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Competency Framework Guidance

HR6.7a Employment Policies

February 2025

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1. Introduction
   1. MHA’s Competency Framework is to enable care colleagues to:
   * Understand more clearly what is expected of them,
   * Identify personal development needs
   * Provide evidence of achievements to support career development and progression.
2. Scope and Purpose
   1. Relevant for all care and clinical colleagues across MHA.
3. Definitions

| Term | Definition |
| --- | --- |
| **Competency** | For the purposes of this document, a competency is defined as:   * A person’s ability to demonstrate the application of knowledge, understanding, practical and thinking skills to achieve effective performance in a professional or occupational role. This will involve problem solving and being sufficiently flexible in an ever-changing environment. * Hence, competencies are behavioural characteristics or professional / clinical / technical skills which can be shown to make a difference to performance (and hence standards of care), and which can be measured. |
| **Assessment** | * Assessment is a way to measure if the learning objectives of a course are being met. Assessment is valuable for both colleagues and assessors in evaluating progress. * Assessment can be formative (short term), interim (occasionally), or summative (at the end of a large unit of information) dependent on the situation. |
| **Post Assessment Review** | * The review record and action plan is included on each competency assessment and must be completed by the individual’s line manager * Post assessment review to be discussed within supervision (1:1) to assess how the competency has developed particular skills covered in the competency assessment, complete Comprehension Review section of the competency assessment. * Any actions required and date for completion or reassessment must be discussed if a colleague has been unsuccessful in completing the competency assessment. |

1. Competency Assessments
   1. Practical levels of competence will be assessed alongside mandatory or core training requirements.
   2. Competency assessments will be participatory, practical and supervised or observed by a ‘competent assessor’.
   3. Some competencies will require 2 or 3 observations as part of the process.
   4. The required core competencies will be specified. Some will be once only; others will be repeated every; one, two, or three years.
   5. Any competency may be repeated if a developmental need arises.
2. Post Assessment Reviews
   1. Competencies will be reviewed and discussed at 1:1s as ‘post assessment reviews’ or ‘tests of understanding’. This should be reviewed at the colleagues next supervision (1:1) after the competency assessment but could be repeated if a developmental need arises.
   2. These are a verbal representation of the competency and can precis or summarise the competency.
   3. Both competency and post assessment reviews may result in action plans or developmental needs for the person.
3. The Assessor

MHA’s People Development offer an assessor programme ‘Assessing for Success’ delivered over two days through zoom.  If you are interested in attending, please speak to your Manager who can arrange for you to attend or contact People Development for further information be emailing [PeopleDevelopment@mha.org.uk](mailto:PeopleDevelopment@mha.org.uk)

* 1. Assessors must have a thorough understanding and direct experience in the areas they are assessing and be in a role where they are regularly carrying out the skills they are assessing and should meet the following criteria:
  + Must be able to demonstrate consistent competence in the areas they are assessing and in using any equipment required
  + Will have successfully completed their 6-month probationary period
  + Will have sufficient time and support within the workplace to enable them to carry out their role as an assessor effectively.

1. Assessor Actions
   1. Assessors should ensure a gradual learning process whereby the colleagues -
   * Observes an experienced colleague,
   * Carries out the ‘task’ whilst being supervised by an experienced colleague several times
   * And finally, is assessed as competent by a competency assessor.
2. Competency Success
   1. A competency may include essential criteria, which if not achieved will result in failure. Three failures will lead to increased support, performance management or potentially formal action.
   2. As part of the feedback meeting and on receipt of the outcome of the assessment, colleagues have the opportunity to express their views. This should be written on the Comprehension Review section of the competency assessment.
   3. If a colleague believes the assessment process has not been followed or received unfair feedback this should be reported to their line manager for review and investigation.
3. Competency Library
   1. See Appendix 1 for July 2024 competency index. The most up to date competency library can be found on MHA’s intranet [Competency Library](https://intranet.mha.org.uk/Interact/Pages/Section/ContentListing.aspx?subsection=9535)
4. Roles and Responsibilities

| Role | Responsibilities |
| --- | --- |
| **All Colleagues** | * To ensure all compliance training is completed and refreshed in line with timeframes set out in the Core Training Framework. * To take an active role in identifying any opportunities for self-development which will enhance work performance through increased skills and knowledge. * To participate in agreed development activities, review learning with their line manager and apply learning in the workplace. * To provide People Development with an awareness of any reasonable adjustments required for them to complete learning |
| **Line Management** | * To ensure new colleagues, or those changing roles, receive a structured and timely induction. * To support team members to identify their learning needs and to ensure individuals have an appropriate and up to date personal development plan (PDP) in place, which is regularly reviewed and evaluated. * To facilitate their team members’ involvement in learning and development activities and help them to implement their learning to achieve competency. * To monitor and manage their team’s training compliance in line with MHA’s Core Training Framework. * To encourage a culture where learning and development is viewed as important to success. * To seek approval for any local training interventions with the People Development team prior to making a booking. * To ensure, where possible, that team members attend training. * To work in line with guidance provided by the People Development team. * 6-month post assessment review to be completed during supervision (1:1) and recorded on the relevant competency |
| **Assessors** | * Identifying initial requirements prior to assessment * Explaining the assessment process to colleagues * Planning and preparing assessment * Involving colleagues and others in the assessment process * Making best use of assessment methods * Identifying opportunities for holistic assessments * Carrying out observations of performance * Motivating colleagues, giving encouragement and support * Completing records of assessment and maintaining confidentiality * Judging whether evidence valid, sufficient, authentic and current * Ensuring assessment decisions are only against the specified criteria and are reliable and fair * Ensuring requirements equality and diversity throughout the process are met * Giving supportive and developmental feedback following assessment decisions * Reviewing progress with colleagues being assessed * Reflecting on your own assessment practice and development needs * Maintaining your own occupational competence * Standardising practice |
| **People Development Team** | * To provide learning and development opportunities to support the development of competency assessors * Advise on development opportunities for colleagues who are experiencing difficulties meeting competency assessment requirements/criteria * To ensure all MHA colleagues have an equality of opportunity to apply for learning that is relevant to their role or potential progression |

1. Communication and Dissemination
   1. This policy is disseminated and implemented within all MHA services through MHA’s channels of communication.
   2. Each colleague’s line manager must ensure that all teams are aware of their roles, responsibilities.
   3. This policy will be available to the people we support and their representatives in alternate formats, as required.
   4. Any review of this policy will include consultation with our colleagues, review of, incident reports, quality audits and feedback from other agencies.
   5. Queries and issues relating to this policy should be referred to the Standards and Policy Team [policies@mha.org.uk](mailto:policies@mha.org.uk)
2. Equality Impact Assessment
   1. MHA aim to design and implement policy documents that meet the diverse needs of our service, population, and workforce, ensuring that none are placed at a disadvantage over others. It reflects the provisions of the Equality Act 2010 and promotes equal opportunities for all.
   2. This document has been assessed to ensure that no one receives less favourable treatment on the protected characteristics of their age, disability, sex (gender), gender reassignment, sexual orientation, marriage and civil partnership, race, religion or belief, pregnancy, and maternity.
   3. For access to the EIA, contact [policies@mha.org.uk](mailto:policies@mha.org.uk)
3. Resources
   1. MHA policy documents, procedures and guidance
   * Observation of Learning and assessment Policy
   * People Development Policy
   * Competency Certificate
   * [Nursing and care competencies](https://intranet.mha.org.uk/page/6857?SearchId=3276272)
   * [MHA Competency Library](https://intranet.mha.org.uk/Interact/Pages/Section/ContentListing.aspx?subsection=9535)
4. Appendices
   1. **Appendix 1: Competency Library**

Mandatory in blue, all assessment to be completed annually.

Additional competencies to be completed as identified to meet the needs of the people supported.

For Basic Life Support (CPR), Moving and Assisting and Medicines Management the [Training and Competency assessment completion forms](https://intranet.mha.org.uk/page/16297#Competency-assessmen-2) must be submitted to [peopledevelopment@mha.org.uk](mailto:peopledevelopment@mha.org.uk) for upload to the Learning Zone.

| Competency | Role |
| --- | --- |
| Anaphylaxis | Nurses & care colleagues |
| Aseptic Technique | Nurses & relevant care colleagues |
| Bedrails | Nurses & relevant care colleagues |
| Blood Glucose | Relevant care colleagues |
| Blood Pressure | Relevant care colleagues |
| Basic Life Support (CPR) | Nurses & relevant care colleagues |
| Handwashing | All colleagues including volunteers |
| Inhaler(s) Competency | Relevant care colleagues |
| Managing a Shift – Care Staff | Care colleagues managing shifts |
| Managing a Shift - Nurse | Nurses |
| Manual Handling | Relevant colleagues |
| MCA DoLS | Relevant care colleagues |
| Medication - Oxygen Med 226a | Relevant care colleagues |
| Medicines Management Competency  Med 227 / DP306n | Nurses & colleagues administering medications |
| Meds TMAR Med 227a | Relevant care colleagues |
| Meds receipt & witness Med 227b | Relevant care colleagues |
| Meds CD receipt & witness Med 227c | Relevant care colleagues |
| Mouth Care | Relevant care colleagues |
| Nurse: NEWS NP201 | Nurses |
| Nurse: Apomorphine Pump NP210d | Nurses |
| Nurse: Digital Rectal Examination & Removal of Faeces | Nurses |
| Nurse: Enteral Feed | Nurses |
| Nurse: Suctioning | Nurses |
| Nurse: Suprapubic Catheter | Nurses |
| Nurse: Syringe Driver | Nurses |
| Nurse: Tracheostomy | Nurses |
| Nurse: Urethral Catheter | Nurses |
| Nurse: Venepuncture | Nurses |
| Nurse: Verification of Death | Nurses |
| Person Centred Personal Care | Care colleagues |
| PPE on and off | All relevant colleagues including volunteers |
| Pulse Measurement | Relevant care colleagues |
| Pulse Oximetry Med 212 | Relevant care colleagues |
| Respiration Count | Relevant care colleagues |
| Safeguarding | Nurses & care colleagues & relevant others |
| Temperature | Relevant care colleagues |
| Tissue Viability & Wound Management | Nurses |
| Colleagues Competency Listing |  |
| Colleagues Competency Register |  |
| Comprehension Review: must be discussed at supervision and update on actions required or reassessment. | |

1. Version Control

| Version | Version Date | Revision Description / Summary of Changes | Author | Next Review Date |
| --- | --- | --- | --- | --- |
| 3 | October 2023 | * Reformatting only. Under active Review | * Standards and Policy Manager | December 2023 |
| 4 | July 2024 | * Title changed – removed clinical as this now applies to all competency assessments * Policy amended to align with Assessor programme * Roles and responsibilities updated * Index retitled and updated * Amended contact details section 6 | * Operations Learning Business Partner * Head of People Development * Head of Standards and Policy | July 2026 |
| 5 | February 2025 | * Updated to include revised competency assessment format and review procedure – next supervision * Appendix – updated with revised colleague competency index and requirement to submit competency assessment completion forms | * Head of Standards and Policy   Review Panel   * Digital Learning Manager * Operations Learning Business Partner * Professional Development Lead | February 2027 |