

**REVIEW OF THE WORK  
OF THE DEPARTMENT OF HEALTH PANEL  
OF NATIONAL ASSESSORS  
FOR CHAPLAINCY APPOINTMENTS**

July 2005

## CONTENT

	Page
Introduction	3
The present work of the Panel of national assessors	3
Discussion of the current remit of national assessors	4
Proposals	7
Conclusions	9
Annex 1	10
Annex 2	11
Annex 3	13
Annex 4	17
Annex 5	22
Annex 6	28
Annex 7	32

## **Introduction**

1. The Department of Health's Panel of National Assessors for chaplaincy appointments has been in existence since 1970. The function of the panel is to ensure that NHS Authorities which wish to appoint chaplains have the benefit of expert advice in making that appointment. Many senior chaplains have served as assessors and because of their expertise and knowledge they have also developed a role providing advice on the development and structuring of chaplaincy services.
2. At the request of the Department of Health, the work of the Panel has been co-ordinated by the Hospital Chaplaincies Council (HCC) on behalf of all chaplaincy bodies. This work has been undertaken without payment either for the assessor or for the co-ordination of the Panel.
3. The current review of the work of the Panel was instituted in 2003 by the Department of Health in the light of the devolutionary approach set out in *Shifting the Balance of Power*. As South Yorkshire WDC had taken the lead for the spiritual healthcare workforce on behalf of NHS Bodies, the Chief Executive was asked to lead this review. A small review group was formed from members of the Panel of National Assessors with assistance from human resource management and project support. The full membership of the review group is set out in Annex 1.
4. The report considers the current role for National Assessors and proposals for change in the light of the new policy guidance, the new workforce strategy and current good practice guidance. It was circulated for comment to chaplains, WDCs and other bodies during August and September and was finalised in October 2004.

## **The present work of the Panel of National Assessors**

5. Currently, the DoH advises NHS employers to seek advice from National Assessors for appointments above the training grades, both about the grading of post and also on the calibre, suitability and competence of candidates. Employers have a duty of care to appoint people appropriately qualified for posts and the input of the National Assessors during the appointment process will help to ensure that high professional standards are maintained and patient care is safeguarded.
6. The DoH also considers that, while the National Assessors' main role is to advise on the suitability of candidates for appointment to a post, employers may also benefit from their advice - because of their knowledge of standards generally - in grading and scaling a post before it is advertised. Their experience across the country and their knowledge of the current state of the job market may be helpful at the shortlisting stage. Employers may also find it helpful to seek advice when reviewing personal pay scales.

7. The role of National Assessors on interview panels is advisory, and they do not have a vote. However, assessors can be particularly valuable at the interview in guiding the questioning, so as to allow the candidate to present an effective picture of his/her experience and competence, as well as to reveal gaps and deficiencies. Where the responsibilities of a post involve a high degree of specialised activity, an appropriate assessor can also be particularly valuable in probing the candidates' expertise. Employers may also invite assessors to rank candidates against the requirements of a post.
8. There has been some concern expressed that processes need to be in place in order to ensure that chaplaincy appointments reflect the mainstream of chaplaincy practice and are not subject to arbitrary judgement by employers or communities. Candidates for Chaplaincy posts need to be assessed both in terms of their suitability as a representative of their faith community and in relation to their practice as Ministers/ Leaders/ Priests, as well as their suitability to work in a healthcare chaplaincy role. In the past, members of the National Panel of Assessors have worked with and advised Trust appointment panels in order to ensure that these issues are well understood and acted upon. They have also provided a valuable link between employers, churches and others<sup>1</sup>.
9. There are currently 15 National Assessors, three of whom work in mental health services. The National Assessors are usually involved in the appointment to whole-time chaplaincy posts with about 5% appointments being made by Trusts without this advice. There is a regular requirement for reviews of chaplaincy services which are allocated to National Assessors according to their availability/ expertise. The work of Panel members in recent years has been as follows:

	<b>Interviews for whole-time appointments</b>	<b>Reviews</b>
<b>2001</b>	38	4
<b>2002</b>	48	4
<b>2003</b>	42	8

### **Discussion of the current remit of assessors**

10. On the evidence of the existing demand from NHS Trusts for assessors, there is clearly a need to continue to provide best professional advice for chaplaincy appointments. At a time when chaplaincy is becoming more complex by virtue of the developments in world faith chaplaincies and in the variety of settings in which healthcare is being delivered, it would not be sensible to reduce the availability of expert advice to NHS Trusts and other providers.

---

<sup>1</sup> In accordance with the policy guidance issued by the DoH, “an effective appointments panel is likely to include a representative of the faith community concerned (and) a member of the panel of assessors” (NHS Chaplaincy: meeting the religious and spiritual needs of patients and staff, November 2003)

11. At the same time, the majority of chaplaincy posts are not whole time appointments but consist of many and various part time appointments<sup>2</sup>. There is some evidence that the appointment processes for these posts are less formal than good practice would suggest is necessary. Some chaplains are assigned into posts that appear to be linked with other work whilst some Trusts make appointments without the benefit of external advice about the chaplaincy skills of candidates. It is vital to acknowledge that the ability to work as a local faith leader does not automatically mean an individual has the requisite skills and attributes to work effectively as a hospital chaplain.
12. In addition, the development of world faith chaplaincies requires careful support during a formative phase when there are few world faith chaplains in NHS posts with a resultant lack of expertise in some areas. In due course, all world faiths will instigate authorisation and assessment procedures which make their appointment as healthcare chaplains easier. Until then, it will fall mostly on current assessors to ensure that healthcare chaplaincy appointments of the appropriate standard are achieved. It seems likely that many of these will start as part-time appointments.
13. For these reasons, the review group concluded that, in order to maintain standards of chaplaincy practice, ***all chaplaincy appointments should be undertaken with the advice and presence of an outside assessor*** with experience of healthcare chaplaincy work. The external assessor would be able to assess at interviews for posts at his/ her level or below. This external input may not be required if there is a Chaplaincy Assessor within the existing team.
14. Extending the workload of the existing Panel members to cover all appointments would be difficult as it could mean at least a 10 fold increase in workload. In discussion, the review group concluded that work as an external assessor was often “routine”, especially for simple replacement or part-time positions and that it did not always require as high a level of expertise. A significant part of the assessing work currently undertaken by National Assessors could instead be undertaken by Chaplaincy Assessors, drawn from local health economies.
15. The review group therefore concluded that, in advocating the use of external assessors at all chaplaincy appointments, ***the pool of available assessors should be increased*** so that the work of external assessors was undertaken by a larger group of experienced chaplains already in post. The existing highly experienced National Assessors would be re-titled “Chaplaincy Reviewers” and would continue to be utilised for chaplaincy reviews and for situations where greater expertise was necessary such as advanced or specialist appointments or where technical issues were likely to arise at shortlisting.
16. It would not be possible simply to develop a cadre of external assessors without ensuring that their important purpose to maintain standards of chaplaincy was underpinned by clear standards of selection, training and monitoring. Many NHS Trusts already provide training for senior managers in recruitment, selection and equality of opportunity. Chaplains who are involved in making appointments would be expected to have undergone such preparation and to be selected for this work against a framework of competencies tested in a suitable assessment/ development centre/ event.

---

<sup>2</sup> South Yorkshire WDC estimate that there are 400+ whole time chaplains, 3,000 part time chaplains and up to 10,000 chaplaincy volunteers.

17. In setting up new arrangements for the recruitment of external assessors, the review group considered that the **person specification for external Chaplaincy Assessors** would include at least five years NHS experience of which three years should have been spent in a chaplaincy post at level 6 (AfC Chaplain) or above. Candidates would be expected to have been trained in recruitment, selection and equality of opportunity and to undergo an assessment event where their competence could be tested against an agreed framework
18. Once the implementation of Agenda for Change has been completed, the current need for external advisors to be involved in grading issues is likely to reduce. At the same time, the workload of reviews continues as does the need for advice on increasingly complex organisational issues, not least those which will emerge from implementation of the advice on career pathways in *Caring for the Spirit*. There will continue to be a need for experts in chaplaincy services to undertake chaplaincy reviews and provide national-level advice on organisational issues.
19. It is also hoped that chaplaincy assessors will be willing to act as coach or mentor to one or more chaplains in order to support their personal and professional development. Those assessors prepared to undertake this role would be supported by initial training and appropriate ongoing support through a development network.
20. It is expected that Chaplaincy Reviewers will in future be recruited from the pool of those who are existing Chaplaincy Assessors. The review group considered that the **person specification for external Chaplaincy Reviewers** would include significant experience as a Chaplaincy Assessor plus additional skills related to organisation development. Candidates would be expected to undergo an assessment event where their competence could be tested against an agreed framework.
21. The review group considered that the **selection of Chaplaincy Assessors and Reviewers** should be made open and the criteria clearer. The group discussed and endorsed a process whereby Chaplaincy Assessors were selected from existing chaplains and Chaplaincy Reviewers from existing Chaplaincy Assessors, by assessment against specific criteria at each stage. The process of this selection is set out in annex 2-7 and includes an explanation of the categories within the competence frameworks used hereafter.
22. Given that the focus for assessors is in workforce issues within NHS Trusts, the direction of their work (where necessary at all) is likely to come from South Yorkshire SHA which has the lead for spiritual healthcare workforce issues. In turn, South Yorkshire SHA may consider that the co-ordination of this work should be undertaken on its behalf by one of the chaplaincy bodies. The review group considered that **responsibility for the Panel of National Assessors should be taken by South Yorkshire SHA (or its successor organisation)** from the Department of Health
23. One of the strengths of the current system is that good quality information is collected about the interview process and about the successful candidate and this can be used to ensure an appropriate introduction into the NHS or into a new post within the NHS. The current system consumes resources estimated at one day of a PA's time each week. Increasing the number of Chaplaincy Assessors and Reviewers, and the organisation of assessment events would clearly increase the workload.

24. Developing systems to aid recruitment and selection will undoubtedly maintain the quality of appointments and will help those with less experience to engage with the NHS quickly. The review group had no resources of their own to commit but considered that ***the costs of developing and maintaining a cadre of Chaplaincy Assessors and Reviewers and the information which flowed from their work was an appropriate charge centrally***. The group intended that the SHA and the Department of Health would agree how best to fund the continuance of this work.

## Proposals

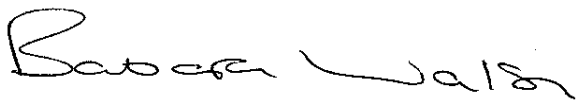
25. We propose the following changes to the current system of the Panel of National Assessors for chaplaincy appointments:
- All chaplaincy appointments both full and part-time should be undertaken with the advice and presence of an outside assessor with experience of healthcare chaplaincy work.
  - The work of external assessment at chaplaincy appointments should be undertaken by the wider body of experienced chaplains already in post.
  - The person specification for Chaplaincy Assessors would normally include at least five years NHS experience of which three years should have been spent in a chaplaincy post at level 6 (AfC Chaplain) or above. Candidates would be expected to undergo an assessment event where their competence could be tested
  - The person specification for Chaplaincy Reviewer would normally include significant experience as a Chaplaincy Assessor. Candidates would be expected to undergo an assessment event where their competence could be tested
  - The selection of Chaplaincy Assessors and Reviewers should be made open and the criteria clearer using a process whereby Chaplaincy Assessors are selected from chaplains and Chaplaincy Reviewers from existing Chaplaincy Assessors using a specific set of criteria at each stage.
  - The responsibility for the Panel of National Assessors and its subsequent development should be taken by South Yorkshire SHA or its successors from the Department of Health
  - The costs of developing and maintaining a suitable number of Chaplaincy Assessors and Reviewers and the information which flowed from their work was an appropriate charge centrally.
  - Special consideration should be given to facilitating the world faiths to develop processes for identifying and training external assessors.

26. The proposals we have made are summarised in the table below with the current system:

<b>Activity</b>	<b>Current Position</b>	<b>Proposal</b>
Appointment of full time Chaplains	External National Assessors sit on appointment panels in an advisory role	One of a pool of external Chaplaincy Assessors sit on appointment panels in an advisory role
Appointment of part time Chaplains	Dealt with in-house	One of a pool of external Chaplaincy Assessors sit on appointment panels in an advisory role
Advice and review of individual Trust or PCT Chaplaincy Services	External National Assessors act in a consultancy role, by invitation, working with Trust/PCT managers and advising on possible solutions and configuration of local chaplaincy services.	External Chaplaincy Reviewers act in a consultancy role, by invitation, working with Trust/PCT managers and advising on possible solutions and configuration of local chaplaincy services.
Entry Requirements for National Assessors	By invitation + one year's mentorship arranged by Panel Co-ordinator	This role will cease to exist and current responsibilities will be split between a larger group of people undertaking the new roles of Chaplaincy Assessors and Chaplaincy Reviewers
Entry Requirements for Chaplaincy Assessors	N/A - New role	Normally 5 years in a NHS Chaplaincy role, of which 3 years at Band 6 or above. Selection against appropriate competence framework. (See Annex 6)
Entry Requirements for Chaplaincy Reviewers	N/A - New Role	Experienced Chaplaincy Assessors with additional OD related skills assessed against appropriate competence framework. (See Annex 7)
Reporting Relationship & Direction	Department of Health	SYSHA or successor organisation
Funding of co-ordination	Hospital Chaplaincies Council	To be agreed by DoH and SYSHA.

## Conclusions

27. These proposals are far-reaching in that they involve both the ending of the current system of a panel of national assessors and also the start of a new system whereby many more local chaplains become involved in the work of and developing chaplaincy services across all areas, faiths and doctrines. It is imperative that only committed and enthusiastic people with the right skills, knowledge and behaviours are recruited to the roles of Chaplaincy Assessors and Reviewers.
28. These Assessors and Reviewers will need the support and co-operation of their employing organisations in undertaking this vital role. It is through the adoption of these proposals for quality assuring chaplain appointments that chaplaincy services will be able fully to meet the demands of healthcare and society.
29. Taking this forward will involve the following stages:
- Seeking endorsement of the proposals from the Department of Health and South Yorkshire SHA.
  - Agreeing any necessary funding arrangements.
  - Recruiting Chaplaincy Assessors to work on all chaplaincy appointments. (SYSHA has agreed to the use of the approach set out in this report for the recruitment of new assessors in 2005)
30. There may be other proposals which arise from the period of consultation and which need to be added at a later stage. These may include implications for training and development.



On behalf of the Assessors Panel Review Group

July 2005

TB 290705

**Membership of the Review Group**

Ms Barbara Walsh	Chief Executive, SYWDC
Revd Canon Nicholas Fennemore	Oxford Radcliffe Hospitals NHS Trust
Revd Canon Mike Law	Cambridgeshire and Peterborough Mental Health Partnership NHS Trust
Revd Edward Lewis	Chief Executive, HCC
Revd Christine Pocock	Free Churches Secretary for Health Care Chaplaincy
Ms Paula Potter	Head of Organisation, Leadership, and Management Development, Shropshire and Staffordshire Strategic Health Authority
Revd Philip Sutton	Royal United Hospital Bath NHS Trust

**In attendance**

Mr Tim Battle	Project Officer, SYWDC
---------------	------------------------

### **Selection and development models for chaplains, assessors and reviewers**

Chaplains are recruited at an “assessment event” using occupational standards as a benchmarking framework. Currently, the assessment event is usually an interview and the occupational standards<sup>3</sup> are usually embedded in job descriptions derived from Agenda for Change/ Caring for the Spirit literature.

The selection of a suitable chaplaincy candidate will also be the time when their continuing personal and professional development needs are identified against each of the occupational standards. The completion of the development plan + suitable experience in post will enable the chaplain to seek selection as an assessor and, in due course, as a reviewer.

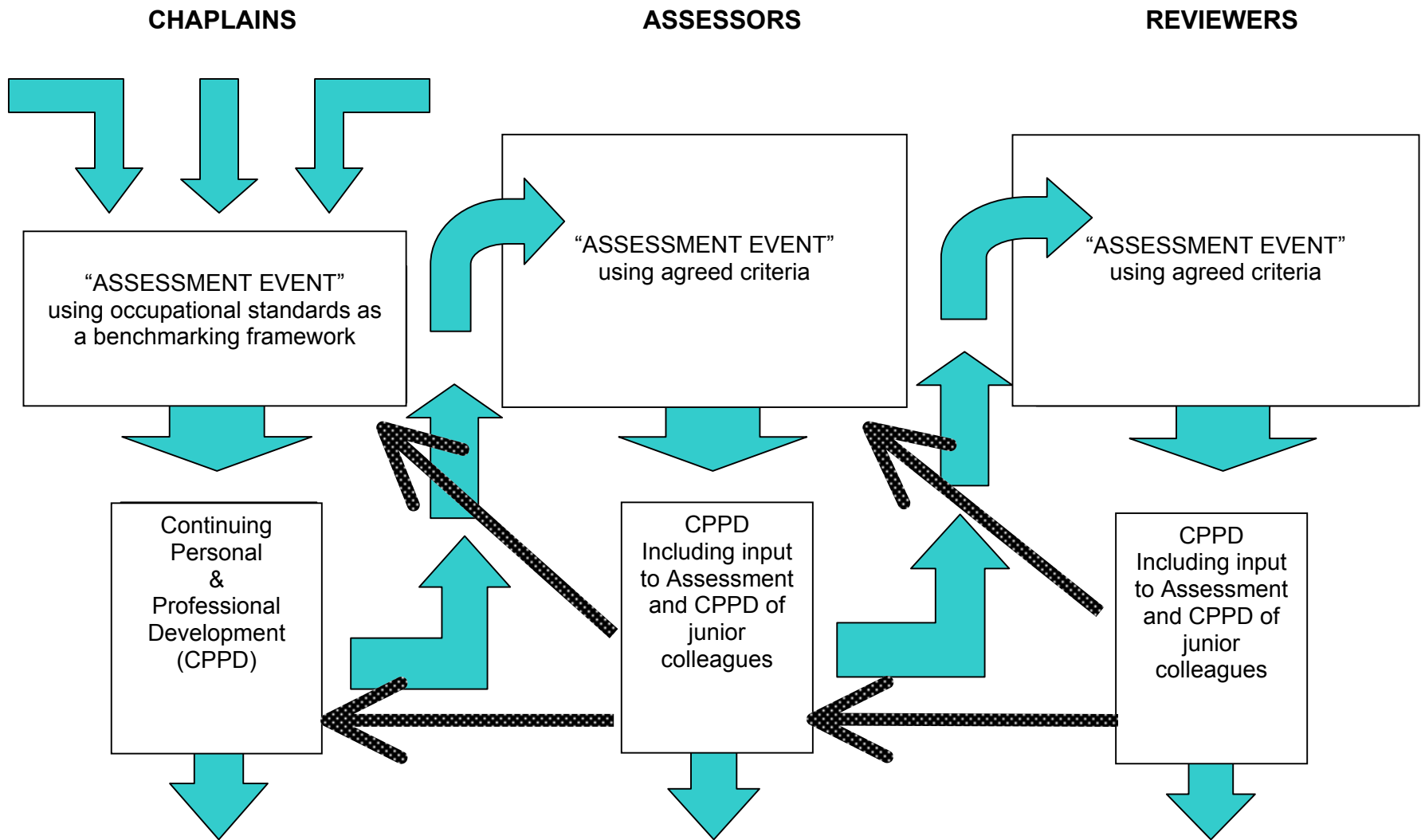
Thus, a model can be developed which enables suitable candidates to make progress from appointment as chaplain to become also an assessor and to become also a reviewer. This process is illustrated in the appendix. At each stage, it is necessary to advertise these opportunities in accordance with best practice and legal requirements.

The criteria for the selection of a preferred candidate are derived from occupational standards and relate to the particular position. For each candidate, the selection panel judges their behaviours as indicating an adequate level of competence, skill or behaviour, or as indicating a development need or as indicating a marked strength. Some candidates will be judged as exhibiting evidence of behaviours which do not justify appointment

These behaviours can be tabulated as guidance to appointing panels. The behaviours for the appointment of chaplains are set out in annex 3-5; those for assessors in annex 6 and for reviewers in annex 7.

---

<sup>3</sup> The current chaplaincy occupational standards are available on [www.mfghc.com](http://www.mfghc.com). Skills for Health are undertaking a project to establish national occupational standards for the spiritual healthcare workforce.



<b>GENERIC CRITERIA FRAMEWORK FOR THE APPOINTMENT OF ASSISTANT CHAPLAIN</b>				
<ul style="list-style-type: none"> <li>Applicants exhibiting evidence of Level 1 behaviours should not be appointed.</li> <li>Level 2 Behaviours indicate a development need</li> </ul>		<ul style="list-style-type: none"> <li>Level 3 behaviours indicate an adequate level of competence, skill or behaviour in that criterion.</li> <li>Level 4 behaviours indicate a marked strength in that criterion.</li> </ul>		
<b>Criteria Title</b>	<b>Level One Blockage</b>	<b>Level Two Development Need</b>	<b>Level Three Competence</b>	<b>Level Four Strength</b>
<b>1 Qualifications &amp; Knowledge Base</b>			<ul style="list-style-type: none"> <li>Accredited ordained faith community/ church minister/ leader.</li> <li>3 years experience in this role</li> <li>Evidence of a broad awareness of current healthcare issues</li> <li>Computer literate.</li> </ul>	<ul style="list-style-type: none"> <li>Qualifications in counselling skills, e.g. bereavement.</li> <li>Experience of pastoral care in a healthcare setting, e.g. volunteer work, hospital visiting</li> <li>More in-depth appreciation of NHS structure &amp; current issues</li> </ul>
<b>2 Understanding of Chaplaincy Services</b>	<ul style="list-style-type: none"> <li>Does not understand and/or appreciate the role.</li> <li>Clearly indicates belief that any faith community/ church minister/ leader is suited to the Chaplaincy.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of some gaps in appreciation or understanding</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of a broad understanding of the range &amp; breadth of duties conducted by a Chaplain in the NHS as indicated by "Agenda for Change" and the <i>Caring for the Spirit</i> strategy</li> <li>Evidence of researching &amp; reflecting on the topic.</li> </ul>	<ul style="list-style-type: none"> <li>Wider understanding provided by specialist theological training or academic qualification</li> </ul>

<b>GENERIC CRITERIA FRAMEWORK FOR THE APPOINTMENT OF ASSISTANT CHAPLAIN</b>				
<ul style="list-style-type: none"> <li>Applicants exhibiting evidence of Level 1 behaviours should not be appointed.</li> <li>Level 2 Behaviours indicate a development need</li> </ul>		<ul style="list-style-type: none"> <li>Level 3 behaviours indicate an adequate level of competence, skill or behaviour in that criterion.</li> <li>Level 4 behaviours indicate a marked strength in that criterion.</li> </ul>		
<b>Criteria Title</b>	<b>Level One Blockage</b>	<b>Level Two Development Need</b>	<b>Level Three Competence</b>	<b>Level Four Strength</b>
<b>3 Personal Development (including spiritual and faith issues)</b>	<ul style="list-style-type: none"> <li>Is hostile to or dismissive of the need for or value of personal development plans (PDP).</li> <li>Rejects notion of shared responsibility for learning &amp; development.</li> </ul>	<ul style="list-style-type: none"> <li>Has PDP but little evidence of working through this in a committed fashion.</li> <li>Reactive rather than proactive in seeking or identifying potential development opportunities for self and/or others.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of working through a current PDP</li> <li>Evidence of encouraging any junior colleagues to undertake appropriate development activities</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of leading &amp; driving development events for self and/or others.</li> <li>Work as mentor or coach for colleagues.</li> </ul>
<b>4 Analysis &amp; Judgement</b>	<ul style="list-style-type: none"> <li>Evidence of making decisions based on irrelevant or inappropriate information.</li> <li>Haphazard approach to gathering information &amp; attention to detail.</li> </ul>	<ul style="list-style-type: none"> <li>Reaches decisions (which may be successful) based on intuition and/or "gut feeling" without being able to explain the process in a convincing way.</li> <li>Evidence of lapses in attention to detail</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of the ability to make a rational decision based upon the assimilation of information gathered from a range of sources</li> <li>Evidence of attention to detail</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of planning the collection &amp; examination of relevant &amp; appropriate information.</li> <li>Evidence of the effective use of one of a range of decision-making techniques.</li> </ul>

<b>GENERIC CRITERIA FRAMEWORK FOR THE APPOINTMENT OF ASSISTANT CHAPLAIN</b>				
<ul style="list-style-type: none"> <li>Applicants exhibiting evidence of Level 1 behaviours should not be appointed.</li> <li>Level 2 Behaviours indicate a development need</li> </ul>		<ul style="list-style-type: none"> <li>Level 3 behaviours indicate an adequate level of competence, skill or behaviour in that criterion.</li> <li>Level 4 behaviours indicate a marked strength in that criterion.</li> </ul>		
<b>Criteria Title</b>	<b>Level One Blockage</b>	<b>Level Two Development Need</b>	<b>Level Three Competence</b>	<b>Level Four Strength</b>
<b>5 Planning &amp; Organisational Skills</b>	<ul style="list-style-type: none"> <li>Doesn't plan: just "does it". No attempt to set objectives or prioritise. Heavy reliance on others.</li> <li>Poor track record for achieving positive outcomes</li> <li>Gives up when things go wrong</li> </ul>	<ul style="list-style-type: none"> <li>Achieves positive outcomes but at expense of others, or "more through luck than judgement"</li> <li>Describes planning that demonstrates clear flaws in logic</li> <li>Has not considered making contingency plans</li> <li>Finds it difficult to change course when initial plans go awry.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of successfully planning own workload with awareness of the needs of others.</li> <li>Takes a range of issues into account when setting objectives.</li> <li>Plans contain some indication of timescales &amp; milestones.</li> <li>Allows for contingencies</li> <li>Demonstrates both flexibility &amp; resilience in dealing with unexpected obstacles.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of successfully planning &amp; managing complex projects involving other people.</li> <li>Has successfully introduced change.</li> </ul>
<b>6 Communication Skills</b>	<ul style="list-style-type: none"> <li>Communication not understood. Messages garbled, confused or misleading.</li> <li>Uses inappropriate language, expression or structure.</li> <li>Talks over others.</li> </ul>	<ul style="list-style-type: none"> <li>Messages are broadly understood, but lack clarity or structure.</li> </ul>	<ul style="list-style-type: none"> <li>Communicates clearly, using language, structure &amp; expression to aid the listener or reader.</li> <li>Demonstrates active listening skills</li> <li>Shows understanding or seeks clarification by appropriate questioning</li> </ul>	<ul style="list-style-type: none"> <li>In addition, makes communication interesting &amp; compelling. Uses language, humour, expression, examples &amp; images to enhance the message. Invites others to seek clarification.</li> <li>Summarises what others have said &amp; builds on their position.</li> </ul>

**GENERIC CRITERIA FRAMEWORK FOR THE APPOINTMENT OF ASSISTANT CHAPLAIN**

- Applicants exhibiting evidence of Level 1 behaviours should not be appointed.
- Level 2 Behaviours indicate a development need

- Level 3 behaviours indicate an adequate level of competence, skill or behaviour in that criterion.
- Level 4 behaviours indicate a marked strength in that criterion.

Criteria Title	Level One Blockage	Level Two Development Need	Level Three Competence	Level Four Strength
<b>7 Influence &amp; Persuasiveness</b>	<ul style="list-style-type: none"> <li>▪ Uses fixed or inappropriate styles to push forward opinion or agenda.</li> <li>▪ Uses skills to block, bully belittle others OR is wholly unaware of the need to persuade others.</li> <li>▪ Evidence of extreme aggressive or passive behaviours</li> </ul>	<ul style="list-style-type: none"> <li>▪ Uses fixed (and sometimes inappropriate) styles, based on personal preferences.</li> <li>▪ Little evidence of an appreciation of need to tailor approach to meet specific circumstances</li> <li>▪ Evidence of tendency to be passive or aggressive in exchanges.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Is aware of the need to influence others through a variety of means.</li> <li>▪ Has some understanding &amp; appreciation of motivational theory.</li> <li>▪ Adapts style &amp; content to meet the requirements of the situation.</li> <li>▪ Assertive in stating his/her case.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Has an accomplished repertoire of influencing styles.</li> <li>▪ Clear understanding &amp; use of motivational theory</li> <li>▪ Consciously seeks to influence others by selecting the appropriate approach.</li> </ul>
<b>8 Equality &amp; Diversity Awareness</b>	<ul style="list-style-type: none"> <li>▪ Is dismissive of need to be aware of &amp; sensitive to issues of equality &amp; diversity.</li> <li>▪ Demonstrates open hostility towards people because of own prejudices and/or beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Shows some awareness of equality &amp; diversity issues, but sees these in limited terms – e.g. as “only race” or “only faith”.</li> <li>▪ Does not recognise or acknowledge own prejudices or beliefs where these may – however unintentionally – disadvantage others.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrates self-awareness in terms of personal beliefs &amp; values.</li> <li>▪ Is aware of existing prejudices &amp; of need to disregard these in dealings with others &amp; in decision making.</li> <li>▪ Appreciates the value &amp; strengths of diversity at all levels &amp; in all settings.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Clear evidence of embracing issues of diversity.</li> </ul>

<b>GENERIC CRITERIA FRAMEWORK FOR THE APPOINTMENT OF CHAPLAIN</b>				
<ul style="list-style-type: none"> <li>• Applicants exhibiting evidence of Level 1 behaviours should not be appointed.</li> <li>• Level 2 Behaviours indicate a development need</li> </ul>		<ul style="list-style-type: none"> <li>• Level 3 behaviours indicate an adequate level of competence, skill or behaviour in that criterion.</li> <li>• Level 4 behaviours indicate a marked strength in that criterion.</li> </ul>		
<b>Criteria Title</b>	<b>Level One Blockage</b>	<b>Level Two Development Need</b>	<b>Level Three Competence</b>	<b>Level Four Strength</b>
<b>1 Qualifications &amp; Knowledge Base</b>	<ul style="list-style-type: none"> <li>▪ Cannot describe any progress in understanding or competence in time since initial appointment.</li> <li>▪ No evidence of having reflected on &amp; learnt from recent experience</li> </ul>	<ul style="list-style-type: none"> <li>▪ Little evidence of having progressed in understanding &amp;/or competence since initial appointment</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>As Assistant Chaplain plus:</i></li> <li>▪ Evidence of undertaking additional specialist training &amp; development since initial appointment, especially in areas of bereavement, suffering, death, guilt &amp; forgiveness.</li> <li>▪ Evidence of understanding of particular issues related to mental health or other specialist area</li> <li>▪ Understanding of beliefs &amp; requirements of other faiths.</li> <li>▪ An appreciation of mental health in the workplace, especially stress.</li> <li>▪ Comprehensive understanding &amp; appreciation of local organisational structure and processes &amp; current issues</li> </ul>	<ul style="list-style-type: none"> <li>▪ Formal qualifications in appropriate areas, e.g. bereavement.</li> <li>▪ More in-depth appreciation of NHS structure &amp; current issues</li> <li>▪ Training in basic management theory</li> </ul>

<b>GENERIC CRITERIA FRAMEWORK FOR THE APPOINTMENT OF CHAPLAIN</b>				
<ul style="list-style-type: none"> <li>• Applicants exhibiting evidence of Level 1 behaviours should not be appointed.</li> <li>• Level 2 Behaviours indicate a development need</li> </ul>		<ul style="list-style-type: none"> <li>• Level 3 behaviours indicate an adequate level of competence, skill or behaviour in that criterion.</li> <li>• Level 4 behaviours indicate a marked strength in that criterion.</li> </ul>		
<b>Criteria Title</b>	<b>Level One Blockage</b>	<b>Level Two Development Need</b>	<b>Level Three Competence</b>	<b>Level Four Strength</b>
<b>2 Understanding of Chaplaincy Services</b>	<ul style="list-style-type: none"> <li>▪ Does not understand and/or appreciate the role.</li> <li>▪ Clearly indicates belief that any faith community/ church minister/ leader is suited to the Chaplaincy.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Evidence of some gaps in appreciation or understanding</li> </ul>	<ul style="list-style-type: none"> <li>▪ Evidence of a broad understanding of the range &amp; breadth of duties conducted by a Chaplain in the NHS as indicated by “Agenda for Change” and the <i>Caring for the Spirit</i> strategy</li> <li>▪ Evidence of knowledge of &amp; reflection on the wider chaplaincy movement.</li> <li>▪ Evidence of reflection on ecumenical issues in chaplaincy.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Wider understanding provided by specialist theological training or academic qualification</li> <li>▪ Actively participates in local/regional chaplaincy development events, groups or other appropriate initiatives.</li> </ul>
<b>3 Personal Development (including spiritual and faith issues)</b>	<ul style="list-style-type: none"> <li>▪ Is hostile to or dismissive of the need for or value of personal development plans (PDP).</li> <li>▪ Rejects notion of shared responsibility for learning &amp; development.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Has PDP but little evidence of working through this in a committed fashion.</li> <li>▪ Reactive rather than proactive in seeking or identifying potential development opportunities for self and/or others.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understanding the theory of personal development planning &amp; links with governance.</li> <li>▪ Evidence of working through a current PDP</li> <li>▪ Evidence of encouraging any junior colleagues to undertake appropriate development activities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Evidence of leading &amp; driving development events for self and/or others.</li> <li>▪ Work as mentor or coach for colleagues.</li> </ul>

<b>GENERIC CRITERIA FRAMEWORK FOR THE APPOINTMENT OF CHAPLAIN</b>				
<ul style="list-style-type: none"> <li>• Applicants exhibiting evidence of Level 1 behaviours should not be appointed.</li> <li>• Level 2 Behaviours indicate a development need</li> </ul>		<ul style="list-style-type: none"> <li>• Level 3 behaviours indicate an adequate level of competence, skill or behaviour in that criterion.</li> <li>• Level 4 behaviours indicate a marked strength in that criterion.</li> </ul>		
<b>Criteria Title</b>	<b>Level One Blockage</b>	<b>Level Two Development Need</b>	<b>Level Three Competence</b>	<b>Level Four Strength</b>
<b>4 Analysis &amp; Judgement</b>	<ul style="list-style-type: none"> <li>▪ Evidence of making decisions based on irrelevant or inappropriate information.</li> <li>▪ Haphazard approach to gathering information &amp; attention to detail.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reaches decisions (which may be successful) based on intuition and/or “gut feeling” without being able to explain the process in a convincing way.</li> <li>▪ Evidence of lapses in attention to detail</li> </ul>	<ul style="list-style-type: none"> <li>▪ Evidence of the ability to make a rational decision based upon the assimilation of information gathered from a range of sources</li> <li>▪ Evidence of attention to detail</li> </ul>	<ul style="list-style-type: none"> <li>▪ Evidence of planning the collection &amp; examination of relevant &amp; appropriate information.</li> <li>▪ Evidence of the effective use of one of a range of decision-making techniques.</li> </ul>
<b>5 Planning &amp; Organisational Skills</b>	<ul style="list-style-type: none"> <li>▪ Doesn't plan: just “does it”. No attempt to set objectives or prioritise. Heavy reliance on others.</li> <li>▪ Poor track record for achieving positive outcomes</li> <li>▪ Gives up when things go wrong</li> </ul>	<ul style="list-style-type: none"> <li>▪ Achieves positive outcomes but at expense of others, or “more through luck than judgement”</li> <li>▪ Describes planning that demonstrates clear flaws in logic</li> <li>▪ Has not considered making contingency plans</li> <li>▪ Finds it difficult to change course when initial plans go awry.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Evidence of successfully planning own workload with awareness of the needs of others.</li> <li>▪ Takes a range of issues into account when setting objectives.</li> <li>▪ Plans contain some indication of timescales &amp; milestones.</li> <li>▪ Allows for contingencies</li> <li>▪ Demonstrates both flexibility &amp; resilience in tackling unexpected obstacles.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Evidence of successfully planning &amp; managing complex projects involving other people.</li> <li>▪ Has successfully introduced change.</li> </ul>

<b>GENERIC CRITERIA FRAMEWORK FOR THE APPOINTMENT OF CHAPLAIN</b>				
<ul style="list-style-type: none"> <li>Applicants exhibiting evidence of Level 1 behaviours should not be appointed.</li> <li>Level 2 Behaviours indicate a development need</li> </ul>		<ul style="list-style-type: none"> <li>Level 3 behaviours indicate an adequate level of competence, skill or behaviour in that criterion.</li> <li>Level 4 behaviours indicate a marked strength in that criterion.</li> </ul>		
<b>Criteria Title</b>	<b>Level One Blockage</b>	<b>Level Two Development Need</b>	<b>Level Three Competence</b>	<b>Level Four Strength</b>
<b>6 Political Astuteness</b>	<ul style="list-style-type: none"> <li>Dogmatic in view that all individuals, groups and organisations are motivated or driven by the same agenda/s.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates some naivety in the way s/he views the positions or agendas of individuals, groups and organisations</li> <li>Evidence of adopting an overly simplistic “one size fits all” approach in dealing with individuals, groups and organisations</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of appreciating a diverse range of individuals, groups &amp; organisations, their inter-relationship and position in relation to a variety of issues. This in relation to groups within &amp; outside the local organisation.</li> <li>Aware of local organisational culture – including sensitivities or tensions</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of achieving positive outcomes based on the correct analysis of stakeholder positions &amp; agendas.</li> </ul>
<b>7 Communication Skills</b>	<ul style="list-style-type: none"> <li>Communication not understood. Messages garbled, confused or misleading.</li> <li>Uses inappropriate language, expression or structure.</li> <li>Talks over others.</li> </ul>	<ul style="list-style-type: none"> <li>Messages are broadly understood, but lack clarity or structure.</li> </ul>	<ul style="list-style-type: none"> <li>Communicates clearly, using language, structure &amp; expression to aid the listener or reader.</li> <li>Demonstrates active listening skills</li> <li>Shows understanding or seeks clarification by appropriate questioning</li> </ul>	<ul style="list-style-type: none"> <li>In addition, makes communication interesting &amp; compelling. Uses language, humour, expression, examples &amp; images to enhance the message. Invites others to seek clarification.</li> <li>Summarises what others have said &amp; builds on their position.</li> </ul>

<b>GENERIC CRITERIA FRAMEWORK FOR THE APPOINTMENT OF CHAPLAIN</b>				
<ul style="list-style-type: none"> <li>Applicants exhibiting evidence of Level 1 behaviours should not be appointed.</li> <li>Level 2 Behaviours indicate a development need</li> </ul>		<ul style="list-style-type: none"> <li>Level 3 behaviours indicate an adequate level of competence, skill or behaviour in that criterion.</li> <li>Level 4 behaviours indicate a marked strength in that criterion.</li> </ul>		
<b>Criteria Title</b>	<b>Level One Blockage</b>	<b>Level Two Development Need</b>	<b>Level Three Competence</b>	<b>Level Four Strength</b>
<b>8 Influence &amp; Persuasiveness</b>	<ul style="list-style-type: none"> <li>Uses fixed or inappropriate styles to push forward opinion or agenda.</li> <li>Uses skills to block, bully belittle others OR is wholly unaware of the need to persuade others.</li> <li>Evidence of extreme aggressive or passive behaviours</li> </ul>	<ul style="list-style-type: none"> <li>Uses fixed (and sometimes inappropriate) styles, based on personal preferences.</li> <li>Little evidence of an appreciation of need to tailor approach to meet specific circumstances</li> <li>Evidence of tendency to be passive or aggressive in exchanges.</li> </ul>	<ul style="list-style-type: none"> <li>Is aware of the need to influence others through a variety of means.</li> <li>Has some understanding &amp; appreciation of motivational theory.</li> <li>Adapts style &amp; content to meet the requirements of the situation.</li> <li>Assertive in stating his/her case.</li> </ul>	<ul style="list-style-type: none"> <li>Has an accomplished repertoire of influencing styles.</li> <li>Clear understanding &amp; use of motivational theory</li> <li>Consciously seeks to influence others by selecting the appropriate approach.</li> </ul>
<b>9 Equality &amp; Diversity Awareness</b>	<ul style="list-style-type: none"> <li>Is dismissive of need to be aware of &amp; sensitive to issues of equality &amp; diversity.</li> <li>Demonstrates open hostility towards people because of own prejudices and/or beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>Shows some awareness of equality &amp; diversity issues, but sees these in limited terms – e.g. as “only race” or “only faith”.</li> <li>Does not recognise or acknowledge own prejudices or beliefs where these may – however unintentionally – disadvantage others.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates self-awareness in terms of personal beliefs &amp; values.</li> <li>Is aware of existing prejudices &amp; of need to disregard these in dealings with others &amp; in decision making.</li> <li>Appreciates the value &amp; strengths of diversity at all levels &amp; in all settings.</li> </ul>	<ul style="list-style-type: none"> <li>Clear evidence of embracing issues of diversity.</li> </ul>

<b>GENERIC CRITERIA FRAMEWORK FOR THE APPOINTMENT OF CHAPLAINCY MANAGER OR EQUIVALENT</b>				
<ul style="list-style-type: none"> <li>• Applicants exhibiting evidence of Level 1 behaviours should not be appointed.</li> <li>• Level 2 Behaviours indicate a development need</li> </ul>		<ul style="list-style-type: none"> <li>• Level 3 behaviours indicate an adequate level of competence, skill or behaviour in that criterion.</li> <li>• Level 4 behaviours indicate a marked strength in that criterion.</li> </ul>		
<b>Criteria Title</b>	<b>Level One Blockage</b>	<b>Level Two Development Need</b>	<b>Level Three Competence</b>	<b>Level Four Strength</b>
<b>1 Qualifications &amp; Knowledge Base</b>	<ul style="list-style-type: none"> <li>▪ Cannot describe any progress in understanding or competence in time since initial appointment.</li> <li>▪ No evidence of having reflected on &amp; learnt from recent experience</li> </ul>	<ul style="list-style-type: none"> <li>▪ Little evidence of having progressed in understanding &amp;/or competence since initial appointment</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>As Chaplain plus:</i></li> <li>▪ Evidence of undertaking additional specialist training &amp; development since initial appointment, especially in areas of management and leadership.</li> <li>▪ Clear appreciation of the roles of managers and leaders within the NHS.</li> <li>▪ Able to discuss his/her own preferred management and leadership styles.</li> <li>▪ Aware of current and impending initiatives at both local and national level, e.g. White Papers, Business Planning, legislation etc.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Formal qualifications in Management and/or Leadership.</li> <li>▪ Evidence of successfully managed or supervised junior staff or volunteers</li> <li>▪ Training in Budgetary Management</li> <li>▪ Awareness of team building theory and technique.</li> </ul>

<b>GENERIC CRITERIA FRAMEWORK FOR THE APPOINTMENT OF CHAPLAINCY MANAGER OR EQUIVALENT</b>				
<ul style="list-style-type: none"> <li>• Applicants exhibiting evidence of Level 1 behaviours should not be appointed.</li> <li>• Level 2 Behaviours indicate a development need</li> </ul>		<ul style="list-style-type: none"> <li>• Level 3 behaviours indicate an adequate level of competence, skill or behaviour in that criterion.</li> <li>• Level 4 behaviours indicate a marked strength in that criterion.</li> </ul>		
<b>Criteria Title</b>	<b>Level One Blockage</b>	<b>Level Two Development Need</b>	<b>Level Three Competence</b>	<b>Level Four Strength</b>
<b>2 Understanding of Chaplaincy Services</b>	<ul style="list-style-type: none"> <li>▪ Does not understand and/or appreciate the role.</li> <li>▪ Clearly indicates belief that any faith community/ church minister/ leader is suited to the Chaplaincy.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Evidence of some gaps in appreciation or understanding</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>As Chaplain plus:</i></li> <li>▪ Can describe clear vision for Chaplaincy Services within this organisation.</li> <li>▪ Evidence of researching current situation.</li> <li>▪ Actively participates in local/regional chaplaincy development events, groups or other appropriate initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Wider understanding provided by specialist theological training or academic qualification</li> <li>▪ Published papers in this arena.</li> </ul>
<b>3 Personal Development (including spiritual and faith issues)</b>	<ul style="list-style-type: none"> <li>▪ Is hostile to or dismissive of the need for or value of personal development plans (PDP).</li> <li>▪ Rejects notion of shared responsibility for learning &amp; development.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Has PDP but little evidence of working through this in a committed fashion.</li> <li>▪ Reactive rather than proactive in seeking or identifying potential development opportunities for self and/or others.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understanding the theory of personal development planning &amp; links with governance.</li> <li>▪ Evidence of working through a current PDP</li> <li>▪ Evidence of leading &amp; driving development events for self and/or others.</li> <li>▪ Able to demonstrate realistic self-appraisal by listing current development needs.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Work as mentor or coach for colleagues.</li> </ul>

<b>GENERIC CRITERIA FRAMEWORK FOR THE APPOINTMENT OF CHAPLAINCY MANAGER OR EQUIVALENT</b>				
<ul style="list-style-type: none"> <li>Applicants exhibiting evidence of Level 1 behaviours should not be appointed.</li> <li>Level 2 Behaviours indicate a development need</li> </ul>		<ul style="list-style-type: none"> <li>Level 3 behaviours indicate an adequate level of competence, skill or behaviour in that criterion.</li> <li>Level 4 behaviours indicate a marked strength in that criterion.</li> </ul>		
<b>Criteria Title</b>	<b>Level One Blockage</b>	<b>Level Two Development Need</b>	<b>Level Three Competence</b>	<b>Level Four Strength</b>
<b>4 Analysis &amp; Judgement</b>	<ul style="list-style-type: none"> <li>Evidence of making decisions based on irrelevant or inappropriate information.</li> <li>Haphazard approach to gathering information &amp; attention to detail.</li> </ul>	<ul style="list-style-type: none"> <li>Reaches decisions (which may be successful) based on intuition and/or “gut feeling” without being able to explain the process in a convincing way.</li> <li>Evidence of lapses in attention to detail</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of the ability to make a rational decision based upon the assimilation of information gathered from a range of sources</li> <li>Evidence of planning the collection &amp; examination of relevant &amp; appropriate information.</li> </ul>	<ul style="list-style-type: none"> <li>Training in the use of a range of decision-making techniques.</li> </ul>
<b>5 Planning &amp; Organisational Skills</b>	<ul style="list-style-type: none"> <li>Doesn't plan: just “does it”. No attempt to set objectives or prioritise. Heavy reliance on others.</li> <li>Poor track record for achieving positive outcomes</li> <li>Gives up when things go wrong</li> </ul>	<ul style="list-style-type: none"> <li>Achieves positive outcomes but at expense of others, or “more through luck than judgement”</li> <li>Describes planning that demonstrates clear flaws in logic</li> <li>Has not considered making contingency plans</li> <li>Finds it difficult to change course when initial plans go awry.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of successfully planning own workload with awareness of the needs of others.</li> <li><i>If appropriate, evidence of successfully planning the work of others.</i></li> <li>Takes a range of issues into account when setting objectives.</li> <li>Plans contain some indication of timescales &amp; milestones.</li> <li>Allows for contingencies</li> <li>Demonstrates both flexibility &amp; resilience in tackling unexpected obstacles.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of successfully planning &amp; managing complex projects involving other people.</li> <li>Has successfully introduced change and/ or service improvement.</li> <li>Training in project management techniques and skills. (e.g. PRINCE)</li> </ul>

<b>GENERIC CRITERIA FRAMEWORK FOR THE APPOINTMENT OF CHAPLAINCY MANAGER OR EQUIVALENT</b>				
<ul style="list-style-type: none"> <li>Applicants exhibiting evidence of Level 1 behaviours should not be appointed.</li> <li>Level 2 Behaviours indicate a development need</li> </ul>		<ul style="list-style-type: none"> <li>Level 3 behaviours indicate an adequate level of competence, skill or behaviour in that criterion.</li> <li>Level 4 behaviours indicate a marked strength in that criterion.</li> </ul>		
<b>Criteria Title</b>	<b>Level One Blockage</b>	<b>Level Two Development Need</b>	<b>Level Three Competence</b>	<b>Level Four Strength</b>
<b>6 Political Astuteness</b>	<ul style="list-style-type: none"> <li>Dogmatic in view that all individuals, groups and organisations are motivated or driven by the same agenda/s.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates some naivety in the way s/he views the positions or agendas of individuals, groups and organisations</li> <li>Evidence of adopting an overly simplistic “one size fits all” approach in dealing with individuals, groups and organisations</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of appreciating a diverse range of individuals, groups &amp; organisations, their inter-relationship and position in relation to a variety of issues. This in relation to groups within &amp; outside the local organisation.</li> <li>Aware of local organisational culture – including sensitivities or tensions. Evidence of having successfully worked with this to achieve positive outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of achieving positive outcomes based on the correct analysis of stakeholder positions &amp; agendas.</li> </ul>
<b>7 Communication Skills</b>	<ul style="list-style-type: none"> <li>Communication not understood. Messages garbled, confused or misleading.</li> <li>Uses inappropriate language, expression or structure.</li> <li>Talks over others.</li> </ul>	<ul style="list-style-type: none"> <li>Messages are broadly understood, but lack clarity or structure.</li> </ul>	<ul style="list-style-type: none"> <li>Communicates clearly, using language, structure &amp; expression to aid the listener or reader.</li> <li>Demonstrates active listening skills</li> <li>Shows understanding or seeks clarification by appropriate questioning</li> <li>Able to produce succinct and effective reports and papers for senior managers.</li> </ul>	<ul style="list-style-type: none"> <li>In addition, makes communication interesting &amp; compelling. Uses language, humour, expression, examples &amp; images to enhance the message. Invites others to seek clarification.</li> <li>Summarises what others have said &amp; builds on their position.</li> </ul>

<b>GENERIC CRITERIA FRAMEWORK FOR THE APPOINTMENT OF CHAPLAINCY MANAGER OR EQUIVALENT</b>				
<ul style="list-style-type: none"> <li>• Applicants exhibiting evidence of Level 1 behaviours should not be appointed.</li> <li>• Level 2 Behaviours indicate a development need</li> </ul>		<ul style="list-style-type: none"> <li>• Level 3 behaviours indicate an adequate level of competence, skill or behaviour in that criterion.</li> <li>• Level 4 behaviours indicate a marked strength in that criterion.</li> </ul>		
<b>Criteria Title</b>	<b>Level One Blockage</b>	<b>Level Two Development Need</b>	<b>Level Three Competence</b>	<b>Level Four Strength</b>
<b>8 Influence &amp; Persuasiveness</b>	<ul style="list-style-type: none"> <li>▪ Uses fixed or inappropriate styles to push forward opinion or agenda.</li> <li>▪ Uses skills to block, bully belittle others OR is wholly unaware of the need to persuade others.</li> <li>▪ Evidence of extreme aggressive or passive behaviours</li> </ul>	<ul style="list-style-type: none"> <li>▪ Uses fixed (and sometimes inappropriate) styles, based on personal preferences.</li> <li>▪ Little evidence of an appreciation of need to tailor approach to meet specific circumstances</li> <li>▪ Evidence of tendency to be passive or aggressive in exchanges.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Is aware of the need to influence others through a variety of means.</li> <li>▪ Has some understanding &amp; appreciation of motivational theory.</li> <li>▪ Adapts style &amp; content to meet the requirements of the situation.</li> <li>▪ Assertive in stating his/her case.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Has an accomplished repertoire of influencing styles.</li> <li>▪ Clear understanding &amp; use of motivational theory</li> <li>▪ Consciously seeks to influence others by selecting the appropriate approach.</li> </ul>
<b>9 Equality &amp; Diversity Awareness</b>	<ul style="list-style-type: none"> <li>▪ Is dismissive of need to be aware of &amp; sensitive to issues of equality &amp; diversity.</li> <li>▪ Demonstrates open hostility towards people because of own prejudices and/or beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Shows some awareness of equality &amp; diversity issues, but sees these in limited terms – e.g. as “only race” or “only faith”.</li> <li>▪ Does not recognise or acknowledge own prejudices or beliefs where these may – however unintentionally – disadvantage others.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrates self-awareness in terms of personal beliefs &amp; values.</li> <li>▪ Is aware of existing prejudices &amp; of need to disregard these in dealings with others &amp; in decision making.</li> <li>▪ Appreciates the value &amp; strengths of diversity at all levels &amp; in all settings.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Clear evidence of embracing issues of diversity.</li> </ul>

<b>GENERIC CRITERIA FRAMEWORK FOR THE APPOINTMENT OF CHAPLAINCY MANAGER OR EQUIVALENT</b>				
<ul style="list-style-type: none"> <li>• Applicants exhibiting evidence of Level 1 behaviours should not be appointed.</li> <li>• Level 2 Behaviours indicate a development need</li> </ul>		<ul style="list-style-type: none"> <li>• Level 3 behaviours indicate an adequate level of competence, skill or behaviour in that criterion.</li> <li>• Level 4 behaviours indicate a marked strength in that criterion.</li> </ul>		
<b>Criteria Title</b>	<b>Level One Blockage</b>	<b>Level Two Development Need</b>	<b>Level Three Competence</b>	<b>Level Four Strength</b>
<b>10 Awareness of relevant aspects of faith traditions</b>	<ul style="list-style-type: none"> <li>▪ Lacks knowledge of relevant features of world faiths other than own</li> <li>▪ Unsympathetic to differences between world faiths and traditions</li> <li>▪ Regards own faith tradition as superior to others</li> <li>▪ Confused thinking over faith and management roles</li> <li>▪ Displays cavalier attitude to the sometime limiting disciplines of other faith traditions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sympathetic to differences in faiths but lacks knowledge of basic relevant aspects</li> <li>▪ Shows only limited willingness to accept validity of faith traditions other than own</li> <li>▪ Has respect for, but limited understanding of, the disciplines and traditions of other faith groups</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrates knowledge of relevant features of faith traditions other than own</li> <li>▪ Sees value in the contribution of traditions other than own</li> <li>▪ Is not threatened by diversity in faith traditions</li> <li>▪ Can separate management from faith role</li> <li>▪ Respects the discipline of traditions other than own</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrates reasonable fluency in working with “languages”, concepts and disciplines of faith traditions other than own</li> <li>▪ Encourages the valuing of diversity in faith tradition input to chaplaincy</li> <li>▪ Promotes the effective use of gifts and skills out with faith traditions</li> <li>▪ Works with the (sometimes limiting) disciplines of the faith traditions in a positive way</li> </ul>

/

<b>GENERIC CRITERIA FRAMEWORK FOR THE APPOINTMENT OF CHAPLAINCY ASSESSOR</b>				
<ul style="list-style-type: none"> <li>• Applicants exhibiting evidence of Level 1 behaviours should not be appointed.</li> <li>• Level 2 Behaviours indicate a development need</li> </ul>		<ul style="list-style-type: none"> <li>• Level 3 behaviours indicate an adequate level of competence, skill or behaviour in that criterion.</li> <li>• Level 4 behaviours indicate a marked strength in that criterion.</li> </ul>		
<b>Criteria Title</b>	<b>Level One Blockage</b>	<b>Level Two Development Need</b>	<b>Level Three Competence</b>	<b>Level Four Strength</b>
<b>1 Qualifications &amp; Knowledge Base</b>	<ul style="list-style-type: none"> <li>▪ Cannot describe any progress in understanding or competence in time since initial appointment.</li> <li>▪ No evidence of having reflected on &amp; learnt from recent experience</li> </ul>	<ul style="list-style-type: none"> <li>▪ Little evidence of having progressed in understanding &amp;/or competence since initial appointment</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>As Chaplain plus:</i></li> <li>▪ Evidence of undertaking additional specialist training &amp; development since initial appointment, especially in areas of management and leadership.</li> <li>▪ Clear appreciation of the roles of managers and leaders within the NHS.</li> <li>▪ Able to discuss his/her own preferred management and leadership styles.</li> <li>▪ Aware of current and impending initiatives at both local and national level, e.g. White Papers, Business Planning, legislation etc.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Formal qualifications in Management and/or Leadership.</li> <li>▪ Evidence of successfully managed or supervised junior staff or volunteers</li> <li>▪ Training in Budgetary Management</li> <li>▪ Awareness of team building theory and technique.</li> </ul>

<b>GENERIC CRITERIA FRAMEWORK FOR THE APPOINTMENT OF CHAPLAINCY ASSESSOR</b>				
<ul style="list-style-type: none"> <li>• Applicants exhibiting evidence of Level 1 behaviours should not be appointed.</li> <li>• Level 2 Behaviours indicate a development need</li> </ul>		<ul style="list-style-type: none"> <li>• Level 3 behaviours indicate an adequate level of competence, skill or behaviour in that criterion.</li> <li>• Level 4 behaviours indicate a marked strength in that criterion.</li> </ul>		
<b>Criteria Title</b>	<b>Level One Blockage</b>	<b>Level Two Development Need</b>	<b>Level Three Competence</b>	<b>Level Four Strength</b>
<b>2 Understanding of Chaplaincy Services</b>	<ul style="list-style-type: none"> <li>▪ Does not support, understand and/or appreciate the role.</li> <li>▪ Dismisses or rejects models contained within “Agenda for Change” or the <i>Caring for the Spirit</i> strategy</li> </ul>	<ul style="list-style-type: none"> <li>▪ Evidence of some gaps in appreciation or understanding</li> </ul>	<ul style="list-style-type: none"> <li>▪ Evidence of a comprehensive understanding of the range and breadth of duties conducted by a Chaplain in the NHS as indicated by “Agenda for Change”/ <i>Caring for the Spirit</i>”</li> </ul>	<ul style="list-style-type: none"> <li>▪ Wider understanding reflected by role and personal contribution to developing chaplaincy services either in practice and theological training or academic presentations.</li> </ul>
<b>3 Political Astuteness</b>	<ul style="list-style-type: none"> <li>▪ Dogmatic in view that all individuals, groups and organisations are motivated or driven by the same agenda/s.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrates some naivety in the way s/he views the positions or agendas of individuals, groups and organisations</li> <li>▪ Evidence of adopting an overly simplistic “one size fits all” approach in dealing with individuals, groups and organisations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Evidence of understanding and appreciating a diverse range of individuals, groups and organisations, their inter-relationship and position in relation to a variety of issues.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Evidence of achieving positive outcomes based on the correct analysis of stakeholder positions and agendas.</li> </ul>
<b>4 Analysis and Judgement</b>	<ul style="list-style-type: none"> <li>▪ Evidence of making decisions based on irrelevant or inappropriate information.</li> <li>▪ Haphazard approach to gathering information and attention to detail.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reaches decisions (which may be successful) based on intuition and/or “gut feeling” without being able to explain the process in a convincing way.</li> <li>▪ Evidence of lapses in attention to detail</li> </ul>	<ul style="list-style-type: none"> <li>▪ Evidence of the ability to make a rational decision based upon the assimilation of information gathered from a range of sources</li> <li>▪ Evidence of attention to detail</li> </ul>	<ul style="list-style-type: none"> <li>▪ Evidence of planning the collection and examination of relevant and appropriate information.</li> <li>▪ Evidence of the effective use of one of a range of decision-making techniques.</li> </ul>

<b>GENERIC CRITERIA FRAMEWORK FOR THE APPOINTMENT OF CHAPLAINCY ASSESSOR</b>				
<ul style="list-style-type: none"> <li>• Applicants exhibiting evidence of Level 1 behaviours should not be appointed.</li> <li>• Level 2 Behaviours indicate a development need</li> </ul>		<ul style="list-style-type: none"> <li>• Level 3 behaviours indicate an adequate level of competence, skill or behaviour in that criterion.</li> <li>• Level 4 behaviours indicate a marked strength in that criterion.</li> </ul>		
<b>Criteria Title</b>	<b>Level One Blockage</b>	<b>Level Two Development Need</b>	<b>Level Three Competence</b>	<b>Level Four Strength</b>
<b>5 Personal Development (including spiritual and faith issues)</b>	<ul style="list-style-type: none"> <li>▪ Is hostile to or dismissive of the need for or value of personal development plans (PDP).</li> <li>▪ Rejects notion of shared responsibility for learning and development.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Has PDP but little evidence of working through this in a committed fashion.</li> <li>▪ Reactive rather than proactive in seeking or identifying potential development opportunities for self and/or others.</li> <li>▪ Demonstrates only rudimentary awareness of current issues impacting upon Chaplaincy and healthcare.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Evidence of working through a current PDP</li> <li>▪ Evidence of encouraging any junior colleagues to undertake appropriate development activities</li> <li>▪ Demonstrates knowledge of current issues impacting upon Chaplaincy and healthcare, with the ability to interpret these in a local context.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Evidence of leading and driving development events for self and/or others.</li> <li>▪ Work as mentor or coach for colleagues.</li> </ul>
<b>6 Communication Skills</b>	<ul style="list-style-type: none"> <li>▪ Communication not understood. Messages garbled, confused or misleading.</li> <li>▪ Uses inappropriate language, expression or structure.</li> <li>▪ Talks over others.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Messages are broadly understood, but lack clarity or structure.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Communicates clearly, using language, structure and expression to aid the listener or reader.</li> <li>▪ Demonstrates understanding or seeks clarification by appropriate questioning</li> </ul>	<ul style="list-style-type: none"> <li>▪ In addition, makes communication interesting and compelling. Uses language, humour, expression, examples and images to enhance the message. Invites others to seek clarification.</li> <li>▪ Summarises what others have said and builds on their position.</li> </ul>

<b>GENERIC CRITERIA FRAMEWORK FOR THE APPOINTMENT OF CHAPLAINCY ASSESSOR</b>				
<ul style="list-style-type: none"> <li>• Applicants exhibiting evidence of Level 1 behaviours should not be appointed.</li> <li>• Level 2 Behaviours indicate a development need</li> </ul>		<ul style="list-style-type: none"> <li>• Level 3 behaviours indicate an adequate level of competence, skill or behaviour in that criterion.</li> <li>• Level 4 behaviours indicate a marked strength in that criterion.</li> </ul>		
<b>Criteria Title</b>	<b>Level One Blockage</b>	<b>Level Two Development Need</b>	<b>Level Three Competence</b>	<b>Level Four Strength</b>
<b>7 Influence &amp; Persuasiveness</b>	<ul style="list-style-type: none"> <li>▪ Uses fixed or inappropriate styles to push forward opinion or agenda.</li> <li>▪ Uses skills to block, bully belittle others OR is wholly unaware of the need to persuade others.</li> <li>▪ Evidence of extreme aggressive or passive behaviours</li> </ul>	<ul style="list-style-type: none"> <li>▪ Uses fixed and sometimes-inappropriate styles, based on personal preferences.</li> <li>▪ Little evidence of an appreciation of need to tailor approach to meet specific circumstances</li> <li>▪ Evidence of tendency to be passive or aggressive in exchanges.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Is aware of the need to influence others through a variety of means.</li> <li>▪ Has some understanding and appreciation of motivational theory.</li> <li>▪ Adapts style and content to meet the requirements of the situation.</li> <li>▪ Assertive in stating his/her case.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Has an accomplished repertoire of influencing styles.</li> <li>▪ Clear understanding and use of motivational theory</li> <li>▪ Consciously seeks to influence others by selecting the appropriate approach.</li> </ul>
<b>8 Equality and Diversity Awareness</b>	<ul style="list-style-type: none"> <li>▪ Is dismissive of need to be aware of and sensitive to issues of equality and diversity.</li> <li>▪ Demonstrates open hostility towards people because of own prejudices and/or beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Shows some awareness of equality and diversity issues, but sees these in limited terms – e.g. as “only race” or “only faith”.</li> <li>▪ Does not recognise or acknowledge own prejudices or beliefs where these may – however unintentionally – disadvantage others.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrates self-awareness in terms of personal beliefs and values.</li> <li>▪ Is aware of existing prejudices and of need to disregard these in dealings with others and in decision making.</li> <li>▪ Appreciates the value and strengths of diversity at all levels and in all settings.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Clear evidence of embracing issues of diversity.</li> <li>▪ Acknowledged champion of diversity and equality in a local or national context.</li> </ul>

## GENERIC CRITERIA FRAMEWORK FOR THE APPOINTMENT OF CHAPLAINCY REVIEWER

Chaplaincy Reviewers must be existing Assessors, with experience over a period of no less than 12 months including work on the selection of the full range of Chaplaincy posts, involving no less than 15 selection projects within that time.

Applicants should be able to describe the learning and development that has taken place in this role. Formal management qualifications - at graduate level or equivalent - are desirable but not essential. Applicants will usually, but not necessarily, be able to draw upon experience of working as a Lead Chaplain, with managerial responsibility for a Chaplaincy service, or a substantial part of one within a large or diffuse organisation.

Assessment criteria will be the same as for Assessors. In addition, applicants will be able to demonstrate a range of skills and knowledge related to organisational development. These are:

<b>Change Management</b>
○ Has a comprehensive understanding and appreciation of basic change management theory, and of a range of tools and techniques
○ Is able to provide compelling evidence of leading and achieving significant change to service delivery in an NHS setting through the application of appropriate theory, tools and techniques.
○ Is able to describe the process of change and the impact on stakeholders and to demonstrate evidence of this from his or her experience.
<b>Problem solving, analysis, judgement &amp; decision making</b>
○ Able to demonstrate an understanding of a range of analytical, problem solving and decision making techniques, and can also support this through evidence to illustrate his or her successful use of one or more of these within a work setting.
○ Evidence of adopting a flexible approach to achieving desired results when circumstances demand this.
<b>Political astuteness and organisational understanding</b>
○ Compelling evidence of the ability to quickly form an accurate understanding of prevailing political drivers - both overt and covert - at work within an organisation of which he or she has little or no previous knowledge.
○ Has a basic understanding of resource management issues, including human resource management, specifically, evidence of having undertaken workforce-planning

exercises. Realistic in appraising operational constraints.

- Is able to demonstrate a clear understanding of central HR-related initiatives, e.g. Skills Escalator; IWL and Agenda for Change

**Advanced communication skills**

- Can demonstrate a high level of questioning and active listening skills in order to accurately obtain required information, opinion and facts.
- High level of verbal and written presentation skills.
- Can demonstrate a very high level of persuasion and influence, selecting appropriate approaches to suit the needs of the target audience.