

KNOWLEDGE AND SKILLS IN HEALTHCARE CHAPLAINCY

The purpose of this statement is to ensure that patients and staff receive spiritual healthcare which is consistent and of a high standard. As the basis for a curriculum for healthcare chaplaincy, it will also support the world faith communities in their development of healthcare chaplaincy.

The attached table sets out the knowledge and skills attained by ministers/ priests during their initial training and by healthcare chaplains as they progress from an entry-level post to that of senior chaplain. The main sources for these statements have been the curriculum for the Northern Ordination Course, the chaplaincy occupational standards published at www.mfghc.com and the NHS Knowledge and Skills Framework (October 2004).

This version V3 is being circulated for comment to the *Caring for the Spirit* project team prior to discussions with chaplains and others about its content. In due course, South Yorkshire SHA will undertake a listening exercise to capture a wide range of comments on this statement before finalising and publishing in 2006.

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	Development of community--based Minister/ Priest	Development of Entry level Chaplain	Development of Practitioner level Chaplain	Development of Senior level Chaplain
Knowledge of Communications	Requires knowledge of the theories, models and principles of effective communication. Knowledge of the faith community's proclamations of faith. Ethical and moral issues in communicating the message of faith	<p>Requires knowledge of barriers to communication; and of legislation, policy and procedural aspects of confidentiality.</p> <p>Requires knowledge of oral, signing, written and electronic forms; barriers to communication; and of legislation, policy and procedural aspects of complaints, confidentiality, data protection, information and related technology, language</p> <p>Requires knowledge of the impact of contexts and cultures on communication differences; ways to break bad news; ways to explore difficult issues; ways to support people in difficult circumstances; ways to assist communications by modifying the content, structure, environment and method of communication.</p> <p>Requires knowledge of advocacy, support and interpreting services, and facilities which enable confidential and/ or private</p>	<p>Additionally, may be involved in communications with groups (including families), the public and their representatives, workers from other agencies.</p> <p>Requires knowledge of complexity of issues and associated and societal issues and risks; clashes in personal and/ or organisational styles; advocacy on behalf of others; explaining complex issues in formal situations.</p> <p>Requires knowledge of lines of accountability and authority and of policies and processes concerning consultation.</p>	

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		consultation. Requires clarity about involvement of counselling skills in the routine communication exchange.		
Communication skills	<ul style="list-style-type: none"> ▪ Able to develop a practical communication strategy ▪ Able to communicate a faith-based message authentically and effectively with or without spoken words ▪ Able to communicate in different contexts (e.g. local and national media, school assemblies, evangelistic events, occasional offices) ▪ Able to make effective use of symbolism, music, movement and voice in communication 	<ul style="list-style-type: none"> ▪ Able to communicate appropriately and successfully with colleagues, users and general public ▪ Able to communicate both face-to-face and over the telephone ▪ Able to listen effectively and sensitively, in order to take advantage of advice/information ▪ Able to summarise, précis, synthesise and abstract written or verbal information ▪ Able to take minutes/notes ▪ Able to disseminate information effectively and efficiently ▪ Able to adapt register and tone to suit context and audience ▪ Able to write effectively; to structure a convincing argument, using appropriate language, grammar and spelling ▪ Able to recognise the need for formal counselling skills in routine communication 	<p>Additionally</p> <ul style="list-style-type: none"> ▪ Able to speak publicly; to give formal presentations and informal briefings, and participate actively in meetings ▪ Able to analyse, understand and make use of statistical information (including an understanding of its limitations) 	<p>Additionally</p> <ul style="list-style-type: none"> ▪ Able to communicate issues of strategic and political importance in a variety of settings concerned with decision-making and/ or policy formulation

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		exchanges.		
Knowledge of Personal and People Development	<p>Requires Knowledge of sources of information, mechanisms of adult learning and the learning process.</p> <p>Requires knowledge of the major faith community spiritual traditions and knowledge of the main classical texts.</p> <p>Requires knowledge of the place of spirituality in community settings including retreats and quiet days, public worship, prayer, spiritual direction,</p> <p>Knowledge of reflective practice and its value in ministry</p>	<p>Requires knowledge of own learning needs and interests and how to address these; and of the limits to activities.</p> <p>Requires knowledge of the task which enables them to offer information to others when it will help their development and/ or help them meet work demands</p> <p>Requires knowledge of the task which enables them to take an active part in the development review for the post with their reviewer and suggest areas for learning and development in the coming year; and of the KSF development review process as undertaken within their organisation.</p> <p>Requires knowledge of training and development opportunities and of the values of the NHS</p>	<p>Requires knowledge of the knowledge and skills required to meet emerging work demands and requirements in own post; and of the work of others to enable others to apply their knowledge and skills in practice; and of the workplace to enable a contribution to be made to its learning environment.</p> <p>Requires knowledge of the values and culture of the organisation and of the individuals within it.</p> <p>Requires knowledge of continuing professional development.</p>	<p>Requires knowledge of the future development of practice and of the relevance of current knowledge and skills to service delivery; of the concept of the workplace as a learning environment drawing on good practice; and of the legislation, policies and procedures which underpin learning and development</p>
Skills in Personal and People Development	<ul style="list-style-type: none"> ▪ Able to use sources of information effectively for learning. ▪ Able to formulate a personal statement of the understanding of spirituality in life; ▪ Able to exercise pastoral 	<ul style="list-style-type: none"> ▪ With the help of others, able to identify what learning is needed to do the current job better and when help is needed ▪ Able to take an active part in agreed learning activities and keep a record of them. 	<p>Additionally</p> <ul style="list-style-type: none"> ▪ Able to critically appraise new and changing theoretical models, policies and the law; ▪ Able to act as a role model and mentor to others. ▪ Able to demonstrate to 	<p>Additionally</p> <ul style="list-style-type: none"> ▪ Able to develop new skills and knowledge in new areas of work ▪ Able to maintain work-life balance and personal wellbeing ▪ Able to facilitate networks of

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	<p>leadership in the study and practice of spirituality</p> <ul style="list-style-type: none"> ▪ Able to reflect on experiences and to learn and change accordingly 	<ul style="list-style-type: none"> ▪ Able to identify and offer information to others to inform changes to work practice ▪ Able to take responsibility for own personal development and an active part in learning opportunities; ▪ Able to evaluate the effectiveness of learning opportunities and alerts others to benefits and problems. ▪ Able to identify and offer information to others to inform changes to work practice. 	<p>others how to do something effectively</p> <ul style="list-style-type: none"> ▪ Able to provide feedback and encouragement to others and also during assessment in the workplace. 	<p>practitioners to learn from each other.</p>
Knowledge of Health, Safety and Security	<p>Requires knowledge of the legislation, policies and procedures, which affect health and safety at work, and security of premises, people and equipment including legislation about disability.</p> <p>Requires knowledge of legislation, policies and procedures concerning accident/ incident reporting; child protection, and protection of vulnerable adults</p>	<p>Additionally Requires knowledge of legislation, policies and procedures concerning data protection, infection control, and moving and handling.</p> <p>Requires knowledge of infection control procedures, techniques for dealing with dangerous interpersonal situations and lone working, and with people with disability.</p>	<p>Requires knowledge of risk management; and of psychological interactions e.g. abuse, aggression, violence, theft.</p>	

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Skills for Health, Safety and Security	<ul style="list-style-type: none"> ▪ Able to maintain security of equipment and premises ▪ Able to activate procedures for the child protection and the protection of vulnerable adults. ▪ Able to identify risks and appropriate strategies for dealing arising from lone working in a community setting 	<ul style="list-style-type: none"> ▪ Able to recognise a workplace hazard and take appropriate action to avoid it and, where necessary, to report it. 	<ul style="list-style-type: none"> ▪ Able to monitor work areas and practices to ensure they are safe and free from hazards, and conform to health, safety and security legislation, policies, procedures and guidelines ▪ Able to challenge people who put themselves or others at risk. 	
Knowledge of Service improvement		<p>Requires knowledge of the relevant service plans and constraints. Knowledge of the relevant policy and guidance of the NHS Government Departments and professional bodies.</p> <p>Requires knowledge of direction¹, policies² and strategies³ which relate to the service and its users, and other services which effect people's health and wellbeing e.g. transport, education, and housing</p>		<p>Requires knowledge of financial and human resource management, service effectiveness and user involvement; knowledge of values⁴ and their impact in organisational theory; and knowledge of the scope and content of strategy, policy and procedural documents</p>

¹ Direction – the general way in which something should develop or progress

² Policy – set of principles or rules which govern the way an organisation/ partnership deals with key issues

³ Strategy – a carefully devised plan to achieve long-term goals and direction

⁴ Values – the things that san organisation/ partnership believes in and seeks to realise in its work

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Skills for Service improvement		<ul style="list-style-type: none"> ▪ Able to discuss with the manager/ work team the changes that need to be made in own practice and the reasons for them ▪ Able to adapt own practice as agreed and with support ▪ Able to evaluate own and other's work when required to do so completing relevant documentation ▪ Able to constructively identify issues with direction, policies and strategies in the interest of the public ▪ Able to evaluate own and other's work when required to do so completing relevant documentation ▪ Able to constructively identify issues with direction, policies and strategies t of the public 		<ul style="list-style-type: none"> ▪ Able to engage the public, users of services and other interested parties in an open and effective discussion on values, direction, policies and strategies for the organisation/ service ▪ Able to work effectively with others to clearly define values direction and policies including guidance on how to respond when these are under pressure or interests are in conflict ▪ Able to work effectively with others to formulate strategies and associated objectives.
Knowledge of Quality	<p>Requires knowledge of the questions posed for the faith community by scientific discoveries.</p> <p>Requires knowledge of the major faith-based and philosophical schools of ethics including the nature, scope and purpose of ethics and moral thought.</p>	<p>Requires knowledge of team requirements and resources and necessary codes of behaviour and professional obligations</p> <p>Requires knowledge about team working, quality approaches and prioritisation of workloads; complaints, anti-discriminatory practices, clinical</p>	<p>Requires knowledge of evaluative processes, risk management, quality systems and processes.</p> <p>Requires knowledge of audit methodology and mechanisms. Knowledge of patient/ staff survey methods</p> <p>Requires knowledge of</p>	<p>Requires knowledge of legislation and emerging requirements and standards; auditing, benchmarking; inspections and investigations; analysis of complaints, incidents, errors etc.</p>

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	Requires knowledge of relevant ecclesiastical requirements and law as applied to clergy.	<p>negligence and public interest.</p> <p>Requires knowledge of the constraints imposed on their ministers by other faith communities.</p> <p>Requires knowledge of group dynamics, conflict resolution mechanisms</p> <p>Requires knowledge about systems and processes of corporate and clinical governance</p>	structures for administering ethics in both research and practice areas.	
Skills for Quality	<ul style="list-style-type: none"> ▪ Able to demonstrate knowledge and understanding of the faith community's approaches to ethical questions. ▪ Able to demonstrate a basic understanding of the philosophy of religion and the nature of religious language ▪ Able to apply theological and philosophical perspectives to contemporary ethical issues 	<ul style="list-style-type: none"> ▪ Able to comply with legislation, policies and procedures for corporate governance as they apply to this work ▪ Able to act responsibly as a team member ▪ Able to use resources efficiently and effectively ▪ Able to refer issues beyond the limits of competence and responsibilities to relevant people ▪ Able to act consistently with legislation, policies procedures and quality approaches ▪ Able to priorities own workload and organise own work to meet priorities and reduce risks to quality 	<ul style="list-style-type: none"> ▪ Additionally ▪ Able to promote the value of quality to others ▪ Able to organise and carry out own work in manner that maintains and promotes quality ▪ Able to evaluate the quality of own and others work and raises quality issues and related risks with relevant people ▪ Able to audit activities and information effectively ▪ Able to lead and sustain activities concerned with developing and implementing ethical considerations 	<ul style="list-style-type: none"> ▪ Additionally ▪ Able to continuously monitor quality and take effective action to address quality issues and promote quality ▪ Able to initiate and take forward the introduction and maintenance of quality and governance systems and processes across the organisation and its activities ▪ Able to enable others to understand and address risks to quality ▪ Able to work consistently with legislation, policies, procedures and other quality approaches and to alerts others to the need for

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		<ul style="list-style-type: none"> ▪ Able to monitor the quality of work in own area and alert others to quality issue ▪ Able to serve as a resource for ethical considerations 		improvements in quality
Knowledge of Equality and Diversity	<p>Requires knowledge of the faith community's approach to people of different gender, age and race.</p> <p>Requires knowledge of encounters with other world faiths including formal and informal interactions.</p> <p>Requires knowledge of resources including theological resources for interpreting and evaluating the role of religion in contemporary society.</p>	<p>Requires knowledge of legislation and policies related to equal opportunities⁵.</p> <p>Requires knowledge of legislation, policies and procedures related to complaints and issue resolution; human rights; and mental health</p> <p>Requires knowledge of systems, standards and guidelines designed to promote quality; the systems and processes for learning and development offered to different people and those for the recruitment, selection and promotion of staff</p>		Requires extended knowledge of the legislation, policies, and procedures concerned with equality and diversity relevant to a healthcare setting.
Skills for Equality and Diversity	<ul style="list-style-type: none"> ▪ Able to act in ways that are in accordance with legislation, policies, procedures and good practice in equal opportunities. 	<ul style="list-style-type: none"> ▪ Able to act in ways that are in accordance with legislation, policies, procedures and good practice in equal opportunities 		<ul style="list-style-type: none"> ▪ Able to evaluate the effectiveness of equality and diversity policies and procedures within the service and contribute to the development of good

⁵ Equal opportunities – emphasises the structures, systems and measures of groups within society and within organisations. Equal opportunities is about addressing representation and balance

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	<ul style="list-style-type: none"> ▪ Able to act with confidence and courtesy in inter-faith dialogue. ▪ Able to explain a range of possible interpretations of the relationship between faith communities and other religions and to articulate own current understanding 	<ul style="list-style-type: none"> ▪ Able to act in ways that acknowledge and recognise people's expressed beliefs, preferences and choices ▪ Able to respect diversity and to value people as individuals ▪ Able to identify and take action when own and other's behaviours undermines equality and diversity ▪ Able to support people who need assistance in exercising their rights ▪ Able to enable others to promote equality and diversity and a non-discriminatory culture ▪ Able to identify patterns of discrimination and take action to overcome discrimination and promote diversity and equality of opportunity 		<p>practice</p> <ul style="list-style-type: none"> ▪ Able to challenge individual and organisational discrimination ▪ Able to support those whose rights have been compromised consistent with the legislation, policies and procedures and good and best practice.
Knowledge of the Promotion of Health⁶ and Well-being (HWB) and	Requires knowledge of the faith community's religious texts and documents. Knowledge of differing	Requires knowledge of legislation, policies and procedures about healthy lifestyle and public health; and	Requires knowledge about people's resistance and about strategies to enable them to look after their own health and	Requires knowledge about the prevalence of spiritual health and well-being within local communities; knowledge about

⁶ Health – a state of complete physical, mental and social well-being, and not merely the absence of disease or infirmity. Health is a resource of everyday life, not the object of living. It is a positive concept emphasising social and personal resources as well as physical capabilities. A comprehensive understanding of health implies that all systems and structures which govern social and economic conditions and the physical environment should take account of the implications of their activities in relation to their impact on individual and collective health and well-being. (World Health Organisation)

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prevention of adverse effects	<p>interpretations and judgements arising from these texts; Requires knowledge of the main traditions of teaching to which the texts relate.</p> <p>Requires knowledge of the history of the faith community and influences and circumstances affecting its growth and engagement in the world.</p> <p>Requires knowledge of the encounter between the faith community and secular thought in modern and post-modern forms.</p> <p>Requires knowledge of trends and statistics in the area of relationships; knowledge of western societal changes in the areas of understanding of sexuality, power, marriage and family</p>	<p>knowledge of place of spiritual healthcare in these</p> <p>Requires knowledge about the representation of faith communities locally and within the healthcare organisation. Knowledge of theology relevant to healthcare.</p>	<p>well-being; Knowledge about the evidence base in spiritual healthcare</p>	<p>local community development and capacity building, and regeneration/ social inclusion programmes</p>
Skills for the Promotion of Health and Well-being (HWB) and prevention of adverse effects	<ul style="list-style-type: none"> ▪ Able to read texts in their written language where necessary ▪ Able to explain the meaning of texts in terms understood by the faith community's main traditions 	<ul style="list-style-type: none"> ▪ Able to identify factors which have a positive and negative affect on health and well-being and how it can be promoted and adverse affects prevented; ▪ Able to enable people to view health and wellbeing 	<ul style="list-style-type: none"> ▪ Additionally ▪ Able to act effectively with people to identify their concerns about spiritual health and well-being. ▪ Able to act as a resource for improving spiritual health to other people. 	<ul style="list-style-type: none"> ▪ Additionally ▪ Able to engage and work effectively with a wide range of diverse people to identify their concerns about spiritual health and well-being. ▪ Able to actively involve

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	<ul style="list-style-type: none"> ▪ Able to demonstrate understanding of texts and the interpretations/ judgements derived from them. ▪ Able to assess critically the place of non-theological factors in the development of the faith community's traditions ▪ Able to describe and evaluate the factors and personalities which have impacted on the faith community's development and their significance for the contemporary life of the communities ▪ Able to determine where the faith community should give support and healing and where it should offer a counter culture ▪ Able to engage with the influence of post-modernity on a variety of relationships in the family and community ▪ Able to respond pastorally to people struggling with or wanting to enhance a relationships 	<p>as a positive aspect of their lives</p> <ul style="list-style-type: none"> ▪ Able to identify factors which have a positive and negative affect on health and well-being and how it can be promoted and adverse affects prevented; ▪ Able to enable people to view health and wellbeing as a positive aspect of their lives ▪ Able to identify factors which have a positive and negative affect on health and wellbeing and how it can be promoted and adverse affects prevented; ▪ Able to enable people to view health and well-being as a positive aspect of their lives. 	<ul style="list-style-type: none"> ▪ Able to design approaches to spiritual health based on evidence and the interests of other people 	<p>people in setting priorities, programme design, planning and implementation</p> <ul style="list-style-type: none"> ▪ Able to evaluate the effectiveness of activities designed to improve spiritual health and well-being

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Knowledge of Assessment and care planning to meet HWB needs knowledge	<p>Requires knowledge of differing types of spirituality;</p> <p>Requires knowledge of the faith community's approach to birth and death and to care for those who are dying and bereaved.</p> <p>Requires knowledge of the history and theology of pastoral care; knowledge of times when care may be needed more than usual; knowledge of when and how to refer people with difficulties outside their competence; knowledge of how to work alongside lay and other authorised people in the furtherance of the work of the faith community</p> <p>Requires knowledge of theological resources.</p>	<p>Requires knowledge of legislation, policies and procedures concerned with privacy and dignity, medical records, confidentiality, children and vulnerable adults; Knowledge of specific record policies and processes relating to assessment of spiritual needs; knowledge of consent processes.</p> <p>Requires knowledge of the various assessment methods being undertaken and of the differing approaches to assessing spiritual needs; and Knowledge of risk assessment.</p> <p>Requires knowledge of referral systems and their operation.</p>	<p>Requires knowledge of care plans⁷ and care planning.</p> <p>Requires knowledge of the theological and philosophical approaches to the identified spiritual needs.</p>	<p>Requires knowledge of complex assessment methods and of risks associated with complex health and well-being needs.</p> <p>Requires knowledge of the benefits of multi-professional working and co-operation in the delivery of care in relation to assessed needs.</p>
Skills for Assessment and care planning to meet HWB needs	<ul style="list-style-type: none"> ▪ Able to demonstrate understanding of the history and theology of pastoral care ▪ Able to analyse the faith community's pastoral and ministerial practice ▪ Able to work effectively 	<ul style="list-style-type: none"> ▪ Able to undertake observations. ▪ Able to obtain specific information from people ▪ Able to record specific information both in writing and on computerised records 	<ul style="list-style-type: none"> ▪ Additionally ▪ Able to monitor the implementation of care plans and make changes to meet people's needs ▪ Able to develop and record care plans that are appropriate to the people 	<ul style="list-style-type: none"> ▪ Additionally ▪ Able to co-ordinate the delivery of care plans, feeding in relevant information to support wider service planning. ▪ Able to plan and use assessment methods which

⁷ Care plans – overall plans for the protection, enablement and care that people require to meet their health and well-being needs

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	in delivering pastoral care in a range of situations	<ul style="list-style-type: none"> ▪ Able to undertake observations. ▪ Able to obtain specific information from people ▪ Able to record specific information both in writing and on computerised records ▪ Able to make suggestions on the care, protection and support that will be needed and how this might relate to own work ▪ Able to offer the team own insights into the health and well-being needs and wishes of the people concerned ▪ Able to record and report back accurately and fully on the assessments undertaken and the risks identified. 	<p>concerned.</p> <ul style="list-style-type: none"> ▪ Able to consider and interpret all of the information available and make a justifiable assessment of people's health and well-being, related needs and risks and explains the outcomes to those concerned. ▪ Able to co-operate with other professionals and disciplines in delivering care. 	<p>are appropriate for complex needs</p> <ul style="list-style-type: none"> ▪ Able to explain clearly to people own role, responsibility and accountability, the outcomes of assessment and the options within care plans and associated benefits and risks
Knowledge of Protection of HWB		Requires knowledge of legislation, policies and procedures relating to child protection, protection of vulnerable adults, domestic violence, mental health and substances hazardous to health	Requires detailed understanding of the legal and policy mechanism for protecting those at risk; and knowledge of how to communicate these concerns and requirements with the people and agencies involved.	
Skills for Protection of		<ul style="list-style-type: none"> ▪ Able to identify signs that people are at risk and that 	<p>Additionally</p> <ul style="list-style-type: none"> ▪ Able to record and report 	

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HWB		<p>there might be a need for protective measures</p> <ul style="list-style-type: none"> ▪ Able to report suspicions of risk to the appropriate people consistent with legislation, policies and procedures ▪ Able to record any information that is available on the risk ▪ Able to identify signs that people are at risk and that there might be a need for protective measures ▪ Able to report suspicions of risk to the appropriate people consistent with legislation, policies and procedures ▪ Able to record any information that is available on the risk 	<p>the interventions consistent with legislation and relevant policies and procedures</p> <ul style="list-style-type: none"> ▪ Able to take appropriate and immediate action in response to contingencies ▪ Able to prepare and contribute to protective interventions in an appropriate manner consistent with legislation and policies ▪ Able to explain to people the purpose of the contact with those who are at risk and the context and relevance of so doing 	
Knowledge of Enablement to address HWB needs	Requires knowledge of mission and theological background in local and global context	<p>Requires knowledge of the process and outcomes of spiritual needs assessment and of the services available to meet spiritual needs; Knowledge of the activities which could enable people to meet their ongoing spiritual needs, consistent with the care plan, legislation policies and procedures.</p> <p>Requires knowledge of specific</p>	Requires knowledge of measures of effectiveness of spiritual healthcare; Knowledge of the rites associated with religious care in own and others' traditions and faiths	

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		<p>forms of information and support which people in spiritual need may require; knowledge of the basis for providing spiritual support in own traditions and in those of the major world faiths; knowledge of spirituality which does not belong to formalised religions or traditions.</p> <p>Requires knowledge of bereavement care, rites of passage, policies for disposal of foetal remains</p>		
Skills for Enablement to address HWB needs	<ul style="list-style-type: none"> ▪ Able to show understanding of the faith community's engagement with the world 	<ul style="list-style-type: none"> ▪ Able to offer information to the team on how to meet people's health and well-being needs and affective ways of doing this based on observations and own experience ▪ Able to effectively prepare for and undertake activities to enable people to meet their ongoing needs consistent with the care plan, legislation, policies and procedures ▪ Able promptly to alert the team to any risks ▪ Able to report and record activities undertaken and how health and well-being needs are changing and feeds back on the appropriateness of the 	<p>Additionally</p> <ul style="list-style-type: none"> ▪ Able to identify specific goals within the context of their overall care plan and their complex health and well-being needs; ▪ Able to enable people to realise and maintain their potential in a manner that is consistent with evidence-based practice, legislation, policies and procedures, and the management of risk ▪ Able to evaluate the effectiveness of work with people and make any necessary modifications 	

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		<p>activities for the people concerned</p> <ul style="list-style-type: none"> ▪ Able to identify with the people concerned goals for the specific activities to be undertaken within the context of their overall care plan and their health and well-being needs ▪ Able to enable people to address their specific needs consistent with legislation, policies and procedures acting as a resource as and when they need it ▪ Able to take any action to address any issues or risks ▪ Able to review the effectiveness of specific activities as they proceed and make any necessary modifications ▪ Able to provide feedback to the person responsible for the overall care plan and its effectiveness and the health and well-being and needs of people 		
Knowledge of Provision of care to meet HWB needs	Requires knowledge of the structure and forms of the faith community's liturgical developments and their origins; and an understanding of place of	<p>Requires knowledge of spiritual health needs and care available to meet those needs</p> <p>Requires knowledge of the scriptures and writings of the</p>	Requires knowledge of effectiveness of specific activities; knowledge of goals and outcomes which meet spiritual needs.	Requires knowledge of specialised aspects of spiritual care activities either relating to the area of work or to faith community rites/ rituals not usually accessible within the

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	<p>liturgy in its sacred and spiritual context.</p> <p>Requires knowledge of the faith community's liturgy including signs, symbols, sacraments, initiation rites, sacred space, liturgy and architecture, liturgical music, the faith calendar, and the rites of passage.</p> <p>Requires knowledge of the faith community's approach to the construction and conduct of worship including presidency, dress, movement, drama and manual acts and creative liturgy</p>	<p>faith community and of the major world faith; knowledge of the religious rites and rituals of the major world faiths.</p> <p>Requires knowledge of the breadth of expression amongst faith communities</p>	<p>Requires knowledge of necessary procedures to meet the spiritual needs of both elective and emergency care users.</p> <p>Requires knowledge of clinical conditions which may encourage religious expression and those which may constrain physical activity including worship in individuals.</p>	<p>care environment</p>
Skills for Provision of care to meet HWB needs	<ul style="list-style-type: none"> ▪ Able to relate the faith community's liturgy to its theological and cultural contexts ▪ Able to officiate at and participate in the faith community's liturgical rites with insight and understanding 	<ul style="list-style-type: none"> ▪ Able to discuss individuals' care plans and their health and well-being needs with the care team and to understand own role in delivering care to meet those needs. ▪ Able to undertake and record care activities as delegated. ▪ Able to prepare for, 	<p>Additionally</p> <ul style="list-style-type: none"> ▪ Able to undertake care in a manner that is consistent with evidence-based practice and/ or clinical guidelines, multi-disciplinary team working, own knowledge, skills and experience and legislation, policies and procedures; 	<p>Additionally</p> <ul style="list-style-type: none"> ▪ Able to evaluate the effectiveness of care and make any necessary modifications ▪ Able to use considered judgement to meet people's different care needs

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		undertake and record care activities ⁸ as delegated and consistent with legislation, policies and procedures and the management of risk; <ul style="list-style-type: none"> ▪ Able to support and monitor people receiving care enabling them to address their own health and well-being as far as it is possible for them to do so; ▪ Able to provide information to the team on how individual's needs are changing and feedback on the appropriateness of the care plan for the people concerned. 		
Knowledge of Knowledge and Information resources	Knowledge of common uses of information and management technology including word processing, e-mail and internet services Requires knowledge of different approaches to research and applied theology and knowledge of		Requires knowledge of appropriate information sources and access tools; knowledge of legislation relating to copyright, intellectual property, data protection, and freedom of information. Requires knowledge of own and general clinical information	

⁸ Care activities in this context are those activities exercised by priests and ministers of faith communities/ religions. These include formal and informal rites of passage at birth, marriage and death and also induction processes to the faith community including baptism, confirmation, etc. [DN what wording do I use for other world faiths]. Faith communities also have rituals associated with death and for those nearing death. Special skills in communication are also exercised by chaplains some of whom, additionally, may be qualified in counselling or psychotherapeutic techniques. It is likely that faith-related activities will be learned within faith communities but may need review and refreshment over time.

	Development of community--based Minister/ Priest	Development of Entry level Chaplain	Development of Practitioner level Chaplain	Development of Senior level Chaplain
	research methods, analysis, evaluation and critical judgement		systems in use and accessed for purposes of spiritual healthcare.	
Skills for Knowledge and Information resources skills	<ul style="list-style-type: none"> ▪ Able to undertake basic word processing ▪ Able to operate email and undertake internet searches ▪ Able to demonstrate critical judgement on research data and its presentation ▪ Able to undertake simple research study, analysis, evaluation and presentation of results 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ Able to identify need for additional knowledge and information resources to support own work; ▪ Able to determine appropriate knowledge/ information resources to meet identified need, seeking appropriate guidance and support if necessary ▪ Able to access the resource using appropriate methods ▪ Able to appraise the knowledge/ information and apply it appropriately to own work consistent with legislation, policies and procedures 	
Knowledge for Learning and Development		<p>Requires knowledge of the learning and development activities undertaken by the spiritual healthcare team; Knowledge of the learning and development equipment required and its operation</p> <p>Requires knowledge of the practices and requirements of the spiritual healthcare service</p>	<p>Requires knowledge of legislation, policies and procedures relating to education and training, and employment; Knowledge of course planning and evaluation</p>	

	Development of community--based Minister/ Priest	Development of Entry level Chaplain	Development of Practitioner level Chaplain	Development of Senior level Chaplain
Skills for Learning and Development		<p>locally and of its users.</p> <ul style="list-style-type: none"> ▪ Able to identify with the relevant people the activities to be undertaken to support learning and development ▪ Able to undertake the task effectively and to time consistent with legislation, policies and procedures ▪ Able to report any difficulties or problems at an appropriate time to a team member. ▪ Able to operate training equipment ▪ Able to agree with the spiritual healthcare team the purpose, aims and content of the learning and development and own role in the process ▪ Able to support learning in a manner that stimulates individuals interest, promotes development and encourages involvement. 	<p>Additionally</p> <ul style="list-style-type: none"> ▪ Able to identify the purpose and aims of learning and development interventions, the needs of the individuals who are to be involved and the time and resources available; ▪ Able to develop, agree and deliver a plan of how learning development will be facilitated ▪ Able to make any necessary adjustment to the plan as the work proceeds ▪ Able to gain feedback from learners on the effectiveness of learning and development; ▪ Able to evaluate the effectiveness of learning and development informed by learners, others in team, and own reflections and uses the evaluation to inform future practice. 	
Knowledge of Financial management			<p>Requires knowledge of Trust and NHS standing financial instructions and standing orders.</p> <p>Requires knowledge of</p>	

	Development of community--based Minister/ Priest	Development of Entry level Chaplain	Development of Practitioner level Chaplain	Development of Senior level Chaplain
			resource and budget management systems, external sources of funding, systems in use in other faith communities, formulaic approach to chaplaincy staffing.	
Skills for Financial management			<ul style="list-style-type: none"> ▪ Able to monitor expenditure against budgets to support effective financial management and consistent with legislation, policies and procedures ▪ Able to identify any actual or potential deviations from budgets and reports these to the appropriate person ▪ Able to provide information to the relevant person on the current spend against budget ▪ Able to account for donations and other monies received in accordance with Trust Standing Financial Instructions 	
Knowledge of Services and Project Management		Requires knowledge of project management and the structuring of work; knowledge of the main management disciplines within the family of general management including human resource management,	Requires knowledge of project management terminology and practice; knowledge of service and capital planning cycles and allied techniques. Requires knowledge of	Requires information about Trust plans and proposals; knowledge of ways to address adjusting of plans; knowledge of business planning and “making a case” including an outline of financial appraisal

	Development of community--based Minister/ Priest	Development of Entry level Chaplain	Development of Practitioner level Chaplain	Development of Senior level Chaplain
		financial management, IM&T management; Requires knowledge of managerial concepts of accountability, leadership	business planning methodologies both strategic and annual, and human resource management approaches to selection and employment	
Skills for Services and Project Management		<ul style="list-style-type: none"> ▪ Able to Identify with the team the activities to be undertaken to support services and project ▪ Able to undertake activities effectively and to time consistent with legislation, policies and procedures ▪ Able to report any difficulties or problems at an appropriate time to a team member ▪ Able to keep accurate records of activities and makes them available to people at the time that they need them 	Additionally <ul style="list-style-type: none"> ▪ Able to obtain full, relevant information on specific aspects of services and projects for which s/he is responsible and how they relate to other parts of the service or project ▪ Able to ensure that everyone involved in the specific aspects of services / projects for which s/he is responsible has relevant and appropriate information about the work and their role within it, and confirms their understanding of their role ▪ Able to ensure that planned resources are available for people to use at the time they need them ▪ Able to co-ordinate activities making sure that they run smoothly and work well together and are consistent with legislation, policies and procedures ▪ Able effectively to undertake activities to 	Additionally <ul style="list-style-type: none"> ▪ Able to identify and assess for operational planning the ways in which services / projects contribute to the achievement of organisational / partnership direction; aims and objectives; what needs to be achieved in services / projects; the inter-relationships between different parts including critical paths; who needs to be involved in the planning and implementation of services / projects potential risks, priorities and targets; the impact of legislation, policies, procedures; methods and processes for reporting, controlling and communicating; ▪ Able to enable people delivering services / projects to understand their role and its relationship to others ▪ Able to provide advice and support to people on day-to-day priorities, risks and

	Development of community--based Minister/ Priest	Development of Entry level Chaplain	Development of Practitioner level Chaplain	Development of Senior level Chaplain
			<p>support the efficient working of services / projects</p> <ul style="list-style-type: none"> ▪ Able to monitor the implementation of those aspects of services / projects for which s/he is responsible against agreed plans and takes prompt corrective action when activities are not consistent with plans ▪ Able to monitor the outcomes of those aspects of services / projects for which s/he is responsible to confirm that their objectives are met and alerts service / project managers to any issues. ▪ Able to prepare annual and ad-hoc business plans for own and team-based services in accordance with local guidance 	<p>issues</p> <ul style="list-style-type: none"> ▪ Able to gather enough information to monitor the delivery of the service / project against overall plans and promptly identifies and investigates any issues ▪ Able to determine and implement the most appropriate ways of addressing issues taking account of any relevant factors ▪ Able to gain feedback on how to improve service / project delivery and uses it to improve future practice ▪ Able to provide information to the people who hold overall responsibility for services / projects when they appear to be ineffective or inefficient in meeting requirements
Knowledge of People Management		<p>Knowledge of legislation, policies and procedures in human resources management including employment, equality and diversity, security, working time;</p>	<p>Knowledge of human resource procedures and processes for supervision, co-ordination, management and task allocation and measurement.</p>	
Skills in People Management		<ul style="list-style-type: none"> ▪ Able to give people opportunities to contribute to the planning and 	<ul style="list-style-type: none"> ▪ Able to contribute to the recruitment and selection of team members 	

	Development of community--based Minister/ Priest	Development of Entry level Chaplain	Development of Practitioner level Chaplain	Development of Senior level Chaplain
		<p>organisation of their work</p> <ul style="list-style-type: none"> ▪ Able to develop and explain plans and work activities to people and enables them to carry out their work effectively consistent with legislation, policies and procedures ▪ Able to give people support and opportunities to assess their own work and gives them clear, sensitive and appropriate feedback in a way that helps them improve and develop ▪ Able to support people effectively during the NHS KSF development review process ▪ Able to report poor performance to a relevant person for them to take action 	<ul style="list-style-type: none"> ▪ Able to develop work plans and to allocate work which is achievable and appropriate to team members' abilities ▪ Able to assess the work of the team and to give constructive feedback about performance ▪ Able to agree with team members action to address issues with their work 	
Knowledge of Capacity and Capability			Requires knowledge of community development, organisational development and workforce development	
Capacity and Capability skills			<ul style="list-style-type: none"> ▪ Able to understand and value others' roles and contributions enabling them to make effective contributions working 	

	Development of community--based Minister/ Priest	Development of Entry level Chaplain	Development of Practitioner level Chaplain	Development of Senior level Chaplain
			<p>consistently with legislation, policies and procedures</p> <ul style="list-style-type: none"> ▪ Able to acknowledge the nature and context in which others work and live and the value of their differing perspectives and experiences ▪ Able to share and take account of own and others' culture, knowledge, skills, experiences and values ▪ Able to take the appropriate action to build on others' knowledge, skills, experiences and values and build them into the development of joint ideas, practice and work so that capacity and capability can be sustained 	