Nursing, Midwifery and Allied Health Professions (NMAHP) Development Framework

Maximising potential and impact at every level of practice
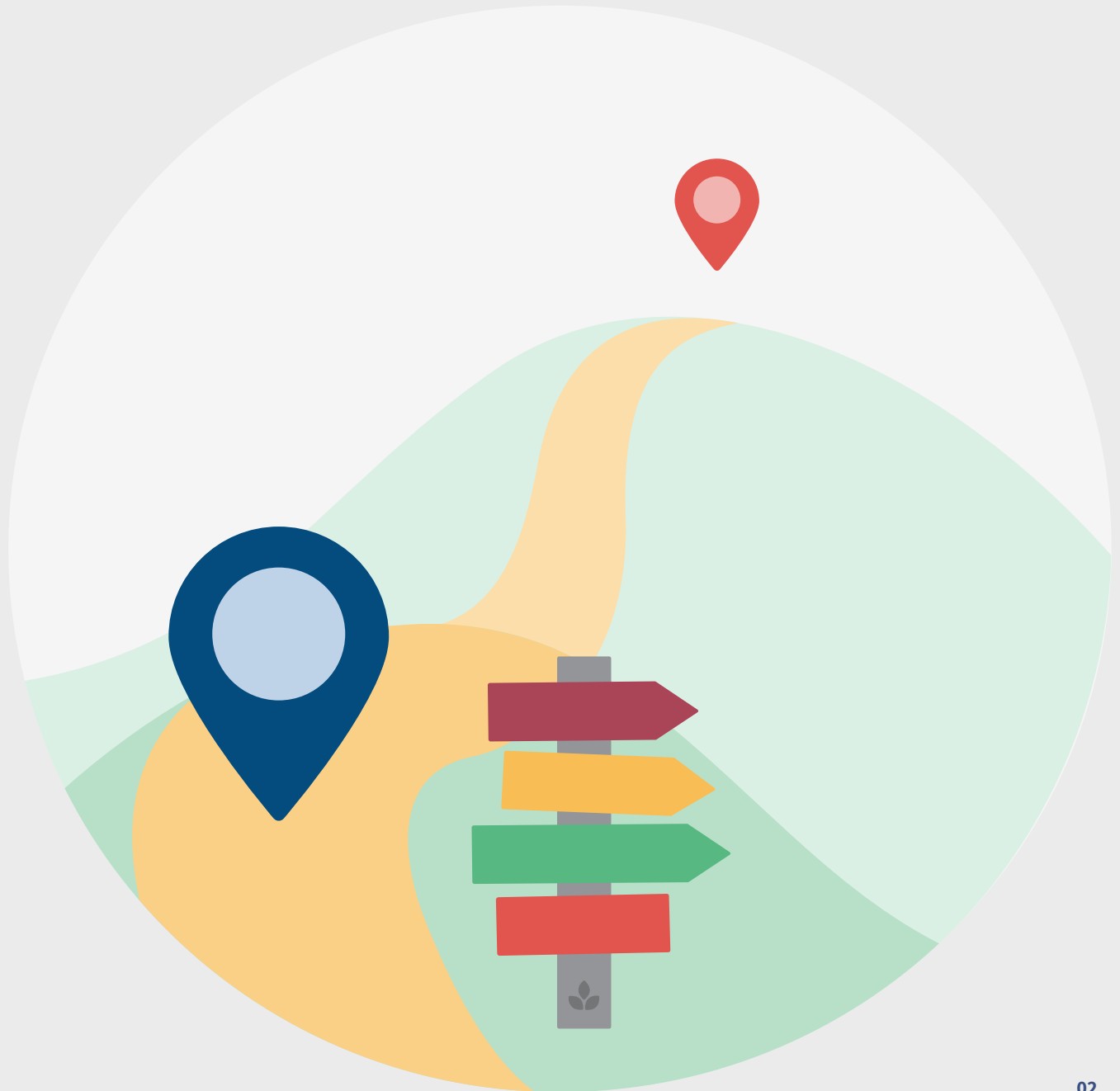
NHS Education for Scotland

April 2023

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Introduction

Maximising potential
and impact at every
level of practice

CH 1 **Introduction**

Maximising potential and impact at every level of practice

The NES Nursing, Midwifery and Allied Health Professions (NMAHP) Development and Education Framework for Level 2-4 NMAHP Healthcare Support Workers is an overarching resource comprising two linked components: the Healthcare Support Worker Learning Framework and the NMAHP Post-registration Development Framework.

The NMAHP Development Framework outlines the expectations of roles at practice levels 2–8 of the Career Framework for Health (see Appendix 1) and provides all nurses, midwives, allied health professionals and healthcare support workers with a framework for their learning and development.

The first component of the NMAHP Development and Education Framework for Level 2-4 NMAHP Healthcare Support Workers is the NES Healthcare Support Worker Learning Framework. This describes how healthcare support workers can learn and develop from Level 2 to 4.

Bridging from Healthcare Support Worker (Level 2-4) to Practitioner (Level 5) requires a programme of education leading to professional registration in one of the healthcare professions.

The second component of the NMAHP Development Framework is the NMAHP Post-registration Development Framework. This replaces and builds on the strengths of the earlier Post-registration Career Development Framework (NES 2010). It supports the development of core knowledge, skills and behaviours for all NMAHPs across levels of practice 5-8 and enables profession specific and specialist knowledge, skills and behaviours to be added.

The Development and Education Framework for Level 2-4 NMAHP HCSW component can support registered practitioners in defining the scope of practice for HCSWs within the multidisciplinary team and ensuring that safe and appropriate delegation takes place.

Figure 1: The NES NMAHP Development Framework

Healthcare Support Worker Development and Education Framework

Post-Registration Development Framework

Bridging from HCSW to Registered Practitioner

Level 2 Level 3 Level 4

Routes include:

College

University

Level 5 Level 6 Level 7 Level 8

Supporting HCSWs to learn and develop from level 2 to 4

Supports NMAHPs development across levels of practice 5-8
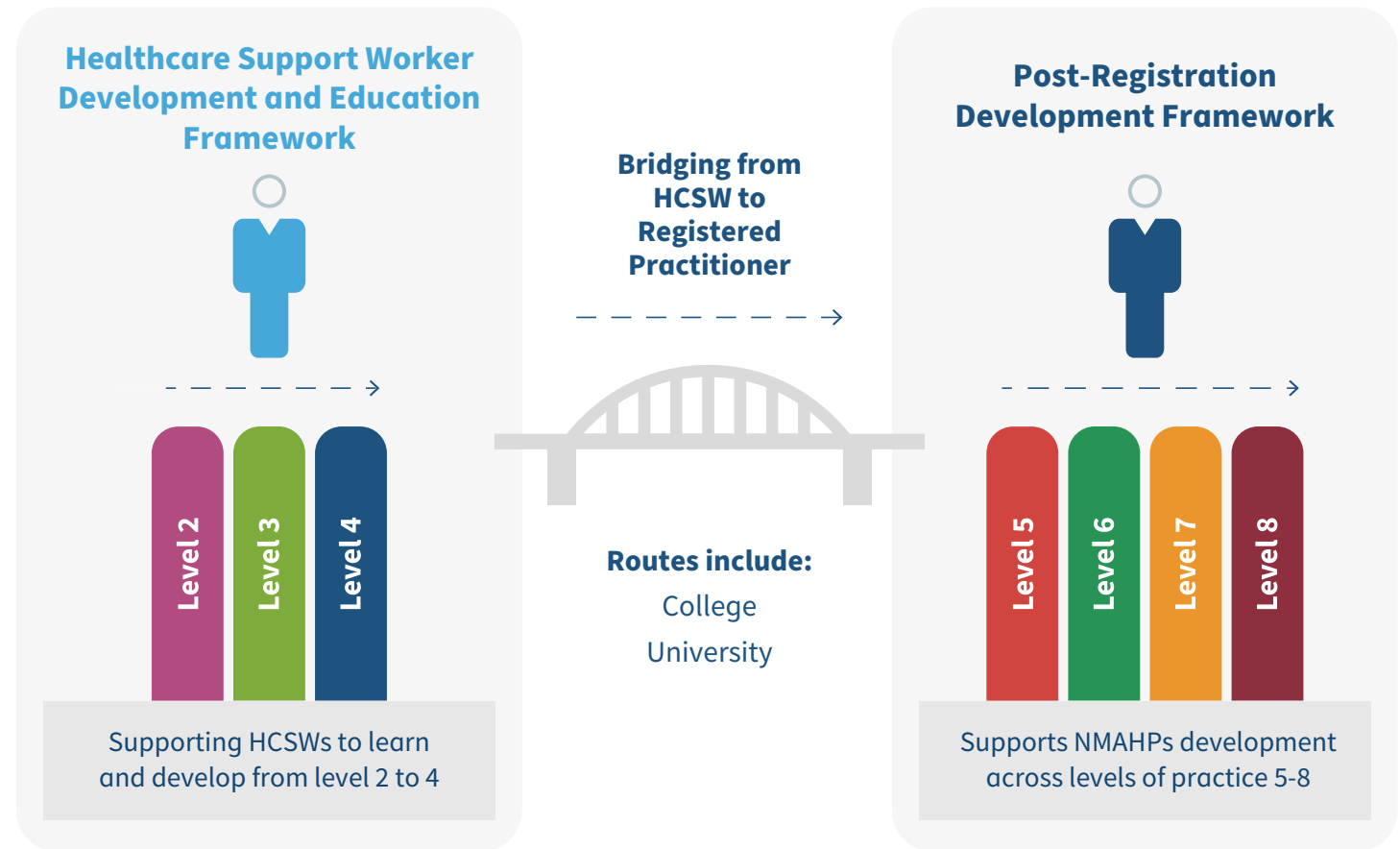
N.B. The NES NMAHP Development Framework uses the NHS Career Framework for Health levels of practice (Appendix 2). The levels of practice reflect role development and progression and are different from the pay bands in Agenda for Change.

Development and Education Framework for Level 2-4 NMAHP Healthcare Support Workers

CH 2 Development and Education Framework for Level 2-4 NMAHP Healthcare Support Workers

Clinical Healthcare Support Workers (HCSWs) play an extremely valuable role in teams, and their learning and development is very important. This framework values their contribution and promotes learning which will support safe, effective and person-centred care.

The Development and Education Framework supports the development of core knowledge, skills, and behaviours in the four pillars of practice and is based on the Career Framework for registered staff. It recognises how complex Clinical HCSW roles have become and helps to explain the difference in expectations and learning for NMAHP HCSWs in Career Framework levels 2, 3 and 4.

The HCSW Framework can be used to support development in current roles and the bridging guidance provides information on how to progress into a registered practitioner role.

Using the HCSW Development and Education Framework

The framework is designed to be used by HCSWs, managers and educators in different ways.

Used by HCSWs to:

+ Benchmark current level of practice

+ Continue to grow within current level of practice by identifying areas for development

+ Guide career development

+ Customise a development plan

+ Identify evidence to support personal development planning.

Used by managers to:

+ Support discussions that take place as part of the personal development planning and review process

+ Inform succession planning

+ Support skills maximisation at every level of practice

+ Support service redesign and skill mix

+ Map professional development of new employees joining from another area / board / previous employment.

Used by educators to:

+ Plan and deliver education and training to meet the rapidly changing needs of HCSWs

+ Identify opportunities for shared, inter-professional learning

+ Describe how education programmes articulate with each other.

Supportive Resources

Learning Activities

Learning activities to support each pillar of practice are easily accessible and will support work-based learning and career development for HCSWs in nursing, midwifery and allied health profession teams. The learning activities can be accessed via Support Worker Central.

Go to Support Worker Central

Reflective Template

The reflective template is designed to help support workers reflect on their current job role and to identify areas where they may benefit from further training, education and development to enhance or develop in their current role or to support them to gather evidence to access qualifications which can support their career development.

Download the Reflective Template

Support for managers

Development can take different forms. HCSWs may wish to develop higher levels of responsibility, knowledge and skills (vertical progression) or to remain at the same level of the career framework but continue to build on existing knowledge and skills across the Pillars of Practice. Additional information and support for managers can be found on Support Worker Central.

Go to Support Worker Central

Turas Professional Portfolio (RPL)

This can be used to record evidence of learning from current or previous experience gained in the workplace and through life experience, to support access to courses and career progression. It is available to all HCSWs who wish to use an electronic portfolio to record evidence of their learning. You will find further information including on Support Worker Central.

Go to Support Worker Central

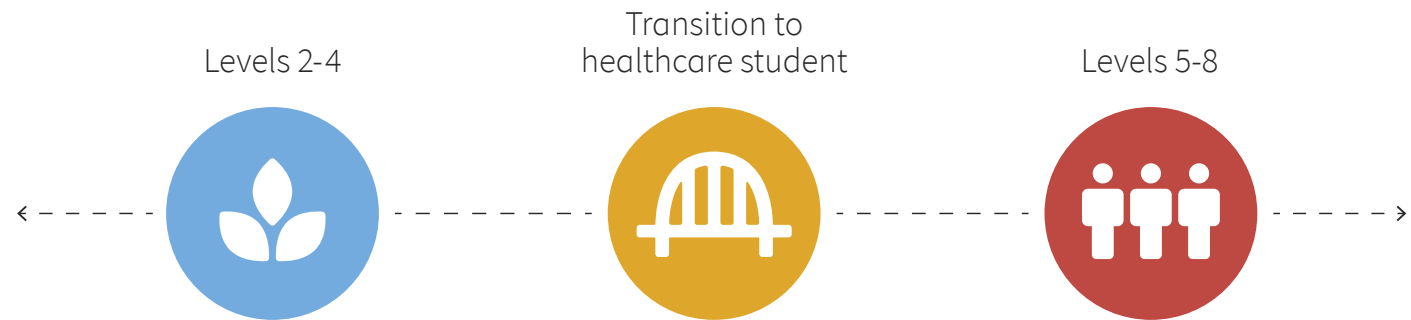# Bridging from HCSW to Registered Practitioner
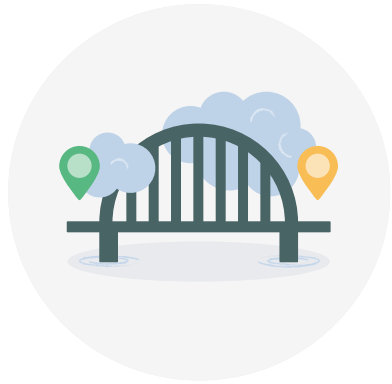
CH 3 **Bridging from HCSW to Registered Practitioner**

How to use the framework and the bridge guidance.

Levels 2-4   Transition to healthcare student   Levels 5-8

Developing and progressing as a Healthcare Support Worker (HCSW)

Career development can happen in different ways. Practitioners may wish to develop higher levels of responsibility, knowledge and skills (vertical progression) or to remain at the same level of the career framework but build on existing knowledge and skills to focus on a particular career pathway/pillar e.g., Facilitation of Learning or Leadership (horizontal progression).

You can find further information on development opportunities on Support Worker Central.

How do I move from Level 2-4 on the career framework to Level 5?

If you would like to develop your career into a Level 5 role you would normally require a recognised professional qualification.

A Level 5 Registered Practitioner has:

+ Successfully completed a diploma level pre-registration programme as a minimum (SCQF Levels 8–10).

+ Registered on a professional register for example The Nursing and Midwifery Council (NMC) or The Health and Care Professions Council (HCPC).
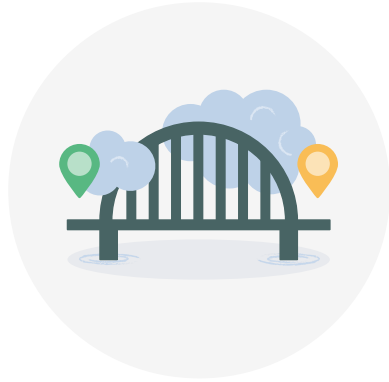
Why use the HCSW Framework?

Using the Development and Education Framework for Level 2-4 NMAHP HCSWs to develop your role across the four pillars of practice will support you to meet job and/or career aspirations. The HCSW Framework can also support you to develop your knowledge and skills within your current role.

The HCSW Framework supports clinical HCSWs to learn and develop in their current post or progress to higher level support worker roles. It is designed to:

+ Mirror the same principles as the Levels 5–8 of the NMAHP Post-registration Development Framework for registered nurses, midwives and allied health professions

+ Support annual development review conversations e.g., NHS Knowledge and Skills Framework

+ Empower Healthcare Support Workers and leaders to make informed choices about learning.

We know that when staff and teams are learning, the people they care for and provide treatment to have better outcomes.

Transitioning to a healthcare student

There are several opportunities for you to use your valuable experience as a HCSW to become a registered practitioner. All these routes involve formal education with a university or college to gain the underpinning knowledge and skills required to be registered. Some programmes will allow you to remain in post as a HCSW, for example the Open University nursing programmes.

It is a big step to take, therefore speaking to HCSWs who have taken this route, your line manager, practice educators and practice development teams to gain as much information is important. Your local College or University will give you a clear idea of what your options are for developing your career into a registered healthcare role. Discussing your aspirations and seeking support from family and friends can be helpful.
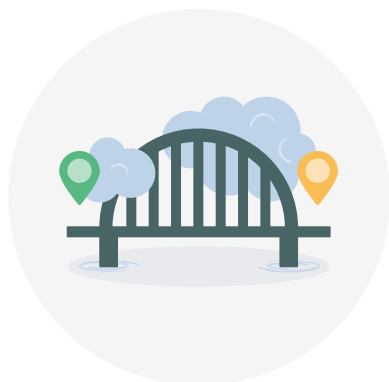
Recognition of Prior Learning (RPL)

Recognition of Prior Learning (RPL) is a way of recognising work-based learning and life experiences to support career development. Learning providers such as Colleges and Universities can assess your evidence to see how much academic credit you can use towards your planned learning.

Watch this short animation for more information.

RPL can help build on the learning achieved informally and be to used to:

+ Build confidence and motivate staff to apply for jobs

+ Provide evidence to support a qualification or training course

+ Provide evidence towards a qualification or for a job application

+ Map prior learning to the HCSW Development and Education Framework, if transferring from another Board area or previous employment.

Download the RPL Guiding Principles to find out more.

The Development and Education Framework for NMAHP HCSWs sets out the Scottish Credit and Qualification Framework (SCQF) qualifications for levels 2-4 HCSW (See Appendix 3).

Funding

If you choose to study for a qualification you are likely to need funding for your learning. Funding options include:

Part time development programmes:

+ Education and endowment Funds from NHS Boards or your department

+ Part-time fee grants from the Student Awards Agency Scotland (SAAS) (for example, funding a part-time HNC programme)

Full time degree programmes:

+ Student Awards Agency Scotland (SAAS)

+ Nursing and Midwifery Student Bursary

All eligible students can apply for a Nursing and Midwifery Student Bursary (NMSB). The bursary is not income assessed. The bursary rates (at Sept 2020) are:

Year of course	Amount
1, 2 and 3	£10,000
4	£7,500 (bursary is reduced by 25% in year 4)

Nursing	Midwifery	Allied Health Professionals
1	**2**	**3**

Routes to become a registered practitioner

There are several opportunities for you to become a registered practitioner. Speaking to your line manager, practice development team, local College or University will give you a clear idea of your options for developing your career into a registered healthcare role. There are clear pathways for nursing programmes. AHP and midwifery pathways are less well established.

There are a range of Professional Development Awards also available which would help develop your academic writing and research.

Find a list of participating colleges on Scotland's Colleges website.
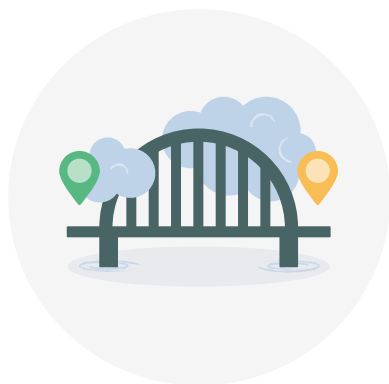
Nursing

1 .... **2** **3**

The traditional degree route:
Anyone with the relevant qualifications can apply. The degree can take 4 years depending on the degree you choose.

The Open University route:
Allows you to remain employed in your current role while undertaking the nursing degree programme over a four-year period on a part time basis. The programme includes online learning and local placements.

HNC route:
Successful learners may access year one of a Nursing degree programme or go directly into 2nd year of the programme if they meet specific criteria. Some Boards offer the HNC route to existing HCSWs, you should ask your local practice education team for more details.

HNC Healthcare Practice (previously HNC Care and Administrative Practice):
A recognised entry option for Nursing Degree programmes. Units (Mandatory) included in this qualification (12.0 credits)

+ Safe Working Practice for Care SCQF 7(J4DM34) (1.0)

+ Therapeutic Relationships: Understanding behaviour SCQF 7(J4DN34) (1.0)

+ Sociology and Health in Scotland SCQF 7(J4DP34) (1.0)

+ Professional Standards for Care Practice SCQF 7(J4DR34) (1.0)

+ Understanding Personal and Professional Development SCQF 7(J4DS34) (1.0)

+ Clinical Skills for Care Practitioners SCQF 7(J4DT34) (3.0)

+ The Human Body in Health and Illness SCQF 7(J4DV34) (2.0)

+ Exploring Mental Health SCQF 7(J4DW34) (1.0)

+ Graded Unit 1: Healthcare Practice SCQF 7(J4JY34) (1.0)

You may find the future nurse pathways poster helpful.

Future Nurse Pathways poster.
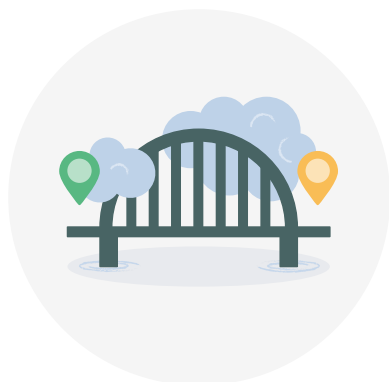
Midwifery

1 ·········· **2** ·········· **3**

The traditional degree route:
Anyone with the relevant qualifications can apply.
The degree can take 4 years depending on which you choose.

HNC Healthcare Practice (previously HNC Care and Administrative Practice):
A recognised entry option for the Midwifery Degree programmes with the addition of other national qualifications required by the university. Units (Mandatory included in this qualification (12.0 credits).

+ Safe Working Practice for Care SCQF 7(J4DM34) (1.0)

+ Sociology and Health in Scotland SCQF 7(J4DP34) (1.0)

+ Therapeutic Relationships: Understanding behaviour SCQF 7(J4DN34) (1.0)

+ Professional Standards for Care Practice SCQF 7(J4DR34) (1.0)

+ Understanding Personal and Professional Development SCQF 7(J4DS34) (1.0)

+ Clinical Skills for Care Practitioners SCQF 7(J4DT34) (3.0)

+ The Human Body in Health and Illness SCQF 7(J4DV34) (2.0)

+ Exploring Mental Health SCQF 7(J4DW34) (1.0)

+ Graded Unit 1: Healthcare Practice SCQF 7(J4JY34) (1.0)

The Maternity Care Assistant Certificate in Higher Education:
Available at University of the West of Scotland (UWS), the Maternity Care Assistant Certificate in Higher Education is a recognised entry option for the Midwifery Degree programmes with the addition of other national qualifications.

Allied Health Professionals

1 .... **2** **3**

The traditional degree route:
The degree can take 4 years depending on the degree you choose. Anyone with the relevant qualifications can apply.

HNC Healthcare Practice (previously HNC Care and Administrative Practice):
This qualification can be a good way to prepare for further study e.g., skills in academic writing. Units (Mandatory) included in this qualification (12.0 credits)

+ Safe Working Practice for Care SCQF 7(J4DM34) (1.0)

+ Sociology and Health in Scotland SCQF 7(J4DP34) (1.0)

+ Therapeutic Relationships: Understanding behaviour SCQF 7(J4DN34) (1.0)

+ Professional Standards for Care Practice SCQF 7(J4DR34) (1.0)

+ Understanding Personal and Professional Development SCQF 7(J4DS34) (1.0)

+ Clinical Skills for Care Practitioners SCQF 7(J4DT34) (3.0)

+ The Human Body in Health and Illness SCQF 7(J4DV34) (2.0)

+ Exploring Mental Health SCQF 7(J4DW34) (1.0)

+ Graded Unit 1: Healthcare Practice SCQF 7(J4JY34) (1.0)

HNC Occupational Therapy support:
Undertaking this qualification could allow access into year 2 of the BSc (Hons) Occupational Therapy.

Please note that not all AHP disciplines have clear pathways.

You may find the AHP careers routes poster a helpful resource.
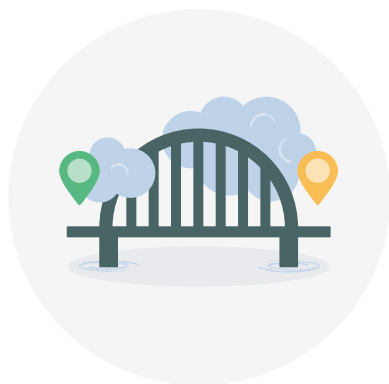
Delegating and supporting HCSWs development

Using the HCSW Learning Framework can help you to support the job or career aspirations of HCSWs in your team:

+ Can be used to look at skill mix in your team

+ Support better personal development plan and review conversations

+ To develop a better understanding of the HCSW role

+ Help to develop a supportive learning culture

+ help to define the scope of practice for HCSWs in your team and ensure you are delegating appropriately.

The resource 'Making Delegation Safe and Effective; A Learning Resource for Nurses, Midwives, Allied Health Professionals and Healthcare Support Workers' can be accessed on Turas Learn.

The Northern Ireland Practice and Education Council for Nursing and Midwifery (NIPEC) Decision Framework for Delegation of Nursing and Midwifery Tasks and Duties are tools to support safe and effective decisions to delegate or accept delegated tasks and duties.

Regulators, for example the Nursing and Midwifery Council (NMC) or the Health and Care Professions Council (HCPC) provide guidance and standards relating to delegation which should be adhered to when considering HCSW development.

Support and supervision

It is important that you know the skills and competence of your team so that tasks can be delegated appropriately and safely to the right person. Regular appraisal meetings or personal development reviews will help support the development of individuals. It is important that all staff know the limits of their own competence and have the confidence to say "no" if asked to carry out a task out with their competence, or that they feel is inappropriate or unsafe. Supervision and feedback must be provided appropriate to the task being delegated and HCSWs should adhere to the HCSW Code of Conduct at all times.

Developing HCSWs and developing the team: The Masterclass model

The HCSW Framework has been used successfully as part of a Masterclass model. The Masterclass process is one way for teams to maximise the Transforming Roles agenda, and to help ensure that HCSWs have clearly structured roles plus the skills, training, tools and time they need to work effectively. The HCSW Masterclass emphasises the need to:

+ empower teams to innovate and make things better

+ nurture team working and professionalism

+ develop leadership skills and competencies at all levels

+ put new and extended roles into practice.

To learn more about the Masterclass model please visit Support Worker Central.

Post-registration Development Framework

CH 4 Post-registration Development Framework

The NES NMAHP Post-registration Development Framework

The new NES NMAHP Post-registration Development Framework is designed for all nurses, midwives and allied health professionals in Scotland to use and builds on the strengths of the earlier version (NES 2010). The Framework supports the development of core knowledge, skills and behaviours in four pillars of practice for NMAHPs working at Levels 5-8 of the Career Framework for Health. It also enables profession specific and specialist knowledge, skills and behaviours to be added.

Levels of Practice

The Framework is based on practice from Level 5 (Practitioner) to Level 8 (Consultant Practitioner) of the Career Framework for Health (Skills for Health 2006, Scottish Government 2009) (Appendix 1). Moving through the levels is associated with increasing breadth and depth of knowledge, skills and behaviours across the four pillars of practice, widening engagement and increased responsibility and experience. The knowledge, skills and behaviours of each level of practice build on the level before. Using leadership as an example, Figure 2 shows how leadership responsibility increases as a practitioner moves through the levels of practice in the NMAHP Development Framework.

Figure 2: leadership responsibility progression

Level 5
working in a team

Level 6
ability to lead a team/service

Level 7
ability to set up and lead team/service

Level 8
Ability to build and lead teams/services and input significantly at a strategic level

Four Pillars of Practice

The NMAHP Development Framework builds on existing NMAHP initiatives that use four Pillars of Practice.

Clinical Practice

Knowledge, skills and behaviours needed to provide high quality healthcare that is safe, effective and person centred.

Facilitating Learning

Knowledge, skills and behaviours needed to enable effective learning in the workplace.

Leadership

Knowledge, skills and behaviours needed to lead and to fulfil management responsibilities.

Evidence, Research and Development

Knowledge, skills and behaviours needed to use evidence to inform practice and improve services.

The knowledge, skills and behaviours described in the Facilitating Learning, Leadership and Evidence, Research and Development pillars are common to all NMAHP professions and specialities. The Clinical pillar also contains core content that can be expanded and contextualised for different roles.

The emphasis on each pillar may vary according to the level of practice and the specific role. For example, the emphasis may be on the 'Clinical Practice' pillar for a practitioner at Level 5 whereas at level 8, the 'Leadership' pillar may predominate (Figure 3). A practitioner in a specific role, such as a Practice Educator, will give more emphasis to developing the knowledge, skills and behaviours associated with the

'Facilitation of Learning' pillar than a practitioner at the same level working in a clinical role. Depending on the individual's role, they may not demonstrate all knowledge, skills and behaviours all the time, but they should have the capability to do so at their level of practice and all those in the preceding level of practice.

The Development Framework works in conjunction with specialist frameworks. It provides core content, that can be used as the basis from which to add role-specific knowledge, skills and behaviours and the detail associated with a specialism. For example, a practitioner working in a mental health clinical environment may add clinical elements from a specialist mental health framework.

Figure 3: pillar emphasis according to level of practice

Level 5 | Practitioner

Level 8 | NMAHP Consultant
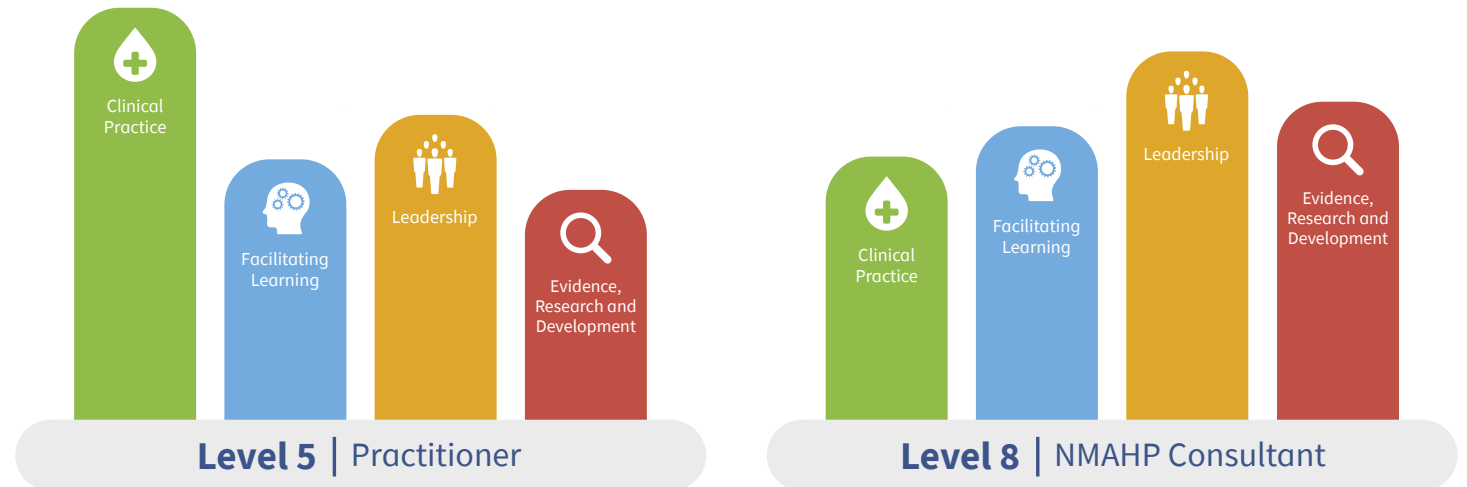
Specialist and Advanced Practice

Whilst Advanced Practice is regarded as a level on the developmental continuum from 'novice' to 'expert'. Specialist practice can be considered as one pole of a different 'specialist-generalist' continuum. This approach defines 'specialist' practice as that which is particular to a specific context, be it a client group, a skill set or an organisational context. It is therefore possible to be an advanced specialist or an advanced generalist (Figure 4a). The difference between a specialist and a generalist is depth and breadth of knowledge (Figure 4b).

Figure 4a: The relationship of the novice to expert continuum with specialist and generalist practice

Figure 4b: The difference in depth and breadth of knowledge between generalists and specialists[1]

- Shared knowledge
- Specialist
- Generalist

Depth of knowledge

Breadth of knowledge
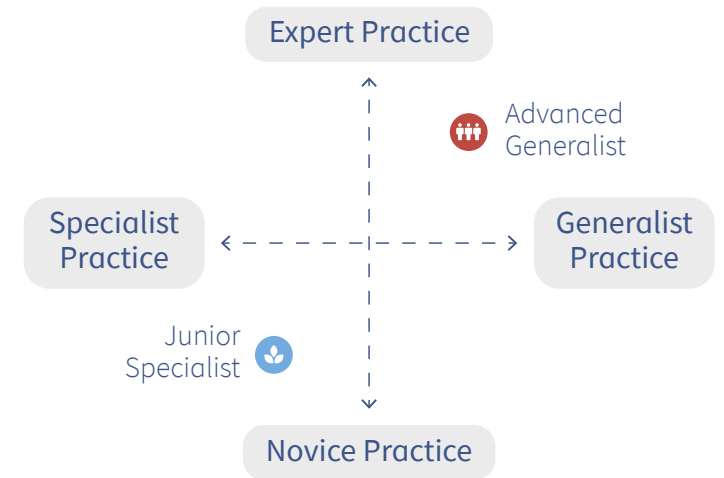
Using the NES NMAHP Development Framework

The framework is designed to be used by practitioners, managers and educators in different ways.

By practitioners

+ to benchmark current level of practice

+ to continue to grow within current level of practice by identifying areas for development

+ to guide professional development from a newly qualified practitioner towards experienced, expert practice

+ to customise a development plan linked directly to their role by adding on knowledge, skills and behaviours from profession or role specific frameworks

+ to identify evidence to support personal development planning, or re-validation with the Nursing and Midwifery Council (NMC) or Health and Care Professions Council (HCPC)

By managers

+ to support discussions that take place as part of professional development reviews

+ to inform succession planning

+ to support Skills Maximisation—being the best you can be at every level of the practice

+ to support service redesign and skill mix

By educators

+ to plan and deliver education and training to meet the rapidly changing needs of practitioners

+ to identify opportunities for shared, inter-professional learning

+ to plan programmes of education to prepare practitioners to work at different levels of the framework

+ to describe how education programmes articulate with each other

The Development Framework also directly links to the NHS Knowledge and Skills Framework and can be used to support the annual development review cycle.

NMAHP Post-registration Development Framework

Level 5—Practitioner

People at level 5 will have a comprehensive factual and theoretical knowledge within a field of work and awareness of the boundaries of that knowledge. They are able to use knowledge to solve problems creatively, make judgements which require analysis and interpretation, and actively contribute to service and self-development. They may have responsibility for supervision of staff or training.

Indicative Reference Title: Practitioner

- Clinical Practice
- Facilitating Learning
- Leadership
- Evidence, Research and Development

Qualifications expected for practitioners at Level 5

+ Registered as a Nurse or Midwife with the Nursing and Midwifery Council or registered with the Health and Care Professions Council

+ Successfully completed degree level pre-registration programme as a minimum

+ Working at Degree level

Clinical Practice

Further role specific knowledge, skills and behaviours can be added here

Key Knowledge, Skills and Behaviours

5C1 Use a range of skills and strategies to communicate with people about difficult matters or situations

5C2 Act and influence others to incorporate non-judgemental, values-based care into practice

5C3 Promote and deliver safe, effective and person-centred care as part of the multi-disciplinary team

5C4 Maintain and apply knowledge of relevant guidance, policies and legislation that govern legal and ethical aspects of service provision

5C5 Use and contribute to the development, implementation and review of local policies, guidelines and protocols

5C6 Monitor and maintain health, safety and security of self and others, by applying knowledge of health and safety legislation and infection control policies. Raise concerns and/or report series incidents in accordance with local reporting procedures

5C7 Use skills of critical thinking, analysis and evaluation to make justifiable and timely clinical judgements utilising a range of appropriate information and sources to assess, diagnose, plan, implement or direct care/interventions and evaluate effectiveness

5C8 Demonstrate the ability to use technology and information systems and resources that are routinely used in practice

5C9 Provide and share information effectively and concisely for a range of situations and contexts to ensure safety and continuity of care

5C10 Practise in ways which recognise and respond to health inequalities, respect diversity, protect against discrimination and support others to do the same

5C11 Apply a range of skills to promote health and well-being, improve health literacy and empower patients to share decision making

5C12 Develop and apply clinical knowledge, skills and behaviours appropriate to specific area of practice

Facilitating Learning

Further role specific knowledge, skills and behaviours can be added here

Key Knowledge, Skills and Behaviours

5F1 Demonstrate facilitation and teaching skills and behaviours including supervising, teaching and maintaining the learning environment

5F2 Apply the skills of facilitation, teaching and assessment to practice

5F3 Evidence learning from experience through supervision, feedback, reflective practice techniques and evaluation

5F4 Evidence reflection on own and others experiences of the workplace to develop a positive learning environment

5F5 Contribute to the supervision and mentorship of pre-registration practitioners and healthcare support workers

5F6 Actively participates in Clinical Supervision, Practice Supervision and facilitation of learning

5F7 Source and evidence use of a range of educational materials to support own development

5F8 Motivate, stimulate and encourage others to facilitate the learning process

5F9 Develop and apply knowledge of andragogy appropriate to specific role

Leadership

Further role specific knowledge, skills and behaviours can be added here

Key Knowledge, Skills and Behaviours

5L1 Demonstrate leadership qualities and behaviours including skills in motivating, influencing and negotiation

5L2 Communicate effectively verbally non-verbally and in writing to a range of people

5L3 Seek, receive and provide feedback in an open, honest and constructive manner.

5L4 Identify and analyse problems and recommend solutions

5L5 Respond proactively to own and others concerns and know how to escalate ongoing issues

5L6 Demonstrate the ability to work well within a team and in collaboration with others

5L7 Demonstrate accountability for own work and responsibility for delegation to others

5L8 Engage in own personal and professional development planning and review; and support others to develop personally and professionally

5L9 Contribute to effective management of resources including workforce resources within own area of practice

5L10 Develop and apply leadership skills and behaviours appropriate to specific role

Evidence, Research and Development

Further role specific knowledge, skills and behaviours can be added here

Key Knowledge, Skills and Behaviours

5E1 Consolidates understanding and application of different research approaches. Identifies and explores ideas for research/development activity from own practice

5E2 Demonstrates the ability to search and critically appraise evidence to inform practice

5E3 Shares with others good practice and the lessons learned from audit, research and quality improvement activity

5E4 Adheres to research governance, including Good Clinical Practice, ethics, data protection and confidentiality

5E5 Demonstrates the ability to undertake Quality Improvement, clinical audit and research activity to inform practice for self and others

5E6 Critically analyses and evaluates information

5E7 Identifies and analyses professional issues

5E8 Develop and apply knowledge of research and development appropriate to specific role

NMAHP Post-registration Development Framework

Level 6—Senior Practitioner

People at level 6 require a critical understanding of detailed theoretical and practical knowledge within and/or their field and/or have management or leadership responsibilities. They demonstrate initiative and are creative in finding solutions to problems. They have some responsibility for team performance and service development and they consistently undertake self-development.

Indicative Reference Title: Specialist/Senior Practitioner

Clinical Practice	
Facilitating Learning	
Leadership	
Evidence, Research and Development	

Qualifications expected for practitioners at Level 6

+ Registered as a Nurse or Midwife with the Nursing and Midwifery Council or registered with the Health and Care Professions Council

+ Ordinary or Honours degree

+ Graduate Diploma

+ Scottish Vocational Qualification (SVQ 4)

+ Postgraduate expertise within speciality / area of practice that demonstrates the required breadth of knowledge to lead safely, effectively and efficiently

Clinical Practice

Further role specific knowledge, skills and behaviours can be added here

Key Knowledge, Skills and Behaviours

6C1 Work autonomously and as part of a team, assuming accountability and responsibility to facilitate the delivery of safe, effective and person-centred care

6C2 Use a wide range of skills and strategies to communicate with people about difficult matters or situations

6C3 Act and influence others to incorporate non-judgemental, values-based care into practice

6C4 Apply knowledge, and raise awareness, of relevant guidance, policies and legislation that govern legal and ethical aspects of service provision

6C5 Lead and support the implementation of local polices, guidelines and protocols, ensuring they reflect national policy, legislation and current evidence

6C6 Monitor and maintain health, safety and security of self and others, by applying knowledge of health and safety legislation and infection control policies and advising others. Raise concerns and/or report series

incidents in accordance with local reporting procedures

6C7 Use skills of critical analysis and evaluation to make justifiable and timely clinical judgements utilising appropriate and sometimes limited information from a wide range of sources to assess, diagnose, plan, implement or direct complex care/interventions and evaluate effectiveness

6C8 Draw on a range of sources in making judgements including precedent, clearly defined policies, procedures and protocols

6C9 Select and use technology and information systems to both inform and support practice

6C10 Provide and share complex information effectively and concisely for a range of situations and contexts to ensure safety and continuity of care

6C11 Practise in ways which recognise and respond to health inequalities, respect diversity, protect against discrimination and support others to do the same

6C12 Apply a wide range of skills to promote health and well-being, improve health literacy and empower patients to share decision making

6C13 Assess, investigate and communicate/act on risk

6C14 Apply and continue to develop specialist clinical knowledge, skills and behaviours appropriate to specific area of practice

Facilitating Learning

Further role specific knowledge, skills and behaviours can be added here

Key Knowledge, Skills and Behaviours

6F1 Use learning theories to plan, implement and evaluate learning in the local environment

6F2 Create an effective learning environment that ensures learning opportunities for staff and students

6F3 Apply a wide range of facilitation, teaching and assessment skills to develop and improve practice

6F4 Identify and support the achievement of learning needs of individuals/team in response to service need and personal development planning

6F5 Demonstrate on going reflection on practice and support reflection in others

6F6 Demonstrate knowledge and use of a range of information to review/evaluate and enhance the learning environment

6F7 Participate in learning needs analysis, educational audit and evaluation of educational interventions

6F8 Contribute to the supervision of undergraduate/pre-registration Health Care Professionals and support workers within the team

6F9 Actively participate in Clinical Supervision, Practice Supervision and facilitation of learning and support others to participate

6F10 Source and evidence use of a range of educational materials to support own and others' development

6F11 Evidence use of a wide range of skills to motivate, stimulate and encourage others to facilitate the learning process

6F12 Apply and continue to develop specialist knowledge of andragogy appropriate to specific role

Leadership

Further role specific knowledge, skills and behaviours can be added here

Key Knowledge, Skills and Behaviours

6L1 Use national leadership frameworks to assess and develop self-leadership and leading others

6L2 Communicate complex information at an appropriate level to a range of audiences, adapting to context and purpose.

6L3 Actively promote a supportive culture, where constructive feedback is received positively and regarded as a learning opportunity

6L4 Display creativity and innovation in exploring and implementing possible solutions to problems and evaluating their effectiveness

6L5 Provide leadership for quality improvement and service development to enhance people's wellbeing and experiences of healthcare

6L6 Support others to take responsibility for ensuring concerns are addressed in a timely manner applying relevant policies such as whistleblowing and complaints

6L7 Demonstrate the ability to form, contribute and lead a team and work in collaboration with others to achieve the teams' purpose and objectives

6L8 Contribute to and manage other members of a team by sharing information and expertise

6L9 Demonstrate leadership behaviours when managing people applying human resource policies and processes

6L10 Recognise early signs of poor performance and take appropriate measures to address concerns

6L11 Respond in a transparent and structured way to any complaints from staff about the unacceptable or unfair behaviours of other members of the team

6L12 Contribute to workforce development through personal and professional development of individuals and teams aligned to organisational priorities.

6L13 Demonstrate the ability to use recognised workload assessment and skill mix tools to manage resources and budgetary demands including workforce resources

6L14 Apply and continue to develop, leadership skills and behaviours appropriate to specific role

Evidence, Research and Development

Further role specific knowledge, skills and behaviours can be added here

Key Knowledge, Skills and Behaviours

6E1 Use a range of research approaches to assess how evidence is being used, by self and others, to inform and develop practice improving the quality of care

6E2 Demonstrate the ability to search and critically appraise evidence to inform and develop practice supporting audit, research and quality improvement activity.

6E3 Participate in research related activity including analysis of information

6E4 Share with others good practice and the lessons learned from audit, research and quality improvement activity to enhance practice locally

6E5 Identify and disseminate information on NHS Board/University programmes of research/forums/special interest groups/networks relevant to area of practice

6E6 Use understanding of research governance including Good Clinical Practice , ethics, data protection and confidentiality, to support self and others in the research process

6E7 Demonstrate the ability to use a wide range of Quality Improvement/Clinical Audit/Research skills to inform and develop practice of self and others

6E8 Ability to critically identify, define and analyse complex/professional problems and issues

6E9 Apply and continue to develop specialist knowledge of research and development appropriate to specific role

NMAHP Post-registration Development Framework

Level 7—Advanced Practitioner

People at level 7 of the career framework have a critical awareness of knowledge issues in the field and at the interface between different fields. They are innovative and have a responsibility for developing and changing practice and/or services in a complex and unpredictable environment.

Indicative Reference Title: Advanced Practitioner

💧 **Clinical Practice**	
🧠 **Facilitating Learning**	
👥 **Leadership**	
🔍 **Evidence, Research and Development**	

Qualifications expected for practitioners at Level 7

+ Registered as a Nurse or Midwife with the Nursing and Midwifery Council or registered with the Health and Care Professions Council

+ Post-registration qualification

+ Evidence of operating/thinking at Master's level

+ Evidence of working towards relevant Master's level award

Clinical Practice

Further role specific knowledge, skills and behaviours can be added here

Key Knowledge, Skills and Behaviours

7C1 Develop advanced competence, innovation and leadership in the management and delivery of safe, effective person-centred care within own area of practice

7C2 Promote and act to influence others to incorporate non-judgemental, values-based care into practice

7C3 Use a wide range of skills and strategies, including advanced or specialist skills, to communicate with people about difficult matters or situations

7C4 Use in-depth knowledge of legislation, professional regulation and codes of practice, to lead the development, embedding and evaluation of protocols, guidelines and policies at operational level

7C5 Promote, monitor and maintain best practice in health, safety and security, in accordance with health and safety legislation and infection control policies, acting on concerns and/or reporting incidents in line with local reporting procedures

7C6 Use skills of critical analysis, evaluation and synthesis to make justifiable and timely clinical

judgements when assessing, diagnosing, planning, directing or implementing and evaluating highly complex care/interventions sometimes where information is not available or is incomplete

7C7 Demonstrate the ability to use and evaluate technology and information systems to inform and improve health outcomes

7C8 Identify and share more complex information effectively and concisely for a range of situations and contexts to ensure patient safety and continuity of care

7C9 Promote equality and value diversity, challenging discriminatory behaviours and acting to improve inclusion

7C10 Apply a significant range of skills to promote health and well-being, improve health literacy and empower patients to share decision making

7C11 Contribute to the development of organisational objectives and create opportunities to involve other practitioners

7C12 Apply advanced clinical knowledge, skills and behaviours appropriate to specific area of practice

Facilitating Learning

Further role specific knowledge, skills and behaviours can be added here

Key Knowledge, Skills and Behaviours

7F1 Role model exemplary facilitation and teaching skills and develop those skills in others

7F2 Demonstrate and understand the key theories of adult learning and apply a wide range of facilitation, teaching and assessment skills to practice

7F3 Lead on strategies that enable effective reflective practice

7F4 Review data collected from educational audits and other feedback to plan and lead change at a local level to enable a positive learning environment

7F5 Act as an experienced supervisor, mentor, facilitator and support others to take on these roles

7F6 Develop and facilitate the use of educational materials for students, staff and service users

7F7 Develop, lead and support teaching, supervision and assessment skills in others

7F8 Engage with education providers to contribute to curriculum development and delivery

7F9 Apply advanced knowledge of andragogy appropriate to specific role

Leadership

Further role specific knowledge, skills and behaviours can be added here

Key Knowledge, Skills and Behaviours

7L1 Provide strong and effective leadership across professional and organisational teams/boundaries

7L2 Evidence a positive impact of own exemplary leadership qualities and behaviours

7L3 Role model highly developed verbal, non-verbal and written communication skills

7L4 Demonstrate how feedback is used by the organisation to positively improve services

7L5 Use creative and innovative solutions to address complex problems

7L6 Promote a culture of empowerment to enable concerns to be raised, addressed and/or appropriately escalated

7L7 Lead innovation and quality improvement and promote involvement of others

7L8 Build and lead teams, engage stakeholders and work in collaboration with others

7L9 Demonstrate and support others to manage people effectively using organisational policies and exemplary leadership qualities

7L10 Progress workforce development plans aligned to organisational priorities

7L11 Demonstrate effective financial and workforce planning, delivery and reporting

7L12 Apply advanced leadership skills and behaviours appropriate to specific role

Evidence, Research and Development

Further role specific knowledge, skills and behaviours can be added here

Key Knowledge, Skills and Behaviours

7E1 Acts as a role model for the wider team by promoting a positive research culture

7E2 Further enhance knowledge of research approaches including advanced evaluation methods to promote and embed evidence in practice

7E3 Identify and apply impact measures and use findings to enhance practice

7E4 Demonstrate the ability to search, critically appraise and synthesize evidence to inform practice and to underpin audit/research/quality improvement activity.

7E5 Share good practice and the lessons learned from audit, research and quality improvement activity locally, and nationally through professional and peer reviewed processes.

7E6 Utilise appropriate polices to ensure support for clinical research activity and adherence to research governance, including Good Clinical Practice, ethics, data protection and confidentiality

7E7 Demonstrate the ability to use a wide range of Quality Improvement/Clinical Audit/Research skills to improve practice and supports others to do so

7E8 Critically analyse, evaluate and synthesise complex/professional problems and issues and help others do the same

7E9 Develop original and creative solutions to problems and support others to do so

7E10 Contribute to the wider research agenda through initiating or supporting NMAHP led research activity

NMAHP Post-registration Development Framework

Level 8—Consultant Practitioner

People at level 8 of the career framework require highly specialised knowledge, some of which is at the forefront of knowledge in a field of work, which they use as the basis for original thinking and /or research. They are leaders with considerable responsibility, and the ability to research and analyse complex processes. They have responsibility for service improvement or development. They may have considerable clinical and /or management responsibilities, be accountable for service delivery or have a leading education or commissioning role.

Indicative Reference Title: Consultant

- Clinical Practice
- Facilitating Learning
- Leadership
- Evidence, Research and Development

Qualifications expected for practitioners at Level 7

+ Registered as a Nurse or Midwife with the Nursing and Midwifery Council or registered with the Health and Care Professions Council

+ Educated to a minimum of Master's level

+ Working towards Doctorate

+ Specialist Practitioner

+ Advanced leadership/management skills

Clinical Practice

Further role specific knowledge, skills and behaviours can be added here

Key Knowledge, Skills and Behaviours

8C1 Use a wide range of skills and strategies, including a significant range of advanced or specialist skills, to communicate with people on complex matters or in complex situations

8C2 Act as a champion and role model for values-based care and professionalism

8C3 Innovate, develop and role model safe, effective and person-centred practice within area of practice and wider organisation

8C4 Influence and contribute to the development of guidance and legislation that governs the legal and ethical aspects of service provision

8C5 Use expert knowledge of professional regulation and codes of practice and legislation to lead the development, implementation and evaluation of protocols guidelines and policies at operational and strategic levels

8C6 Use clinical data to drive improvement through review and interdisciplinary collaboration and infection control policies. Where appropriate lead on development/ implementation

8C7 Promote, monitor and maintain best practice in health, safety and security in accordance with health and safety legislation and infection control policies. Where appropriate lead on development/ implementation

8C8 Act on concerns and/or report serious incidents in line with local reporting procedures

8C9 Model and promote expert level critical thinking by applying a constant and integrated approach to critical analysis, evaluation and synthesis to manage highly complex and/or novel issues and make informed judgements in the absence of complete or consistent data/information

8C10 Contribute to the development and/or implementation of health-related technology and information systems

8C11 Provide and share complex information effectively and concisely for a range of situations and contexts to ensure safety and continuity of care

Facilitating Learning

Further role specific knowledge, skills and behaviours can be added here

Key Knowledge, Skills and Behaviours

8F1 Evidence positive impact of own facilitation and teaching skills across organisations

8F2 Demonstrate a critical understanding of the principle pedagogical theories and apply a wide range of facilitation, teaching and assessment skills to practice

8F3 Evaluate reflection on practice and facilitate reflection in others

8F4 Influence and implement organisational learning and development strategy in partnership with key stakeholders

8F5 Frequently act as an experienced facilitator, supervisor, assessor and/or support others to take on these roles

8F6 Evaluate, develop, lead and facilitate use of educational materials for students, staff and service users

8F7 Engage with education providers to lead and contribute to curriculum development and delivery

8F8 Create opportunities for motivating others to learn and develop their teaching and assessment skills across the organisation

8F9 Lead on the promotion, development and application of expert knowledge of andragogy appropriate to own role and the wider service

Leadership

Further role specific knowledge, skills and behaviours can be added here

Key Knowledge, Skills and Behaviours

8L1 Evidence leadership skills and behaviours that have a positive impact across organisations

8L2 Communicate effectively at a strategic level through presentations, reports and policies to demonstrate organisational leadership

8L3 Embed the use of feedback in organisational learning policies

8L4 Demonstrate expertise in developing original and creative solutions to highly complex problems

8L5 Demonstrate organisational learning from concerns raised or escalated

8L6 Collaborate across stakeholder groups and organisations to lead services

8L7 Promote a culture where people are managed effectively using organisational policies and exemplary leadership qualities

8L8 Lead the development of the workforce in alignment with national priorities

8L9 Provide strategic direction to ensure efficient delivery of financial targets including workforce planning

8L10 Lead on the promotion, development and application of expert leadership skills and behaviours appropriate to own role and the wider service

Evidence, Research and Development

Further role specific knowledge, skills and behaviours can be added here

Key Knowledge, Skills and Behaviours

8E1 Demonstrate a critical understanding of different research approaches, methods and analysis and support others to develop and apply these in practice

8E2 Lead by example and develop the capability of others to critically appraise and synthesize evidence to inform practice and create a culture in which audit, research and quality improvement thrives.

8E3 Lead by example and develop a supportive culture to promote the sharing of good practice and lessons learned from audit, research and quality improvement activity locally and nationally through professional and peer reviewed processes

8E4 Use highly specialised theoretical and practical knowledge to develop original and creative solutions to problems and make decisions and assist others to do so Audit/Research skills and actively contribute Quality Improvement, Audit or Research projects to inform and enhance practice

8E6 Apply a consistent and integrated approach to critical analysis, evaluation and synthesis of new and complex ideas, information, research data, statistics and issues and help others do the same

8E7 Lead and commission projects and encourage involvement of all staff

8E8 Take strategic responsibility to develop, revise and embed research governance including Good Clinical Practice, ethics, data protection and confidentiality in practice and promotes a strong research culture at service and organisational levels

8E9 Lead on the promotion, development and application of research and development appropriate to own role and the wider service

Support Resources

CH 5 Support Resources

The Development Needs Analysis Tool (DNAT)

This Development Analysis Tool (DNAT) is designed to help you reflect on your current job role and to identify areas where you may benefit from further training, education and development to enhance or develop your role. The Knowledge, Skills and Behaviours (KSBs) in the DNAT are arranged under the 4 Pillars of Practice. In completing this tool, it is crucial that you are honest and provide an accurate account to help you to identify the KSBs that are most appropriate to the development of your role and the most appropriate training and education to help you meet this level of practice. You will be assessing yourself against the Knowledge, Skills and Behaviours associated with your level of practice.

The NES NMAHP Development Framework contains generic KSBs for each level of practice. You may wish to add additional KSBs from other profession specific or role specific frameworks relevant to your role. There is a blank template for you to cut and paste these into.

Template links:

Sign-off template

For Advanced Levels of Practice, you may have a local sign-off process or feed into the national Transforming Roles process for sign off.

Download the Sign-off template (this is an example of a template being used in the west of Scotland). It was developed by the West of Scotland Advanced Practice Academy.

To use this template:

+ Cut and paste in the knowledge, skill and behaviours (KSBs) to be assessed

+ Map it to the framework or HEI module that the KSBs comes from

+ Undertake a self-assessment, noting which self-assessment tool you are using

+ State assessment method being used

+ Note who the name of the assessor (work based or HEI member of staff)

+ Cross reference to supporting documentation contained in your professional portfolio.

Template links:

The Education Mapping Template

To assist education providers to map modules and programme to specific knowledge, skills and behaviours (KSBs) a template displaying all of the KSBs for each pillar of practice is available. This information will assist education providers and managers in signposting practitioners to courses and education opportunities which support each of the KSBs in the NES NMAHP Development Framework.

Template links:

Searching the framework

You can **build, view, print and save** the elements of the NMAHP Development Framework most applicable to your own stage of professional development by choosing one or more pillars and/or levels of the career framework contained within the matrix on the Post-registration Development Framework webpage.

Viewing one level of the framework may not always provide you with sufficient information to determine your development needs. It may be of benefit for you to view the level you are currently working at together with the levels directly above and below.

NMAHP Development Framework and the Scottish Credit and Qualifications Framework (SCQF)

The minimum SCQF level for entry into the NMAHP professions is Level 9 (Ordinary Degree). Advanced Practice has been mapped to SCQF Level 11 study (Master's level). It is neither necessary nor desirable to map all post-registration education to academic levels, but where it is appropriate, the following can be used as a guide.

Career Framework		Min. associated SCQF	
5	Practitioner	9	Ordinary Degree level
6	Senior Practitioner	10	Honours level
7	Advanced Practitioner	11	Masters level
8	Consultant Practitioner	11/12	Masters/doctorate level

References

NES (2010) Post Registration Career Development Framework. Edinburgh: NHS Education for Scotland

Scottish Government Health Workforce Directorate (2009) Guidance to NHS Boards on the Career Framework for Health. Edinburgh: Scottish Government Health Workforce Directorate

Skills for Health (2006) Career Framework for Health. Solihull: Skills for Health

Educational resources to support the NMAHP Development Framework

TURAS Learn

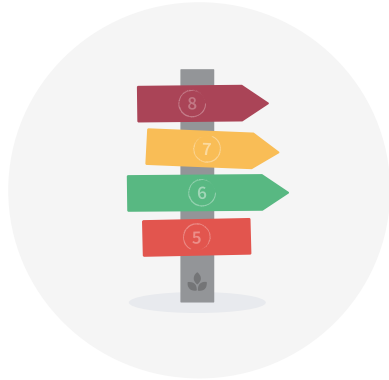## Professional Portfolio for all NHS Staff

* Add Professional Portfolio in your Dashboard then select Recognition of Prior Learning

Support and Supervision

Examples of Specialist Career and Development Frameworks

Appendices

CH 6 **Appendices**

Appendix 1: Career Framework for Health

9

Career Framework Level 9

People working at level 9 require knowledge at the most advanced frontier of the field of work and at the interface between fields. They will have responsibility for the development and delivery of a service to a population, at the highest level of the organisation.

Indicative/reference title: Director

8

Career Framework Level 8

People at level 8 of the career framework require highly specialised knowledge, some of which is at the forefront of knowledge in a field of work, which they use as the basis for original thinking and/or research. They are leaders with considerable responsibility, and the ability to research and analyse complex processes. They have responsibility for service improvement or development. They may have considerable clinical and/or management responsibilities, be accountable for service delivery or have a leading education or commissioning role.

Indicative/reference title: Consultant

7

Career Framework Level 7

People at level 7 of the career framework have a critical awareness of knowledge issues in the field and at the interface between different fields. They are innovative, and have a responsibility for developing and changing practice and/or services in a complex and unpredictable environment.

Indicative/reference title: Advanced Practitioner
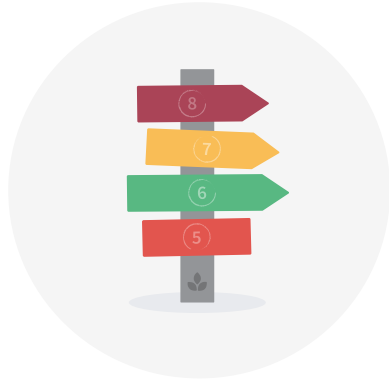
Career Framework Level 6

People at level 6 require a critical understanding of detailed theoretical and practical knowledge, are specialist and/or have management and leadership responsibilities. They demonstrate initiative and are creative in finding solutions to problems. They have some responsibility for team performance and service development and they consistently undertake self development.

Indicative/reference title: Specialist/Senior Practitioner

Career Framework Level 5

People at level 5 will have a comprehensive, specialised, factual and theoretical knowledge within a field of work and an awareness of the boundaries of that knowledge. They are able to use knowledge to solve problems creatively, make judgements which require analysis and interpretation, and actively contribute to service and self development. They may have responsibility for supervision of staff or training.

Indicative/reference title: Practitioner

Career Framework Level 4

People at level 4 require factual and theoretical knowledge in broad contexts within a field of work. Work is guided by standard operating procedures, protocols or systems of work, but the worker makes judgements, plans activities, contributes to service development and demonstrates self development. They may have responsibility for supervision of some staff.

Indicative/reference title: Assistant/Associate Practitioner
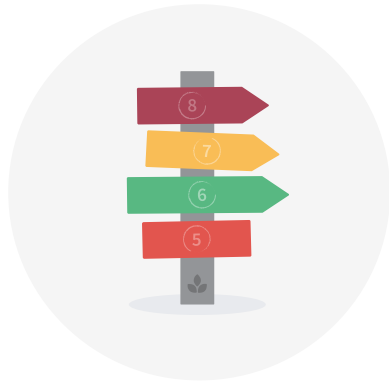
Career Framework Level 3

People at level 3 require knowledge of facts, principles, processes and general concepts in a field of work. They may carry out a wider range of duties than the person working at level 2, and will have more responsibility, with guidance and supervision available when needed. They will contribute to service development, and are responsible for self development.

Indicative or Reference title: Senior Support Worker

Career Framework Level 2

People at level 2 require basic factual knowledge of a field of work. They may carry out clinical, technical, scientific or administrative duties according to established protocols or procedures, or systems of work.

Indicative/reference title: Support Worker

Career Framework Level 1

People at level 1 are at entry level, and require basic general knowledge. They undertake a limited number of straightforward tasks under direct supervision. They could be any new starter to work in the Health sector, and progress rapidly to Level 2.

Indicative/reference title: Cadet

This resource may be made available, in full or summary form, in alternative formats and community languages. Please contact us on **0131 656 3200** or email **altformats@nes.scot.nhs.uk** to discuss how we can best meet your requirements.

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