systems and equipment, work related stress)
- individuals (e.g. personal health and wellbeing)
- information and its use (e.g. sharing passwords, sharing information with other agencies)
- physical interactions (e.g. abuse, aggression, violence, theft)
- psychological interactions (e.g. bullying and harassment)
- social interactions (e.g. discrimination, oppression, lone working)

Others:

colleagues in the immediate work team

**Foundation Gateway (Subset Outline)**

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**Examples of Application :** Risks to health, safety and security might be related to:

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Others:

colleagues in the immediate work team  
library users  
other colleagues  
patients and carers  
contractors and workers from other agencies  
the wider public and visitors

Legislation, policies and procedures may be international, national or local and may relate to:

library users  
other colleagues  
patients and carers  
contractors and workers from other agencies  
the wider public and visitors

Legislation, policies and procedures may be international, national or local and may relate to:

- accident and incident reporting
- building regulations and standards
- data and information protection and security
- emergencies
- hazardous substances
- health and safety at work
- moving and handling
- risk management
- security of premises and people
- working time
- workplace ergonomics (e.g. display screen equipment)

Monitoring work areas and practices includes:

- confirming individuals maintain good health, safety and security practices
- monitoring aspects of the environment
- monitoring and reporting on compliance.

Taking the necessary action in relation to risks might include:

- accident or incident reporting
- apprehending or expelling people consistent with organisational and statutory requirements
- challenging people who put themselves or others at risk
- contributing to maintaining and improving organisational policies and procedures
- evacuating buildings during emergencies
- maintaining and improving the environment
- supporting others to manage risks more effectively

Identifying how health, safety and security can be improved might include:

- acting as a role model
- identifying the need for expert advice and support
- identifying training needs
- reporting and recording lack of resources to act effectively.

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**Second Gateway (Full Outline)**

Level : 3 Appraise, interpret and apply suggestions, recommendations and directives to improve services

**Level Indicators:**

- a) identifies and evaluates areas for potential service improvement
- b) discusses and agrees with others:
  - how services should be improved as a result of suggestions, recommendations and directives
  - how to balance and prioritise competing interests
  - how improvements will be taken forward and implemented
- c) constructively undertakes own role in improving services as agreed and to time, supporting others effectively during times of change and working with others to overcome problems and tensions as they arise
- d) maintains and sustains direction, policies and strategies until they are firmly embedded in the culture inspiring others with values and a vision of the future whilst acknowledging traditions and background
- e) enables and encourages others to:
  - understand and appreciate the influences on services and the reasons why improvements are being made
  - offer suggestions, ideas and views for improving services and developing direction, policies and strategies
  - alter their practice in line with agreed improvements
  - share achievements
  - challenge tradition
- f) evaluates with others the effectiveness of service improvements and agrees that further action is required to take them forward
- g) appraises draft policies and strategies for their effect on users and the public and makes recommendations for improvement

**Examples of Application :** • Develop and manage the Library Service by working with colleagues and users to ensure that the service is effective and relevant to local needs and demands.

- Provide a service which encompasses new methods of delivery and ensure that IM&T developments complement library services
- Develop service strategies which complement strategies of appropriate partners and which support national and local initiatives.

**Foundation Gateway (Subset Outline)**

Level : 2 Contribute to the improvement of services

**Level Indicators:**

- a) discusses and agrees with the work team
  - the implications of direction, policies and strategies on their current practice
  - the changes that they can make as a team
  - the changes s/he can make as an individual
  - how to take the changes forward
- b) constructively makes agreed changes to own work in the agreed timescale seeking support as and when necessary
- c) supports others in understanding the need for and making agreed changes
- d) evaluates own and other's work when required to do so completing relevant documentation
- e) makes constructive suggestions as to how services can be improved for users and the public
- f) constructively identifies issues with direction, policies and strategies in the interests of users and the public.

**Examples of Application :** Direction, policies and strategies might relate to any aspect of the NHS and the activities within it including:

- development and innovation
- education training and development
- equality and diversity
- information and knowledge
- resource use
- service involvement
- library user involvement

- Actively consult with users and their representatives to ensure that service is responding to their needs.
- Participate in surveys and focus groups to determine user requirements.
- Develop ways of widening access to non-library users.

Areas for potential service improvement might include:

- assessing legislation, direction, policy and strategy to ensure that the library strategy is reflective of and supports the host organisation and stakeholder aims and objectives
- assessing possible future demand for services
- assessing the results of evaluations
- keeping up to date with relevant work areas
- monitoring current service provision
- proactively seeking the views of others

Others might include:

- users of library services
- colleagues and co-workers
- the public
- people in other parts of the organisation
- other agencies

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Evaluation might be through:

- analysis and interpretation of national and/or local policies and strategies and targets
- analysis of complaints and incidents
- audits
- focus groups
- impact assessments (eg environmental, equality, health, policy)

Evaluating own and other's work might be through:

- audit
- appraising own and team practice in the light of research findings
- comparisons of own services against those of others following benchmarking exercises
- satisfaction surveys.

Constructive suggestions might be related to:

- bright ideas
- feedback from library users
- good practice elsewhere
- how to apply changes in legislation, policies and procedures
- how to implement recommendations
- how to respond effectively to evaluations
- own reflections and observations
- team discussion.

- meetings
- networks
- questionnaires
- reflective practice
- risk assessment
- structured observations
- surveys (eg user involvement, customer satisfaction, staff)

Further action required to take them forward might include:

- further modifying services
- implementing changes more widely
- maintaining current focus
- not adopting changes as they actually offer no recognised benefit
- providing feedback on their effectiveness
- publicising local developments in wider forums

**Second Gateway (Full Outline)**

Level : 3 Contribute to improving quality

**Level Indicators:**

- a) acts consistently with legislation, policies, procedures and other quality approaches and promotes the value of quality approaches to others
- b) understands own role in the organisation and its scope and identifies how this may develop over time
- c) works as an effective and responsible team member and enables others to do so
- d) prioritises own workload and organises and carries out own work in a manner that maintains and promotes quality
- e) evaluates the quality of own and others' work and raises quality issues and related risks with the relevant people
- f) supports the introduction and maintenance of quality systems and processes in own work area
- g) takes the appropriate action when there are persistent quality problems.

**Examples of Application :** • Participate in the Helicon accreditation programme for NHS libraries. Ensure that the service meets the criteria as laid down in the standards and keep abreast of Commission of Health Audit and Inspection initiatives and developments in performance monitoring.

Legislation, policies and procedures may be international, national or local and may relate to:

- accident/incident reporting
- anti-discriminatory practices
- corporate identity
- data and information protection specifically around library user records
- emergencies
- equality and diversity
- harassment and bullying
- health safety and security
- language
- moving and handling
- public interest
- risk management

Working as an effective and responsible team member would include such aspects

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Working as an effective and responsible team member would include such aspects as:

- arriving and leaving promptly and working effectively during agreed working hours
- developing the necessary knowledge and skills needed by and in the team
- enabling others to solve problems and address issues
- identifying issues at work and taking action to remedy them

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- arriving and leaving promptly and working effectively during agreed working hours
  - developing the necessary knowledge and skills needed by and in the team
  - enabling others to solve problems and address issues
  - identifying issues at work and taking action to remedy them
  - presenting a positive impression of the library service and the team
  - reacting constructively to changing circumstances
  - recognising, respecting and promoting the different roles that individuals have in the team and the diversity of the team
  - seeking and reflecting on feedback from the team and adapting as necessary
  - supporting other team members
  - taking a shared approach to team work
- understanding own role in the team and wider organisation

Quality issues and related risks might include:

- complaints
- data and information gaps
- health, safety and security
- inappropriate policies
- incidents
- ineffective systems
- lack of knowledge or evidence on which to base the work
- lack of shared decision making with users of services
- mistakes and errors
- poor communication
- poor individual or team practice
- resources
- risks
- team working
- workload

Taking the appropriate action when there are persistent quality problems might include:

- alerting a trade union official
- alerting one's own manager
- alerting the manager of the person concerned
- issuing warnings
- investigating incidents
- whistle blowing.

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  - reacting constructively to changing circumstances
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**Second Gateway (Full Outline)**

Level : 3 Promote equality and value diversity

**Level Indicators:**

- a) interprets equality, diversity and rights in accordance with legislation, policies, procedures and relevant standards
- b) evaluates the extent to which legislation is applied in the culture and environment of own sphere of activity
- c) identifies patterns of discrimination and takes action to overcome discrimination and promote diversity and equality of opportunity
- d) enables others to promote equality and diversity and a non-discriminatory culture
- e) supports people who need assistance in exercising their rights.

**Examples of Application :** Promote Equality and Diversity across the library service

monitor equality and diversity information on access of library services and work to overcome barriers to access

Attend local equality diversity training and ensure staff do the same

Read and be familiar with local policies on equality and diversity and ensure staff do the same

Read and be familiar with local policies on discrimination, bullying, harassment and victimisation and ensure staff do the same

Legislation, policies and procedures may be international, national or local and may relate to:

- complaints and issue resolution (including harassment and bullying)
- employment
- equality
- dependents (those who have caring responsibilities and those who do not)
- diversity - age gender, marital status, political opinion, racial group, religious belief, sexuality
- disability
- human rights
- language

Evaluating the extent to which legislation is applied in the culture and environment of own sphere of activity might relate to:

- communication with different people

**Foundation Gateway (Subset Outline)**

Level : 2 Support equality and value diversity

**Level Indicators:**

- a) recognises the importance of people's rights and acts in accordance with legislation, policies and procedures
- b) acts in ways that:
  - acknowledge and recognise people's expressed beliefs, preferences and choices
  - respect diversity
  - value people as individuals
- c) takes account of own behaviour and its effect on others
- d) identifies and takes action when own or others' behaviour undermines equality and diversity.

**Examples of Application :** Legislation, policies and procedures may be international, national or local and may relate to:

- complaints and issue resolution (including harassment and bullying)
- employment
- equality
- dependents (those who have caring responsibilities and those who do not)
- diversity - age gender, marital status, political opinion, racial group, religious belief, sexuality
- disability
- human rights
- language

People's expressed beliefs, preferences and choices might relate to:

- food and drink
- how they like to be addressed and spoken to
- personal care - living or deceased
- privacy and dignity
- the information they are given
- the support they would like
- their faith or belief.

Identifying and taking action when others' behaviour undermines equality and diversity would include on a day-to-day basis being prepared to:

- recognise when equality and diversity is not being promoted and doing something about it
- recognise when someone is being discriminated against and doing something



- health, safety and security including risk management
- systems, standards and guidelines designed to promote quality
- the allocation of resources
- the availability of services
- the development of services

Patterns of discrimination might relate to:

- the learning and development offered to different people
- the recruitment, selection and promotion of staff

Enabling others to promote equality and diversity and a non-discriminatory culture might include:

- acting as a role model
- being aware of the wellbeing of all members of the work team and supporting them appropriately
- enabling others to reflect on their behaviour
- identifying training and development needs

Supporting people who need assistance might relate to:

- advocacy
- enabling people to make the best use of their abilities
- intervening when someone else is discriminating against someone on a one-off basis or routinely
- making arrangements for support (eg as part of the development review process)
- representing people's views

**Second Gateway (Full Outline)**

Level : 2 Gather, analyse and report a limited range of data and information

**Level Indicators:**

- a) identifies and agrees:
  - the question/issue to be addressed by the data/information
  - the nature and quantity of data/information to be collected
  - the quality criteria which the data/information should meet
- b) effectively uses appropriate methods and sources for obtaining and recording the data/information
- c) confirms that the data/information meets the agreed quality criteria and takes appropriate action if it does not
- d) collates and analyses the data/information using methods appropriate to:
  - the initial questions which the data/information is intended to answer
  - the nature of the data/information
- e) reports the data and information at the agreed time using presentation, layout, tone, language, content and images appropriate to:
  - its purpose
  - the people for whom it is intended
  - agreed formats and protocols
- f) complies with relevant legislation, policies and procedures throughout

**Examples of Application :** • Maintain statistics necessary to support annual and Board reports.

• Support London-wide databases including Regional Document Database(RDD) and Union List of Serials(ULS) by contributing information when requested. Liase with London wide Electronic Knowledge Access Team(eKAT)  
Monitor statistics on library usage and report as appropriate

Data and information might be:  
qualitative or quantitative

Data and information may be held in systems which are:  
electronic or paper-based

Data and information might relate to:

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**Examples of Application :** Data and information might be:  
qualitative or quantitative

Data and information may be held in systems which are:  
electronic or paper-based

Data and information might relate to:  
development and innovation, resource use, management of services, people, finances or projects  
marketing and public relations  
resource use  
service effectiveness

Data and information may be

development and innovation, resource use, management of services, people, finances or projects  
marketing and public relations  
resource use  
service effectiveness

Data and information may be

- raw
- intermediate
- processed

Legislation, policies and procedures may be international, national or local and may relate to:

- accreditation
- data protection and confidentiality
- information
- freedom of information
- records management

Images include:

- charts
- diagrams
- maps
- pictures
- spreadsheets

- raw
- intermediate
- processed

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Images include:

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- diagrams
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**Second Gateway (Full Outline)**

Level : 4 Develop the acquisition, organisation, provision and use of knowledge and information

**Level Indicators:**

- a) gathers and evaluates information on the organisation's use of, and need for, knowledge and information resources and identifies any current or potential future issues and opportunities including the extent to which they support legislation, policies and procedures
- b) determines and implements appropriate ways of addressing issues and capitalising on opportunities
- c) scans the environment to identify new and emerging knowledge/information resources and technologies and evaluates their relevance and potential benefits to the organisation
- d) acquires additional knowledge/information resources and technologies and integrates them appropriately into the overall system/service
- e) promotes and facilitates the use of knowledge and information throughout the organisation

**Examples of Application :** • Consult with appropriate specialists and users to select suitable and relevant materials. The post holder will be involved in LibNEL collection development planning.

• Provide and develop access to a range of electronic resources to fit the changing needs of library users, working with IM&T services and colleagues in the wider health library community.

• Classify and catalogue library materials to ensure ease of access and retrieval by users, using agreed standards.

Information may be gathered via

- consulting with users
- monitoring ongoing use and application of knowledge/information resources
- critical appraisal of new resources
- results of evaluation exercises

Knowledge and information resources might be accessed, developed and organised for the purposes of:

**Foundation Gateway (Subset Outline)**

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- d) acquires additional knowledge/information resources and technologies and integrates them appropriately into the overall system/service
- e) promotes and facilitates the use of knowledge and information throughout the organisation

**Examples of Application :** Information may be gathered via

- consulting with users
- monitoring ongoing use and application of knowledge/information resources

Knowledge and information resources might be accessed, developed and organised for the purposes of:

- identifying best practice
- identifying trends and developments in areas of work
- organisational decision making
- personal development
- real time activities
- supporting evidence based decision making

Knowledge and information resources may be:

- electronic (e.g. databases, websites, e-books, e-journals)
- printed/ written ( e.g. books and journals)
- recorded (e.g. videos, CDs)

and they may be

- produced outside the organisation

- identifying best practice
- identifying trends and developments in areas of work
- organisational decision making
- personal development
- real time activities
- supporting evidence based decision making

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- electronic (e.g. databases, websites, e-books, e-journals)
- printed/ written ( e.g. books and journals)
- recorded (e.g. videos, CDs)

and they may be

- produced outside the organisation
- produced within the organisation

Knowledge and information might be:

- quantitative
- qualitative

Issues may be related to:

- means of accessing resources/user interfaces
- ease of access to information and knowledge and related resources for different people
- the manner in which knowledge and information are being used and applied
- the organisation of knowledge/information resources
- the range, content, quality or quantity of knowledge/information resources available to users
- the resources available to support development (eg money, technology, number and expertise of staff, storage and display space)

Legislation, policies and procedures may be international, national or local and may relate to:

- copyright
- data protection
- equality and diversity
- freedom of information

- produced within the organisation

Knowledge and information might be:

Knowledge and information might be:

- quantitative
- qualitative

Issues may be related to:

- means of accessing resources/user interfaces
- ease of access to information and knowledge and related resources for different people
- the manner in which knowledge and information are being used and applied
- the organisation of knowledge/information resources
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Legislation, policies and procedures may be international, national or local and may relate to:

- copyright
- data protection
- equality and diversity
- freedom of information

**Second Gateway (Full Outline)**

Level : 4 Design, plan, implement and evaluate learning and development programmes

**Level Indicators:**

- a) identifies with those commissioning learning and development programmes:
  - the purpose and aims of programmes
  - the relationship of one programme to another, and to related learning needs
  - the starting points and learning needs of learners
  - the time and resources available
  - any contextual factors that need to be taken into account in learning designs
- b) designs overall learning and development programmes that:
  - are appropriate to the interests of the commissioners and the needs of learners
  - contain phased and inter-related objectives, methods and approaches
  - make best use of the resources available
  - are consistent with good learning practice
  - identify how programmes and their component parts will be evaluated
  - specify relevant legislation, policies and procedures
- c) details the inter-relationships between the different learning and development components
- d) agrees the designs of overall programmes and individual components with the relevant people making any necessary modifications as a result
- e) agrees with the programme team how programmes will be implemented and supports them throughout the process responding to arising issues
- f) monitors the delivery of programmes for their effectiveness in meeting their aims and objectives
- g) evaluates the effectiveness of programmes and uses the outcomes to improve future programmes.

**Examples of Application :** • Training to be delivered in a range of styles including 1-2-1 sessions and group training, dependent on local circumstances and support from within the organisation.

- Participate in local Trust induction courses and devise suitable induction

**Foundation Gateway (Subset Outline)**

Level : 3 Plan, deliver and review interventions to enable people to learn and develop

**Level Indicators:**

- a) identifies:
  - the purpose and aims of learning and development interventions
  - the learning and development needs of the individuals who are to be involved
  - the time and resources available
- b) develops and agrees a plan of how learning and development will be facilitated
- c) undertakes own role in supporting learning and development
  - developing an environment conducive to learning
  - recognising individuals' particular needs, interests and styles
  - using the agreed learning and development methods and approaches
  - in a manner that stimulates individuals' interest, promotes development and encourages their involvement
  - consistent with legislation, policies and procedures
  - supporting and promoting others' contribution
  - in a manner that reflects the criticality of the work and the related decisions
- d) makes any necessary adjustments to the plan as the work proceeds to promote learning and development and better meet learners' needs
- e) gains feedback from learners and relevant others on the effectiveness of learning and development and their ideas for how it can be improved
- f) evaluates the effectiveness of learning and development informed by learners, others in the team and own reflections and use the evaluation to inform future practice.

**Examples of Application :** Learning and development might include:

- advice, guidance in and counselling on learning and development related opportunities
- assessment of competence and / or for qualifications

programmes for the Library Service.

- Ensure that the Library Service is able to support the patterns of learning and continuing professional development within the health and social care community. This will encompass locally developed lifelong learning packages and learning ladders, to nationally provided vocational training schemes and NHSU opportunities.

Learning and development might include:

- advice, guidance in and counselling on learning and development related opportunities
- assessment of competence and / or for qualifications
- education and training courses
- e-learning
- structured approaches to learning in the workplace
- support networks
- verification of assessment decisions made by others

Legislation, policies and procedures may be international, national or local and may relate to:

- data protection
- education and training
- employment
- the practices and requirements for specific professions

education and training courses

- e-learning
- structured approaches to learning in the workplace
- support networks
- verification of assessment decisions made by others

Plan of how learning and development will be facilitated might include:

- aims and objectives
- content and timing
- design of learning materials
- methods and approaches to be used
- who will be involved and their respective roles
- resources
- how the environment will support learning
- assessment purposes and methods
- methods of evaluation

Legislation, policies and procedures may be international, national or local and may relate to:

- data protection
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**Second Gateway (Full Outline)**

Level : 2 Coordinate and monitor the use of financial resources

**Level Indicators:**

- a) gives relevant people opportunities to provide information on the use of financial resources
- b) makes and presents to the relevant people recommendations regarding financial resource use which:
  - take account of relevant past experience
  - take account of trends and developments
  - are consistent with sound financial management
  - are consistent with legislation, policies and procedures
- c) plans and schedules how agreed budgets will be used
- d) identifies any actual or potential deviations from budgets and recommends corrective action to the appropriate person.

**Examples of Application :** • Be responsible for, and manage the library budget. Maintain financial records and prepare estimates. All financial activity to follow local procedures and Standing Financial Instructions.

- Provide a cost-effective service by monitoring external suppliers costs and operating appropriate income generation schemes.
- Review on a regular basis charges made to users.

Financial management

See overview

Legislation, policies and procedures

See overview

**Foundation Gateway (Subset Outline)**

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**Examples of Application :** Financial management

See overview

Legislation, policies and procedures

See overview



**Second Gateway (Full Outline)**

Level : 4 Plan, coordinate and monitor the delivery of services and/or projects

**Level Indicators:**

- a) works with others to identify and produce plans that contain all the necessary detail for managing and delivering services and/or projects and that are:
  - consistent with legislation, policies and procedures
  - supportive of the organisation's / partnership's direction, strategy and objectives
- b) negotiates and agrees with others how to put in place sufficient supporting mechanisms to ensure that services and/or projects are managed and delivered effectively
- c) works with others to put in place methods, processes and systems for implementing service / project plans
- d) monitors the delivery and management of services and/or projects in order to:
  - evaluate performance against plans
  - identify issues
  - predict future needs and shortfalls
  - identify trends and developments
  - assess capacity to meet future needs
- e) reviews plans, methods, processes and systems for managing services and/or projects and modifies them to improve effectiveness
- f) provides appropriate support to others to improve their knowledge and understanding of service and/or project management.

**Examples of Application :** • Lead on negotiations for Service Level Agreements with current and future stakeholders in health and social care.  
Manage the local library and information service

Plans might include:

- benchmarks and standards
- budgets and delegation of budgets
- costs (eg reference cost position, activity/cost relationship)
- factors, circumstances and contingencies that can be predicted and how these contingencies and fluctuations can be managed

**Foundation Gateway (Subset Outline)**

Level : 4 Plan, coordinate and monitor the delivery of services and/or projects

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**Examples of Application :** Plans might include:

- benchmarks and standards
- budgets and delegation of budgets
- costs (eg reference cost position, activity/cost relationship)
- factors, circumstances and contingencies that can be predicted and how these contingencies and fluctuations can be managed
- human resource use
- improving the accuracy of costings
- financial management systems
- information systems
- risk assessment and management
- the specific requirements of the services / projects including contract

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- improving the accuracy of costings
- financial management systems
- information systems
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- the specific requirements of the services / projects including contract

specifications

- the technology and information that is available to manage and help the delivery of services / projects
- the ways in which the services / projects support the organisation's / partnership's direction, values, strategies and objectives

Services and projects may be in the areas of: development and innovation

- education, training and development
- human resource management and development
- marketing and promotion
- processing and management of information and knowledge
- resource use
- service effectiveness

Legislation, policies and procedures may be international, national or local and may relate to:

- data protection
- finance

Supporting mechanisms might include:

- communication processes
- controls
- information flows
- knowledge and capability within the organisation / service
- reporting structures and systems
- technology.

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**Second Gateway (Full Outline)**

Level : 3 Coordinate and delegate work and review people's performance

**Level Indicators:**

- a) suggests workforce requirements to meet team and organisational objectives
- b) selects individuals for posts using agreed methods and based on objective assessments against agreed criteria
- c) gives team members clear information on, and opportunities to influence, work objectives, planning and organisation, in a way which inspires commitment and enthusiasm
- d) plans and coordinates work:
  - prioritising and reprioritising activities to respond to changing circumstances
  - managing multiple processes simultaneously whilst enabling teams and individuals to focus on their own specific objectives
- e) delegates authority to people and monitors them against the required outcomes, agreeing with them:
  - clear, explicit and achievable targets and timescales
  - ways in which their development will be supported
  - how progress and performance will be monitored and reviewed
- f) allocates and provides sufficient resources and support for delegated work and reviews progress and outcomes with people as agreed
- g) gives people support and opportunities to meet their personal development objectives
- h) agrees with people appropriate courses of action to address any issues with their work

**Examples of Application :** • Be responsible for selection, recruitment and training and management of library staff following local procedures and policies.

Workforce requirements may include:

- numbers of staff
- skills / skill mix of staff

People might be:

- those for whom the worker has a line responsibility
- those for whom the worker has a functional responsibility
- those for whom the worker has a delegated responsibility

**Foundation Gateway (Subset Outline)**

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Legislation, policies and procedures may be international, national or local and may

Legislation, policies and procedures may be international, national or local and may relate to:

- employment
- equality and diversity
- security
- working time

relate to:

- employment
- equality and diversity
- security
- working time

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