

## **How the NMAHP Development Framework works with other frameworks**



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## 1. Introduction

This guidance is designed to help nurses, midwives, allied health professionals (AHPs), and healthcare support workers (HCSWs) understand how to use the NMAHP Development Framework alongside other learning frameworks. It will assist practitioners, educators, service leads, and managers in identifying and applying the most relevant framework(s) for themselves, their students, staff, and organisations.

## 2. NMAHP Development Framework

The NMAHP Development Framework outlines the core knowledge and skills required at each practice level for nurses, midwives, AHPs, and HCSWs in Scotland. It is structured around four pillars of practice and nine career levels (see Table 1). The framework can be used independently or alongside other supporting or specialised frameworks.

Table 1 - Career levels and Pillars of practice

Pillars of practice	Career level
<ul style="list-style-type: none"><li>- Clinical practice</li><li>- Facilitation of learning</li><li>- Leadership</li><li>- Service improvement/Evidence, research and development</li></ul>	<ul style="list-style-type: none"><li>1 Cadets</li><li>2 Healthcare support workers</li><li>3 Senior healthcare support workers</li><li>4 Assistant practitioners</li><li>5 Practitioners,</li><li>6 Senior practitioners</li><li>7 Advanced practitioners</li><li>8 Consultant practitioners</li><li>9 More senior staff</li></ul>

### 3. Other learning frameworks

There are learning frameworks which have been developed for specific contexts, e.g. for different health conditions, practice settings, roles, or environment (see table 2 for examples). Many are closely aligned to the NMAHP Development Framework whilst others differ in structure and use.

Table 2 – Example frameworks for different contexts

Context	Examples
Health condition	People living with dementia. People with learning disability
Practice setting	Hospital at home Major trauma Mental health
Role	Advanced practice Health protection nurses Practice education Clinical supervision
Environment	Infection control for health-built environment

The NMAHP Development Framework provides a variety of examples of knowledge and skills that align with the core dimensions of the [NHS Knowledge and Skills Framework \(KSF\)](#). The NHS KSF applies to all staff employed under Agenda for Change terms and conditions. As such, the knowledge and skills acquired through the NMAHP Development Framework can be effectively integrated into the KSF and vice versa.

See appendix 1 for examples.

### 4. Why use a framework at all?

Frameworks are evidence based and developed by stakeholders and experts in the field to provide a consensus as to the knowledge and skills required. Practitioners, educators, managers, and organisations can use these frameworks to inform learning and development and be confident that staff are well prepared for their roles.

The frameworks are usually driven by policy initiatives and national programmes for example advanced practice through the [transforming roles programme](#); mental health through the [mental health strategy and suicide prevention action plan](#); and dementia through Scotland's national [dementia strategy](#).

Practitioners can utilise the frameworks to verify that they possess the appropriate knowledge and skills for their current roles. For those looking to advance their careers, the frameworks can help identify specific knowledge and skills needed for further development. Educational institutions can refer to these frameworks to design and enhance their curricula. Additionally, organisations can leverage the frameworks for effective recruitment and staff development strategies.

## 5. Why is more than one framework useful?

Utilising a combination of learning frameworks can be beneficial, as they clarify both generic and specific knowledge and skills. By selecting and integrating appropriate frameworks, individuals can gain a comprehensive understanding of the knowledge and skills required for their roles.

## 6. Learning frameworks directly aligned to the NMAHP development framework.

There are several learning frameworks that have been developed to closely align to the NMAHP Development Framework so that they can be used as standalone or alongside each other (see table 3).

Some have the same knowledge and skills statements both the generic aspects and the specific knowledge and skills for a particular context. Others ONLY state the specific knowledge and skills.

Table 3 - Examples of learning frameworks that directly align to the NMAHP framework.

Name of Framework	What is the same as the NMAHP framework	What is unique	How to use the supporting framework
<a href="#">Hospital at Home knowledge and skills development framework</a>	Incorporates the generic aspects of all four pillars of practice at all career levels.	States the knowledge and skills are contextualised to the hospital at home roles and environment.	The Hospital at Home framework can stand alone as it already aligns to the NMAHP development Framework.
<a href="#">Career Development Framework for Health Protection Nurses</a>	Incorporates the generic aspects of all four pillars of practice at all career levels.	States the additional knowledge and skills that are required within the context of Health Protection.	The Health Protection nurses framework can stand alone as it already aligns to the NMAHP development Framework.
<a href="#">Healthcare Support Worker (HCSW) Nursing, Midwifery and Allied Health Professions (NMAHP) development framework for major trauma</a>	This is a “bolt on” to the NMAHP development framework	States the additional knowledge and skills required for HCSW working in major trauma care	Use the <a href="#">HCSW Development and Education Framework for level 2-4 NMAHP Healthcare Support Workers   Turas   Learn (nhs.scot)</a> for generic knowledge and skills and add in the additional knowledge and skills for major trauma care

<a href="#">care in Scotland</a>			
<a href="#">Transforming roles - Advanced Practice</a>	Incorporates the three generic pillars at advanced practice i.e. <ul style="list-style-type: none"> <li>• Facilitation of Learning</li> <li>• Leadership</li> <li>• Evidence, Research and Development</li> </ul>	The clinical pillar is specific to advanced practice in different settings e.g. acute, mental health, paediatric, neonatal, primary and community care.	Use the NMAHP development framework for the generic pillars whilst using the advanced practice knowledge and skills as evidence of the clinical pillar.

## 7. Learning frameworks that can be used alongside the NMAHP development framework.

There are several other frameworks that can be used alongside the NMAHP Development Framework (see table 4). These may be structured in levels of expertise rather than levels of seniority. They can often be aligned to a pillar of practice in the NMAHP Development Framework; for example, mental health may be aligned to the clinical pillar; whilst practice education would sit in the facilitation of learning pillar.

Table 4 Examples of other frameworks.

Name of Framework	How is the framework structured?	How can the knowledge and skills be aligned to the NMAHP framework?
<a href="#">An Educational Framework on Health Equalities for People with Learning Disabilities for all practitioners working with people with learning disabilities: a human rights-based approach</a>	Four levels of expertise this is dependent on dependent on the person's practice rather than how senior they are.  Informed Skilled Enhanced Specialist	Identify the level of expertise and align to the clinical practice pillar of the NMAHP development framework.
<a href="#">Mental health improvement and suicide prevention framework   Turas   Learn (nhs.scot)</a>	The framework domains cover the promotion of good mental health, improving quality of life, tackling mental health inequalities, supporting people in distress or crisis, promoting resilience and recovery, preventing self-harm and suicide, and the knowledge	Identify the level of expertise and align to the clinical practice pillar of the NMAHP development framework.

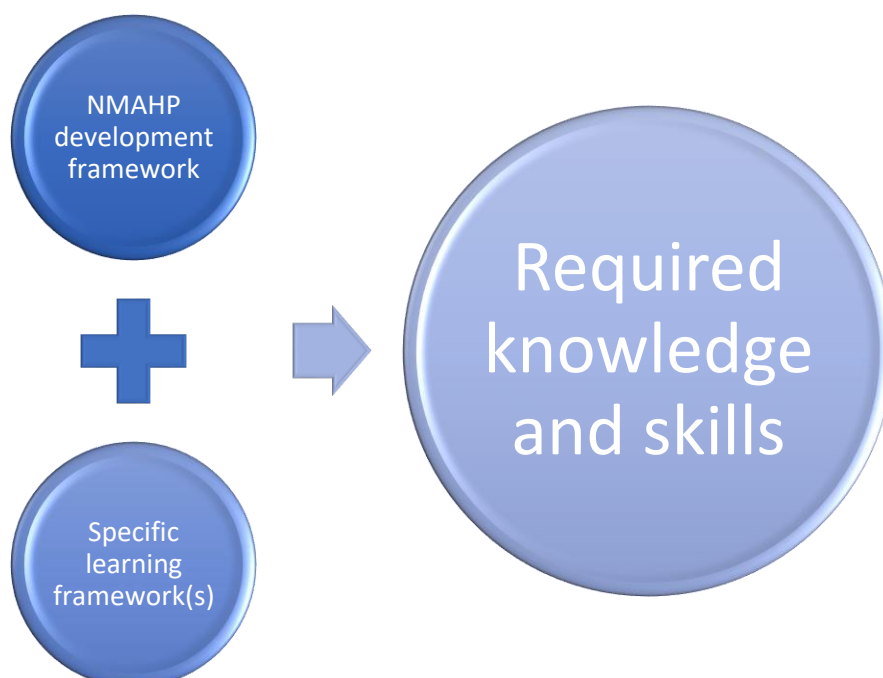
	and skills required across four levels of practice: informed, skilled, enhanced and specialist.	
AHP Practice Educator framework (pending)	This framework is in development and will be in three levels of expertise. Informed Skilled Enhanced	Identify the level of expertise and align to the facilitation of learning pillar of the NMAHP development framework.

## 8 Identifying the required knowledge and skills

While the NMAHP Development Framework is generic, its knowledge and skills are applicable to the specific context in which a practitioner operates. For example, areas such as communication, planning, equality, and policy are likely to be covered in specialized frameworks relevant to those contexts. As a result, the learning gained is transferable, with the primary difference being the context.

Specific learning frameworks provide the detailed knowledge and skills necessary for practitioners, so together they encompass the full range of competencies required for an individual. See Diagram 1 below.

Diagram 1 – shows how frameworks can be used collectively.



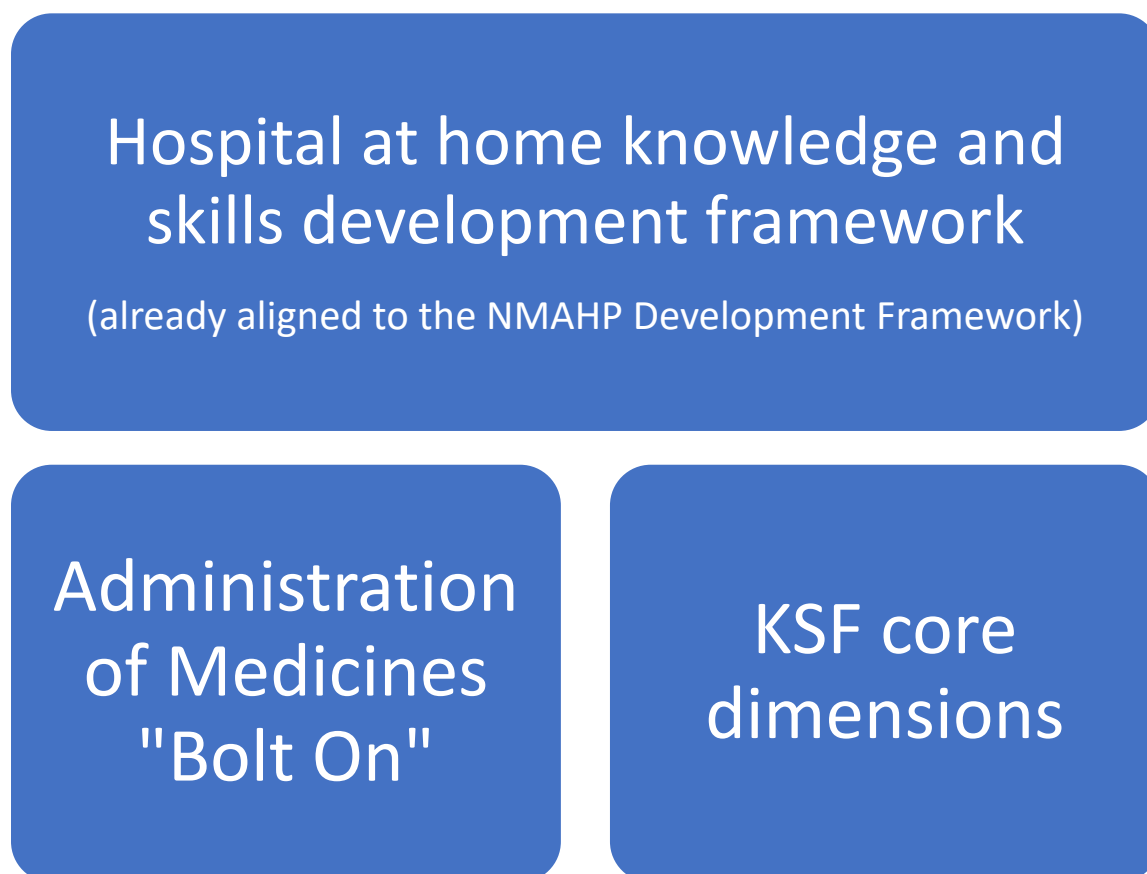
## 9 Examples of using more than one framework

Here are some examples of how different staff might use more than one framework by selecting those that are overarching and then frameworks that address specific aspects of their practice.

### Healthcare support worker

Christina is a healthcare support worker who works in Hospital at Home services, she uses the Hospital at Home development framework to identify what knowledge and skills she requires for her current role. This is already aligned to the NMAHP Development Framework so if she moves to another clinical area in the future, she can show she has transferable skills. Her manager and supervisor support her to start administering medicines, she develops the required knowledge and skills using the administration of medicines framework. She uses the knowledge and skills from both to demonstrate she meets the core dimensions of her KSF outline.

Diagram 2 – Healthcare support worker selecting more than 1 framework

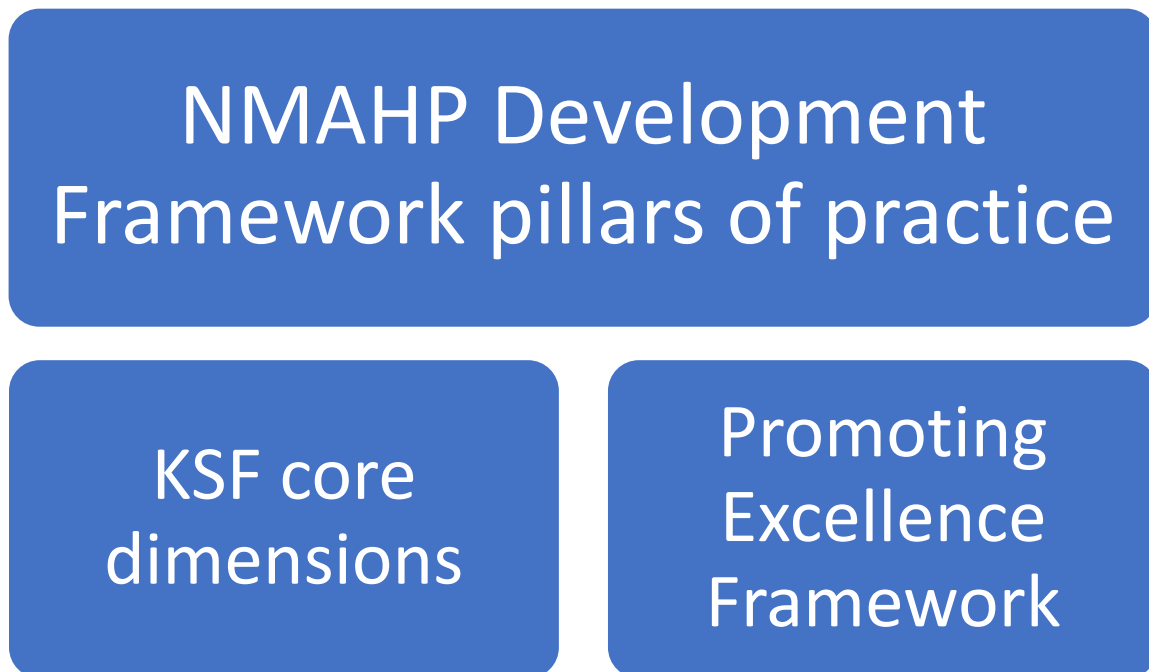




### Practitioner

Emil is an allied health professional in a general clinical area; he uses the NMAHP Development Framework to identify the generic knowledge and skills required for his role. He has previously sourced the Promoting Excellence Framework and has identified that his role requires a skilled Level of practice. He uses this learning to provide evidence that he has the generic knowledge and skills required for the NMAHP Development Framework and the specific skills within the Promoting Excellence Framework.

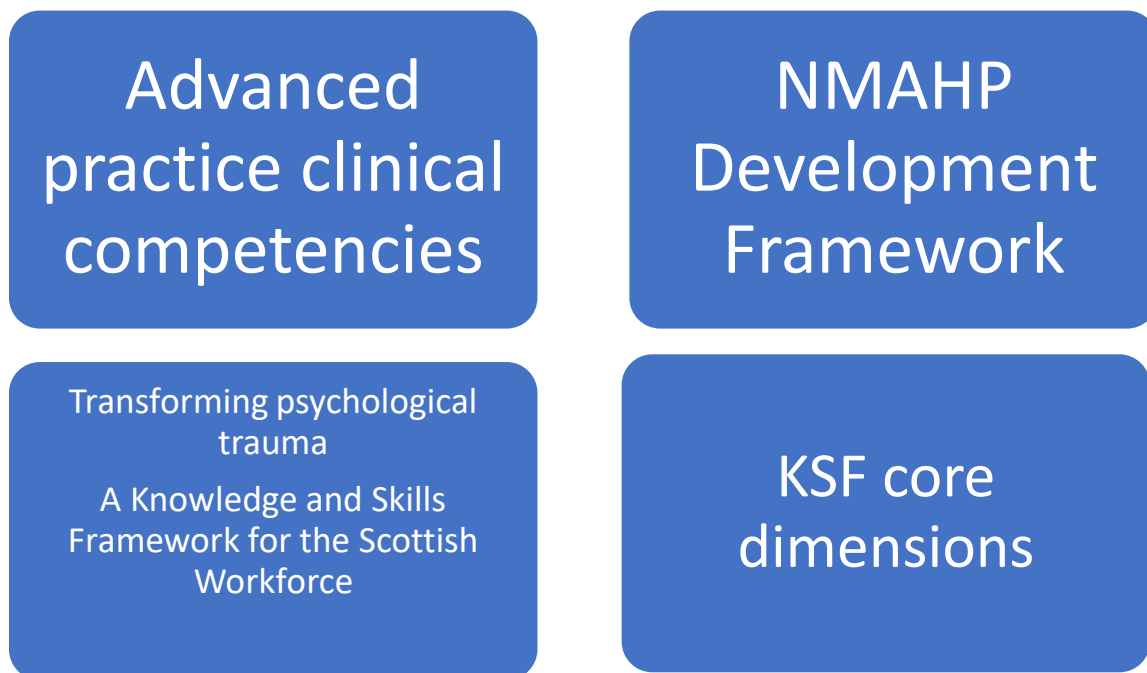
Diagram 3 – Practitioner selecting more than 1 framework



### Advanced practitioner

Lawrie is a practitioner working in a community setting and is undertaking the advanced practice programme. The advanced practice clinical competencies are specific to their clinical role whilst the NMAHP Development Framework states the generic knowledge and skills for the pillars of practice. They particularly want to develop their leadership skills to influence practice within their service, so find the leadership pillar helpful. They also have an objective around psychological trauma and access the Transforming Psychological Trauma Framework to identify their level of practice and learning needs. Lawrie can provide ample evidence to meet their NHS KSF.

Diagram 4 – Advanced practitioner selecting more than 1 framework



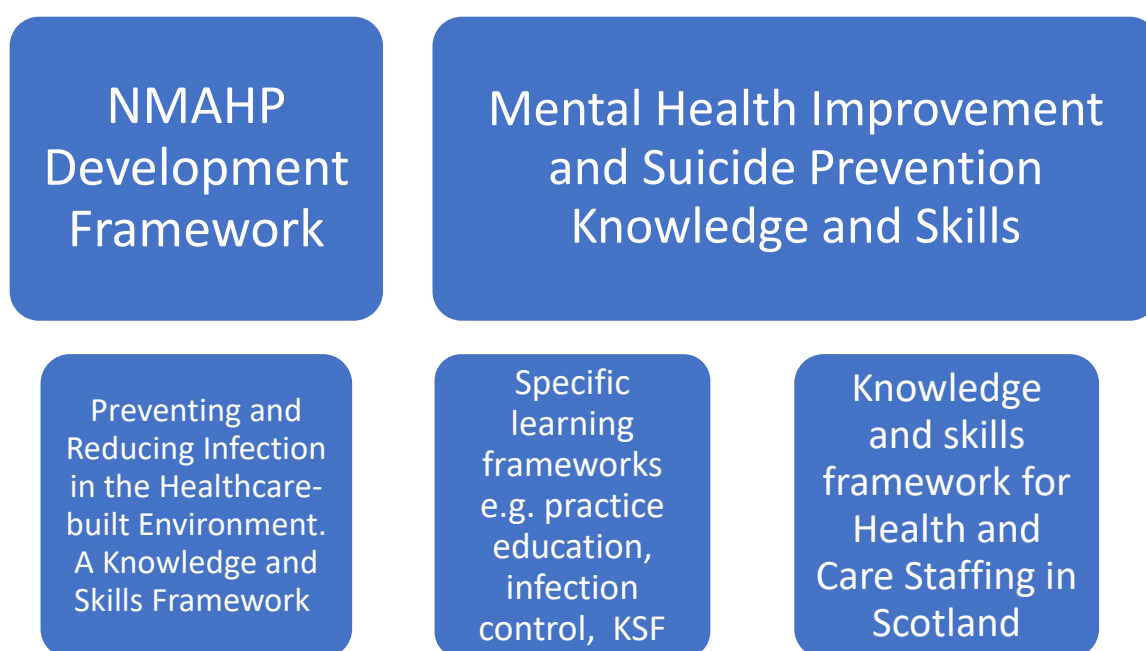
### Manager / Service lead

Taylor has managerial responsibility for mental health services. They identify the specific knowledge and skills required for themselves and their staff using the Mental Health Improvement and Suicide Prevention Framework. They also refer to the generic pillars in the NMAHP Development Framework for the NMAHPs in their service.

Infection control and workforce planning are areas they wish to develop themselves, so the Framework for Health and Care Staffing, along with the Preventing and Reducing Infection in the Healthcare-built Environment are ideal to help identify their own learning needs.

They are conversant with other learning frameworks that are useful to their staff for KSF with personal development planning and review (PDP&R).

Diagram 5 – Manager selecting more than 1 framework



## Educator

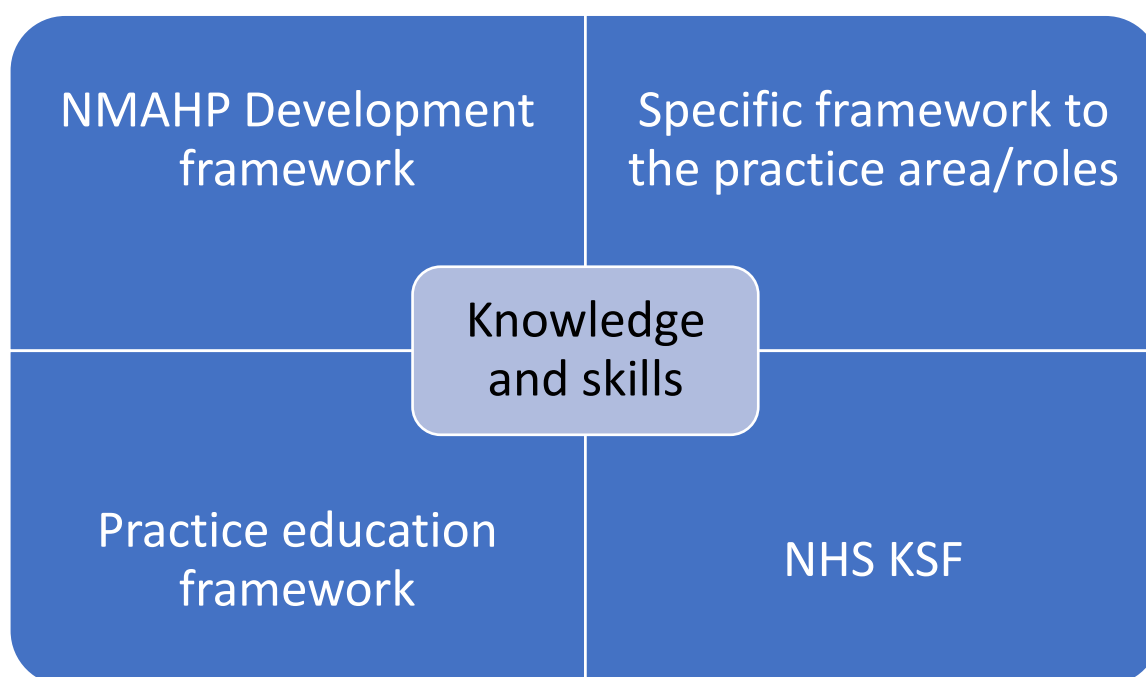
Sam is a Practice Educator for a small health board area supporting practitioners and managers to select and use the most appropriate learning and development frameworks. They promote the NMAHP Development Framework as the overarching generic knowledge and skills framework as this applies to all NMAHP staff. They signpost to other specific frameworks that will contextualise and give more detail according to different practice areas or roles.

They often hear staff being unsure, where to start, which framework to use and how to use them. They reassure staff that the frameworks are developed by experts in each field so are helpful to determine what knowledge and skills are required. They use exemplars to help staff and managers to select the most appropriate frameworks and show how they can complement each other.

They demonstrate that when staff undertake a learning activity relevant to their area of practice this can be used as evidence for more than one purpose. They keep up to date and raise awareness of new or updated frameworks.

They refer to the facilitation of learning pillar and note a new AHP Practice Educator Knowledge and Skills Framework is about to be published which gives more detail to the specific knowledge and skills for their own role.

Diagram 6 – Educator selecting more than 1 framework



## 10 Sourcing learning frameworks

Learning frameworks can be sourced from several locations, including:

- The NMAHP Development Framework website has a [Supporting Frameworks](#) section. Here you will find a list of frameworks, where you can find them and how they can help you.
- Search [Turas learn](#) for learning frameworks relevant to area of practice/interest.
- Source learning frameworks provided by professional organisations or public bodies.
- Use a search engine to source learning frameworks using relevant search terms.

## 11 Summary

In summary, this guidance aims to show how the NMAHP Development Framework can be used alongside other learning frameworks. It explains why different frameworks are developed, how they are structured, and how they can be used alongside each other. This guidance is being located within the NMAHP Development Framework itself to help practitioners, educators, service leads, and managers to identify and use appropriate framework(s) for themselves, their students, staff, and organisation.



## Appendix 1

### KSF Core Dimensions aligned to the NMAHP Development Framework.

The knowledge and skills in the KSF are organised in six core dimensions which can be aligned to the pillars of practice in the NMAHP Development Framework.

KSF dimensions aligned to the NMAHP Development Framework.

Dimension	Example of NMAHP Development Framework knowledge and skills that fit with the KSF core dimensions
1 COMMUNICATION	Communication is aligned to all four pillars of practice – particularly in clinical practice and leadership pillars.  e.g. Use a range of skills and strategies to communicate with people about difficult matters or situations.
2 PERSONAL & PEOPLE DEVELOPMENT	Personal and people development is particularly aligned to facilitation of learning and leadership pillars.  e.g. Create an effective learning environment that ensures learning opportunities for staff and students.
3 HEALTH SAFETY & SECURITY	Health, safety, and security is particularly aligned to clinical practice pillar.  e.g. 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.
4 SERVICE IMPROVEMENT	Service improvement is strongly aligned to leadership and evidence, research, and development pillars.  e.g. Provide leadership for quality improvement and service development to enhance people's wellbeing and experiences of healthcare.
5 QUALITY	Quality is strongly aligned strongly to leadership and evidence, research and development.  e.g. Demonstrates the ability to undertake Quality Improvement, clinical audit and research activity to inform practice for self and others.
6 EQUALITY & DIVERSITY	All four pillars of practice are relevant to equality and diversity.  e.g. Promote equality and value diversity, challenging discriminatory behaviours and acting to improve inclusion.