

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

Maximising potential and impact at every level of practice



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CH 1 Introduction

Maximising potential
and impact at every
level of practice





CH 1 Glossary

We have listed the acronyms and abbreviations used in the framework in the table below.

NMAHPs	Nursing, Midwifery and Allied Health Professions
HCSW	Healthcare Support Worker
NMC	Nursing and Midwifery Council
HCPC	Health and Care Professions Council
NES	NHS Education for Scotland
DNAT	Development Needs Analysis Tool
TURAS	NES learning platform
KSBS	Knowledge, Skills and Behaviours
HEI	Higher Education Institute



CH 1 Introduction

Maximising potential and impact at every level of practice

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

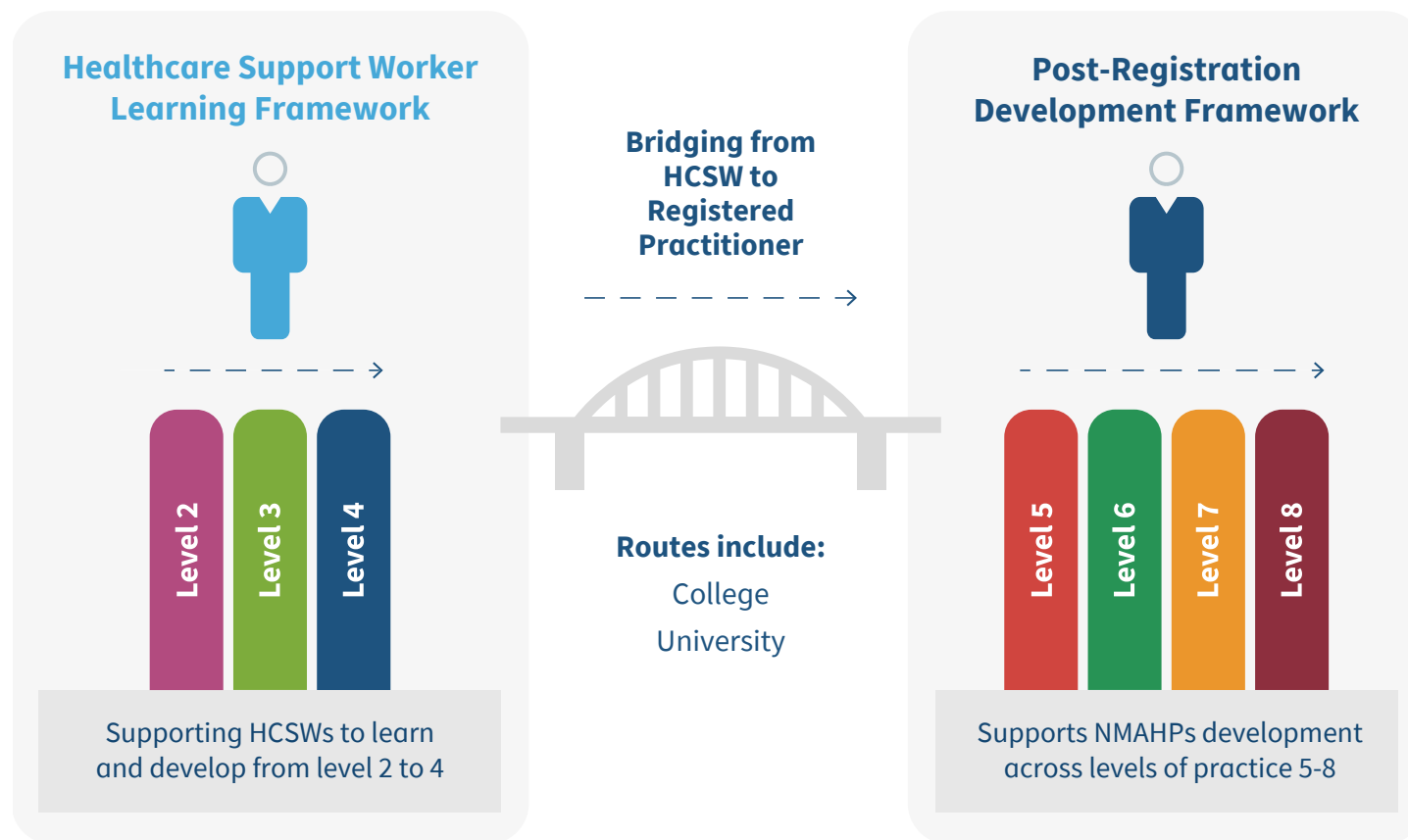
The first component of the NMAHP Development Framework is the NES Healthcare Support Worker Learning Framework. This describes how healthcare support workers can learn and develop from Level 2 to 4.

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.



Figure 1: The NES NMAHP Development Framework



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.

Post-registration Development Framework





CH 2 The NMAHP Post-registration Development Framework

The NES NMAHP Post-registration Development Framework

The 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





Four Pillars of Practice

The framework uses the Four Pillars of Practice and builds on existing initiatives that use the Pillars of Practice. It recognises how complex NMAHP roles have become and helps to explain the difference in expectations and learning for NMAHPs in Career Framework Levels 5, 6, 7 and 8.



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





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 4b: The difference in depth and breadth of knowledge between generalists and specialists¹

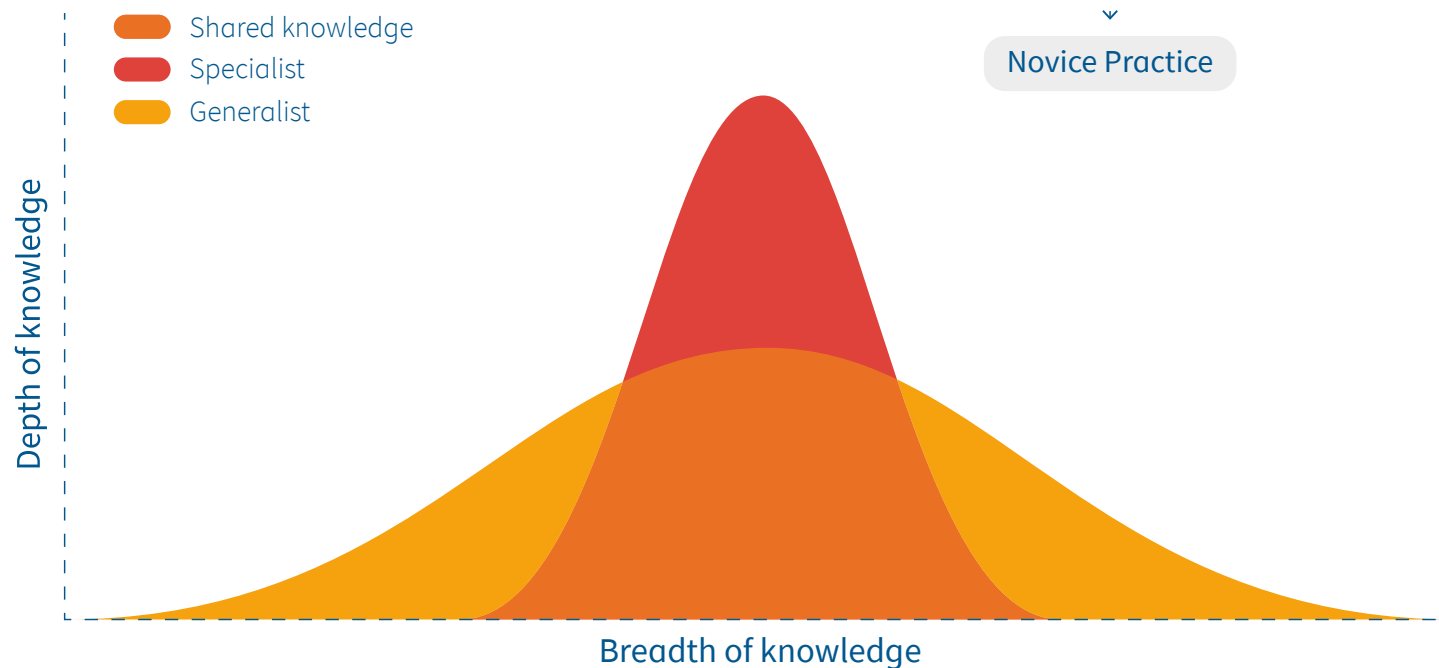
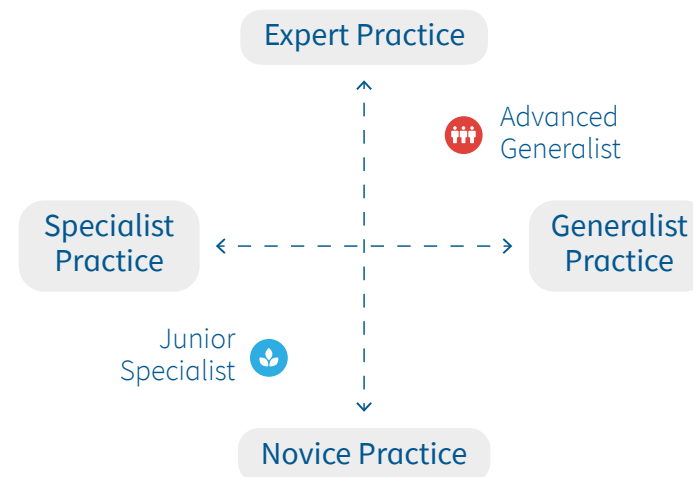


Figure 4a: The relationship of the novice to expert





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 [Knowledge and Skills Framework | MSG \(scot.nhs.uk\)](https://www.scot.nhs.uk/knowledge-skills-framework/) and can be used to support the annual development review cycle.



Recording learning and development

Approaches to recording evidence of learning and development is a personal choice, this can be either electronically or using paper. A recommended option is using the Turas Professional Portfolio, which is available to all nurses, allied health professionals and HCSWs in Scotland including the NHS, social care, voluntary and independent sectors. This can be used to record evidence of learning for personal development, regulation, appraisal, and career progression.

Professional Portfolio for all NHS Staff

Watch the short animation to find out the benefits of using Turas Portfolio



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 using a desktop device. This field cannot be populated using a tablet or phone

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 serious 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

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5C13 Raise concerns and/or report series incidents in accordance with local reporting procedures

5C14 Recognise the effects and potential symptoms of trauma or vicarious trauma and respond appropriately. Practising at a minimum of Trauma Informed practice level

5C15 Ability to escalate concerns if unable to carry out their duty and responsibilities outlined within health and care staffing legislation. Practising at Informed level

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 adult learning theory appropriate to specific role

5F10 Engages with appraisal and the development and activation of a personal development plan



Leadership

Further role specific knowledge, skills and behaviours can be added here using a desktop device. This field cannot be populated using a tablet or phone. This field cannot be populated using a tablet or phone

5F11 Ability to effectively undertake the role of [clinical] supervisor for all functions of clinical supervision, for support workers, within own scope of practice

5F12 Ability to facilitate others to develop self-awareness and personal resilience through restorative supervision

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

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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



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 using a desktop device. This field cannot be populated using a tablet or phone. This field cannot be populated using a tablet or phone

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 policies, 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



Facilitating Learning

Further role specific knowledge, skills and behaviours can be added here using a desktop device. This field cannot be populated using a tablet or phone. This field cannot be populated using a tablet or phone

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

6C15 Raise concerns and/or report series incidents in accordance with local reporting procedures.

6C16 Recognise the effects and potential symptoms of trauma or vicarious trauma and respond appropriately. Practising at a minimum of Trauma Informed practice level.

6C17 Ability to escalate concerns if unable to carry out their duty and responsibilities outlined within health and care staffing legislation. Practising at Skilled level.

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



Leadership

Further role specific knowledge, skills and behaviours can be added here using a desktop device. This field cannot be populated using a tablet or phone. This field cannot be populated using a tablet or phone

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 adult learning appropriate to specific role.

6F13 Engages with appraisal and the development and activation of a personal development plan

6F14 Ability to effectively undertake the role of [clinical] supervisor for all functions of clinical supervision, within own scope of practice

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



Evidence, Research and Development

Further role specific knowledge, skills and behaviours can be added here using a desktop device. This field cannot be populated using a tablet or phone. This field cannot be populated using a tablet or phone

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

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 related to research and contemporary evidence-base 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



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

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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 and within the scope of the profession and individual scope of practice

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

7C3 Use a wide range of skills and strategies, including advanced or specialist skills, to communicate with people on complex matters or in complex situations supporting people in making decisions

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 and manage risk appropriately

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, digital 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 and act on professional judgment about when to seek help



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

7C10 Engage with, appraise and respond to individuals' motivation, development stage and capacity, working collaboratively to promote health and well-being, improve health literacy and empower individuals to participate in decisions about their care and to maximise their health and well-being

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

7C13 Recognise the effects and potential symptoms of trauma or vicarious trauma and respond appropriately. Practising at a minimum of Trauma Informed practice level

7C14 Ability to escalate concerns if unable to carry out their duty and responsibilities outlined within health and care staffing legislation. Practising at Skilled level



Facilitating Learning

Further role specific knowledge, skills and behaviours can be added here using a desktop device. This field cannot be populated using a tablet or phone. This field cannot be populated using a tablet or phone

Key Knowledge, Skills and Behaviours

7F1 Role model exemplary facilitation and teaching skills and develop those skills in others. Promoting a culture of excellence in learning to inspire existing and future staff.

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

7F3 Evaluate reflection on practice and facilitate reflection in others

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 Evaluate, develop, lead and facilitate use of education materials for students, staff and service users at a local level

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

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

7F9 Apply advanced knowledge of adult learning appropriate to specific role

7F10 Critically assess and address own learning needs, negotiating a personal development plan that reflects the breadth of ongoing professional development across the four pillars of advanced clinical practice

7F11 Engage with, appraise and respond to individuals' motivation, development stage and capacity, working collaboratively to support health literacy and empower individuals to participate in decisions about their care and to maximise their health and well-being

7F12 Enact the Health and Care Staffing legislation to ensure there is adequate time provision to support the learning and development of the team



Leadership

Further role specific knowledge, skills and behaviours can be added here using a desktop device. This field cannot be populated using a tablet or phone. This field cannot be populated using a tablet or phone

Key Knowledge, Skills and Behaviours

- 7L1** Provide strong and effective leadership across professional and organisational teams/boundaries broadening sphere of influence
- 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 including service user engagement is used by the organisation to positively improve services
- 7L5** Use creative and innovative solutions to address complex problems
- 7L6** Build and lead teams, develop effective relationships, ensure clarity of roles and work in collaboration with others
- 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** Contribute to workforce development plans aligned to organisational priorities
- 7L11** Critically apply advanced clinical expertise and role model the values of NHS Scotland to influence the sharing and adoption of best practice, reduce unwarranted variation and enhance quality
- 7L12** Use creative and innovative solutions to ensure [clinical] supervision is prioritised and others have the resources required to access support appropriate to needs and role



Evidence, Research and Development

Further role specific knowledge, skills and behaviours can be added here using a desktop device. This field cannot be populated using a tablet or phone. This field cannot be populated using a tablet or phone

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 synthesise 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 policies 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

7E11 Facilitate collaborative links between clinical practice and research through proactive engagement, networking with academic, clinical and other active researchers



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 8

- + 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

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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 supporting people in making decisions

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

8C3 Innovate, develop and role model safe, effective and person-centred practice. Within own area of practice and within the scope of the profession and individual scope of practice

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 and manage risk appropriately

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

8C9 Model and apply expert level critical thinking and evaluation skills to make timely and informed clinical decisions related to all aspects of the care process utilising professional judgement to manage risk appropriately



8C10 Contribute to the development and/or implementation of health related technology, digital and information systems to inform and improve health outcomes

8C11 Provide and share complex information effectively and concisely for a range of situations and contexts to ensure safety and continuity of care and act on professional judgement about when to seek help

8C12 Promote equality and value diversity, challenging discriminatory behaviours, acting to improve inclusion

8C13 Develop innovative ways to promote health and well-being, improve health literacy and empower patients to share decision making and ensure person centred approach

8C14 Lead on the promotion, development and application of expert clinical knowledge, skills and behaviours appropriate to own area of practice and the wider service

8C15 Recognise the effects and potential symptoms of trauma or vicarious trauma and respond appropriately. Practising at a minimum of Trauma Informed practice level

8C16 Ability to escalate concerns if unable to carry out duty and responsibilities outlined within health and care staffing legislation. Practising at Enhanced level



Facilitating Learning

Further role specific knowledge, skills and behaviours can be added here using a desktop device. This field cannot be populated using a tablet or phone. This field cannot be populated using a tablet or phone

Key Knowledge, Skills and Behaviours

8F1 Role model exemplary facilitation and teaching skills and develop those skills in others. Promoting a culture of excellence in learning to inspire existing and future staff

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

8F3 Lead on strategies that enable effective reflective practice

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

8F5 Act as a role model, experienced supervisor assessor and/or support others to take on these roles

8F6 Evaluate, develop, lead and facilitate use of education materials for students, staff and service users at a regional and national level

8F7 Work in close partnership with HEI and 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 adult learning appropriate to own role at a local and national level

8F10 Design, develop and lead on educational audit and other feedback to plan and lead change at a local and national level

8F11 Design, develop and lead on educational audit and other feedback to plan and lead change at a local and national level to enable a positive learning environment

8F12 Develop, lead and support teaching, supervision and assessment skills in others

8F13 Enact the Health and Care Staffing legislation to ensure there is adequate time provision to support the learning and development of workforce/team



Leadership

Further role specific knowledge, skills and behaviours can be added here using a desktop device. This field cannot be populated using a tablet or phone. This field cannot be populated using a tablet or phone

Key Knowledge, Skills and Behaviours

8L1 Evidence leadership skills and behaviours that have a positive impact across organisations and broadening sphere of influence working at local and national level

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 Build and lead teams, develop effective relationships, ensure clarity of roles and work in collaboration with others at local and national level

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 profession within board including organisational professional governance

8L10 Critically apply advanced clinical expertise and role model the values of NHS Scotland to influence the sharing and adoption of best practice, reduce unwarranted variation and enhance quality



Evidence, Research and Development

Further role specific knowledge, skills and behaviours can be added here using a desktop device. This field cannot be populated using a tablet or phone. This field cannot be populated using a tablet or phone

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 assist others to do so

8E5 Ensure self and others are able to use a wide range of Quality Improvement/Clinical Audit/Research skills and actively contribute to Quality Improvement, Audit or Research projects to inform and enhance practice

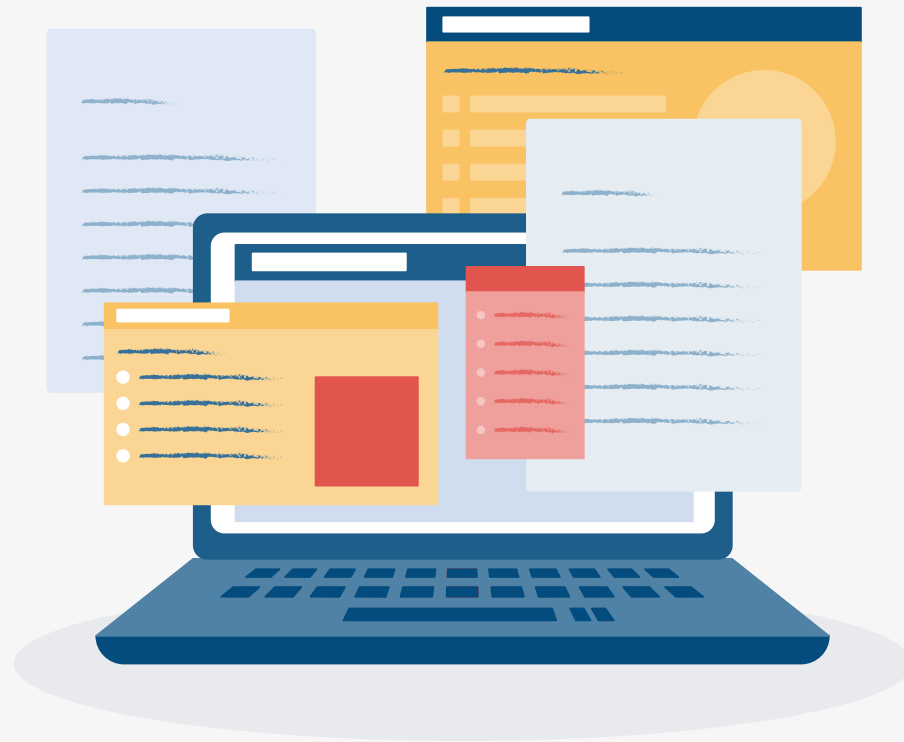
8E6 Apply a consistent and integrated approach to critical analysis, evaluation and synthesis of new and complex ideas, information, research data, statistics and issues and help others do the same

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

Framework Tools





CH 3 Framework Tools

The Development Needs Analysis Tool (DNAT)

The [Development Analysis Tool \(DNAT\)](#) is a self-assessment tool that enables you to use the Framework to reflect on your job role and identify areas where you might benefit from further development. The DNAT uses the knowledge, skills and behaviour (KSBs) statements from the Framework which are arranged under the Pillars of Practice to assess your Level of practice. There is a DNAT for each corresponding Level of the Framework.

A RAG (Red-Amber-Green) rating scale is used to help you to assess and rate your current knowledge and skills. Like most forms of self-assessment this can feel a bit daunting and challenging. The best approach is to try to be as open and honest as possible when reviewing each KSB.

You can individualise the DNAT by adding additional role/profession specific KSBs from other competency frameworks relevant to your role. There is a blank template for this purpose.

Once completed the DNAT can be used to support reflective discussions and professional development planning with your manager.

The DNAT can be accessed in different formats to suit your learning needs. You can download as a word document, or you can access an online version of the tool. The online version can be saved, printed and sent to a third party.

To access the DNAT go to the Access the Framework page and select your level of practice and then go to the Self-Assessment subsection.

Advanced Level Practice DNAT and Sign-off

If you are new to advanced level practice and are undertaking formal training, the DNAT can be used to support your local sign off process for advanced level practice or feed into the national Transforming Roles process for sign off.

Template link:



Framework Reflective Self-assessment Tool

This reflective self-assessment tool is designed to help you evaluate the knowledge, skills, and behaviours (KSBs) outlined in the Framework for your level of practice. It encourages you to reflect on your job role, identify areas for potential growth, and recognise opportunities for further development.

This tool serves as an alternative to the Framework Development Needs Analysis Tool (DNAT).

Once completed the tool can be used to support reflective discussions and professional development planning with your manager. If you are working at advanced level the tool can also be used to support evidence of competence and sign off locally.

The Reflective Self-assessment Tool is in MS Word format and is accessed via a link in the Self-Assessment page of your level.

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:



Useful resources

CH 5 Appendices





CH 5 Appendix 1

Career Framework Level 9

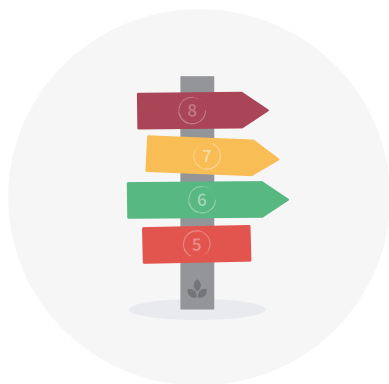
People working at level 9 require knowledge at the most advanced frontier of the field of work and at the interface between fields. They will have responsibility for the development and delivery of a service to a population, at the highest level of the organisation.

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.

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.



Career Framework Level 6

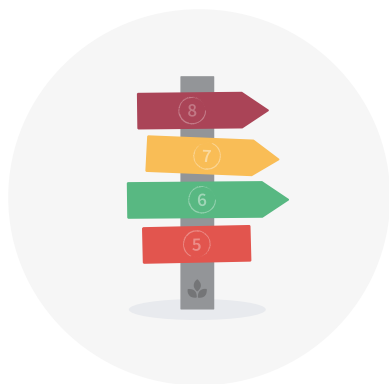
People at level 6 require a critical understanding of detailed theoretical and practical knowledge, are specialist and/or have management and leadership responsibilities. They demonstrate initiative and are creative in finding solutions to problems. They have some responsibility for team performance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

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.

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.



Career Framework Level 3

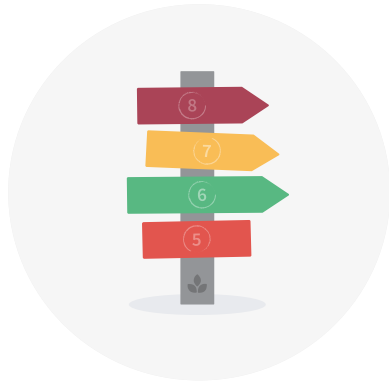
People at level 3 require knowledge of facts, principles, processes and general concepts in a field of work. They may carry out a wider range of duties than the person working at level 2, and will have more responsibility, with guidance and supervision available when needed. They will contribute to service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

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.

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.



CH 5 Appendix 2

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.

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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