

KSF Outline for: Genetic Counsellor Principal Band 8a - Education

KSF DIMENSION, LEVEL AND INDICATOR						
	No.	Dimension	Foundation Gateway (Subset Outline)		Second Gateway (full Outline)	
			Level	Indicators	Levels	Indicators
Core Dimension	1	Communication	4	all	4	all
	2	Personal & People Development	3	all	3	all
	3	Health, Safety & Security	3	all	3	all
	4	Service Improvement	3	a,b,	3	all
	5	Quality	3	all	3	all
	6	Equality & Diversity	3	a,e	3	all
Specific Dimension	HEALTH AND WELLBEING					
	HWB1	Promotion of health & Wellbeing & prevention of adverse effects to health & wellbeing				
	HWB2	Assessment & care planning to meet people's health & wellbeing needs	4	a,b,c,d,e,f,h	4	all
	HWB3	Protection of health & wellbeing				
	HWB4	Enablement to address health & wellbeing needs				
	HWB5	Provision of care to meet health & wellbeing needs				
	HWB6	Assessment & treatment planning	4	a,b,c,d,f,i	4	all
	HWB7	Interventions & treatment	3		4	all
	HWB8	Biomedical investigation & intervention				
	HWB9	Equipment & devices to meet health & wellbeing needs				
	HWB10	Products to meet health & wellbeing needs				
	ESTATES AND FACILITIES					
	EF1	Systems, vehicles & equipment				
	EF2	Environments & buildings				
	EF3	Transport & logistics				
	INFORMATION AND KNOWLEDGE					
	IK1	Information processing				
	IK2	Information collection & analysis				
	IK3	Knowledge & information resources				
	GENERAL					
	G1	Learning & development	3	All	3 – Training officer 4 – Education	
	G2	Development & innovation				
	G3	Procurement & commissioning				
	G4	Financial management				
	G5	Services & project management				
	G6	People management				
	G7	Capacity & capability				
	G8	Public relations & marketing				

KSF Profile Genetic Counsellor Principal Band 8a – Education

Job Purpose: Education - Undertaking the development and management of long courses, e.g. modules or an MSc course in genetic counselling. Devising, organising and implementing educational and training courses for genetic counsellors and other health care professionals. Contribute to public education in genetics.

To lead a high quality Clinical Genetics service for the population of [Insert location]. To help individuals and families deal with a known or suspected genetic condition. This is achieved by counselling the individuals and their families to:

- Understand the role of the Clinical Genetics Service
- Understand the information about the genetic condition
- Appreciate the inheritance pattern and risk of recurrence
- Understand the options available
- Make decisions appropriate to their personal and family situation
- Make the best possible adjustment to the disorder or risk

The Genetic Counsellor will manage a clinical caseload of new and follow-up cases, and provide an independent Genetic Counselling service or arrange and participate in [Insert e.g. Joint-Geneticist co counselling appointments with medical and genetic counsellor colleagues].

To act as a significant educational resource both to the wider health care system and trainees in clinical genetics and genetic counselling. To act as Student Supervisor for those undertaking MSc Genetic Counselling Course, and be prepared to supervise placements for non genetic colleagues requiring experience at various levels e.g. non-participant observation, participant observation, etc within Clinical Genetics.

Core Dimensions

See Band 7 Genetic Counsellor KSF profile

Specific Dimensions

HWB2 See Band 7 Genetic Counsellor KSF profile – Whole person
HWB6 See Band 7 Genetic Counsellor KSF profile – Assess risk
HWB7 See Band 7 Genetic Counsellor KSF profile – Action – the counselling process

Specific Dimension G1: Learning and Development

Foundation Gateway	Level 3
Second Gateway	NB Level dependent of job purpose / description
	Level 3 All indicators
	Level 4 All Indicators

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

Indicators

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

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

Indicators

- a) Identifies with those commissioning learning and development programmes:
 - i.) the purpose and aims of programmes
 - ii.) the relationship of one programme to another, and to related learning needs
 - iii.) the starting points and learning needs of learners
 - iv.) the time and resources available
 - v.) any contextual factors that need to be taken into account in learning designs
- b) Designs overall learning and development programmes that:
 - i.) are appropriate to the interests of the commissioners and the needs of learners

- ii.) contain phased and inter-related objectives, methods and approaches
 - iii.) make best use of the resources available
 - iv.) are consistent with good learning practice
 - v.) identify how programmes and their component parts will be evaluated
 - vi.) specify relevant legislation, policies and procedures
- c) Details the inter-relationships between the different learning and development components
 - d) Agrees the designs of overall programmes and individual components with the relevant people making any necessary modifications as a result
 - e) Agrees with the programme team how programmes will be implemented and supports them throughout the process responding to arising issues
 - f) Monitors the delivery of programmes for their effectiveness in meeting their aims and objectives
 - g) Evaluates the effectiveness of programmes and uses the outcomes to improve future programmes.

Learning and development might include

1. Providing advice and guidance on learning and development needs and related opportunities in relation to genetics to non-genetic educationalists in the health and social care setting by:
 - a) contributing to curriculum planning and providing regular teaching on courses from within the team where requested.
 - b) training the trainers (give own examples)
2. The design and development of education and training courses for genetics personnel and those who have this as part of their role. Including:
 - a) undergraduate and post graduate courses and modules(give own examples)
 - b) arranging clinical placements for students where relevant
3. Development of competence tools and assessment of competence relating to the above areas where applicable. (Own examples)
4. Development of support networks for those involved in teaching genetics to share ideas, resources, evaluate methods and approaches. (Own examples)
5. Development of self-study approaches, E-learning and design of materials. (Own examples)
6. Engaging with the public to provide genetics education and development of educational and teaching materials (own examples)

This might be facilitated by:

- Clearly defining the aims and objectives and methods and approaches to be used in each area
- Making explicit the methods of evaluation.
- Developing, collating and evaluating resources and approaches to learning e.g use of case scenarios.
- Making genetics education relevant to specific groups by seeking their views and feedback.
- Receiving feedback from students on placement and their supervisors.

Legislation and Policies and procedures -international, national, local may relate to:

- Practices and requirements for specific professions- informed by 'Fit for Practice in the Genetics Era' (M Kirk)
- Practices and requirements for Clinical Genetic personnel- AGNC code of conduct, registration requirements.
- Education and training
- Employment

Specific Dimension G2 Development and Innovation

Foundation Gateway	Level 3
Second Gateway	NB Level dependent of job purpose / description
	Level 3 All indicators
	Level 4 All Indicators

Level 3 Test and review new concepts, models, methods, practices, products and equipment.

Indicators

- a) Scans the environment to identify new and emerging developments of potential relevance to their work
- b) Appraises developments and identifies the benefits they could bring and any potential risks
- c) Determines with others those developments that are worthy of testing and how this can best be achieved
- d) Tests and reviews developments in a way which:
 - i.) is ethically and methodologically sound
 - ii.) enables a rigorous evaluation of their feasibility, benefits and risks
 - iii.) involves all relevant parties in the process
 - iv.) complies with legislation, policies and procedures
- e) evaluates the outcomes of testing and reports them in the correct format to the people who need them
- f) makes recommendations to appropriate people regarding the implementation of developments

Level 4. Develop new and innovative concepts, models, methods, practices, products and equipment.

- a) Scans the environment to identify new and emerging developments of potential relevance to their work and priorities for further development
- b) Designs, develops and tests new and innovative concepts / models / methods / practices / products / equipment in a way which:
 - i.) is ethically, technically and methodologically sound for the nature of the innovation
 - ii.) enables a rigorous evaluation of their feasibility, benefits and risks
 - iii.) involves all relevant parties in the process
 - iv.) complies with legislation, policies and procedures
- c) Evaluates the outcomes of testing and modifies innovations to improve their quality
- d) Publicises the innovations in the appropriate places to inform the development of others' knowledge and practice
- e) Evaluates feedback on the innovations and uses it to improve future developments

Examples of application

- Scanning the environment for developments in educational approaches and methods
- Scanning the environment for changes in workforce and roles.
- Scanning the environment for changes and developments in service provision e.g. provision of genetic screening
- Scanning the environment for developments in genetics and treatment options that impact on patient care/choices and service provision.
- Appraises/trials educational developments/approaches to meet the needs of target groups. (Levels 3 & 4)
- Designs, develops and tests new and innovative educational approaches to meet the needs of target groups. (Level 4)
- Evaluates and modifies developments as appropriate
- Publicises developments to inform others' knowledge and practice
- Evaluates feedback on developments to inform future developments. (Level 4)

Priorities may be influenced by:

- Developments in related fields e.g. National Screening Committee recommendations, NICE Guidelines.
- Developments and research discoveries in genetics and related technologies and general medical research which impact on patient care and requests.