

Speciality Framework Speech and Language Therapy (Children, Young People and Adult) Support Workforce





Owner/co-owner

Scottish Government, NHS Education for Scotland (NES), Allied Health Professions (AHP) Commission working group for speciality frameworks and subgroup for speech and language therapy (children and young people and adults).

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Introduction

Support workers are a vital part of Speech and Language Therapy multidisciplinary teams but currently lack consistent roles and clear education pathways across Scotland. This framework, commissioned by the Scottish Government and developed by NES with stakeholders, establishes a national approach to define the required knowledge and skills.

Aim and outcomes

The framework outlines the knowledge and skills needed to deliver high-quality care across four pillars of practice at career levels 3 and 4. It supports practitioners, managers, and educators by clarifying expectations, enabling career development, and strengthening recruitment and succession planning. For further information please refer to the [Career Framework for Health](#) model and the [NMAHP Development Framework](#).

Outcomes and Impact of the Framework

The framework defines the knowledge and skills required for Speech and Language Therapy services, supporting individuals, organisations, and educators to develop practice and ensure services meet local needs. It enables clear career pathways by helping practitioners and managers benchmark skills and plan progression, supporting both horizontal and vertical development. It also supports recruitment and succession planning by guiding organisations to identify workforce needs and attract individuals committed to developing within the service.

Background

Commissioned in 2021, this work focuses on Allied Health Profession support workers. Developed collaboratively with national stakeholders, it reflects current and emerging service models and has been nationally reviewed and approved. For the purposes of this speciality framework, it was decided by the working group to concentrate on levels 3 and 4 as there are less level 2 support workers within specialities.

Structure of framework

The framework describes the knowledge, skills, and behaviours required across levels 3 and 4 within four pillars of practice. It also includes role descriptors, education guidance, supervision and delegation principles, and advice on recording learning.

Pillars of practice

The framework is based on the four pillars of practice for NMAHPs and support workers (figure 1).

- Clinical Practice (safe, effective, person-centred care)
- Facilitating Learning (supporting workplace learning)
- Leadership (leading and managing responsibilities)
- Service Improvement (using evidence to improve care)



Further explanation of the pillars of practice is available within the [NMAHP Development framework](#).

Levels of practice

These levels reflect increasing responsibility and complexity and are separate from pay banding structures.

The framework recognises how complex healthcare practitioner's roles have become and helps to explain the difference in expectations and learning at different levels. These levels are described in the [Career Framework for Health](#) which reflects role development and progression. These levels are not the same bands in Agenda for Change, which are related to remuneration. It also reflects the education and career development pathways model

set out in the [Transforming Roles](#) programme. The framework focuses on Levels 3 and 4 of the Career Framework for Health.

- **Level 3 Senior Healthcare Support Worker**
- **Level 4 Assistant Practitioner**

Further explanation of the levels of practice is available within the [NMAHP Development framework](#).

Levels of practice and pay bands

It is important to understand that the levels of practice outlined in the framework differ fundamentally from pay banding. The levels represent career progression and are not tied to the Agenda for Change (AfC) pay bands, which are determined by employers and relate to remuneration.

Related frameworks

The structure of this framework builds upon the [NMAHP Development Framework](#) to demonstrate the knowledge, skills and behaviours required by practitioners working in the service area.

NHS Scotland's Values

Throughout this framework, the core values shared across Scotland's Health Service will be embedded. The core values include:

- care and compassion
- dignity and respect
- openness, honesty, and responsibility
- quality and teamwork

(Scottish Government, 2013)

Scottish Social Services Council (SSSC) Values

The SSSC core values are to:

- listen
- learn
- do the right thing

(SSSC, 2023)

Equality and health inequalities statement

The framework supports equality, reduces health inequalities, and meets Public Sector Equality Duty requirements. There is a firm commitment to improving population health, reducing health inequalities, and working nationally and locally with partners to make a positive and lasting impact to improving the wellbeing of the people of Scotland.

Using the framework

The framework is designed to enhance current healthcare services by serving as a dynamic document that identifies areas for development among the workforce. It aims to ensure that the workforce possesses the necessary knowledge and skills to deliver high-quality care tailored to the needs of their service/local populations. As healthcare demands evolve, the framework can help assess current and future requirements.

It is intended for use by Nurses, Midwives, Allied Health Professionals (NMAHPs), Support Workers, managers/organisations and educators.

Scope of practice

Health and social care practitioners have a responsibility to keep knowledge and skills up to date, take part in appropriate and regular learning and professional development activities that aim to maintain and develop their competence and improve their performance.

Health and social care practitioners who delegate care to others must ensure the person's knowledge, skills and competence are appropriate and safe. The resource [Making delegation safe and effective : a learning resource for nurses, midwives, allied health professionals and health care support workers](#) can be accessed on Turas Learn. The NMC and HCPC also provide guidance relating to delegation.

Recording learning and development

All healthcare practitioners are expected to maintain a professional portfolio that documents their personal and professional development. The method of recording this evidence whether electronically or on paper is a personal choice. However, it is

recommended to use the Turas Professional Portfolio, which is accessible to all Nurses, Midwives, Allied Health Professionals, and support workers in Scotland, including those in the NHS, social care, and voluntary and independent sectors.

Log in/register with Turas and add the professional portfolio application:

<https://turasdashboard.nes.nhs.scot/>

HealthCare Support Workers - [Professional Portfolio \(Recognition of Prior Learning\) for HCSWs](#)

Support and supervision

All healthcare practitioners should have regular supervision appropriate to their role as described in the framework KSBs. The aim of supervision is to facilitate guided reflection and learning, to support practice development and enhance work satisfaction. Employers are responsible for providing appropriate access to supervision.

Role, education, knowledge, skills and behaviours

The framework outlines roles, responsibilities, qualifications, and knowledge and skills for Levels 3 and 4 across the four pillars of practice, with reference to core KSBs in the NMAHP Development Framework. It is flexible, recognising that learning needs and educational requirements will evolve with service demands and can be applied across both health and social care settings.

For core KSBs for each pillar of practice, please refer to the [NMAHP Development Framework](#).

This framework recognises that local policies, governance arrangements, and role descriptions may vary across NHS Boards. As a result, specific duties and responsibilities may differ to reflect local service needs and agreed scope of practice. Practitioners are therefore expected to apply this framework flexibly, implementing its principles and knowledge, skills and behaviours where appropriate and in line with local policies and governance, delegated authority, and professional guidance.

Level 3 Senior Healthcare Support Worker

Role and Responsibility

- Deliver delegated care, treatment or intervention with compassion, civility and kindness, under the direction and supervision (direct and indirect) of a healthcare practitioner or assistant practitioner
- Contribute to own team and the multidisciplinary / multi-agency team in the delivery of high-quality care
- Work within local policies and guidelines

Title: Senior Healthcare Support Worker

The level outline is informed by the Development and Education Framework for Levels 2 – 4 NMAHP Healthcare Support Workers

Qualifications and experience expected for practitioners at this level of career framework

- Can evidence previous knowledge and relevant experience using Recognition of Prior Learning
- Normally at or working towards a SCQF Level 7 qualification in a health or social care related subject
- Numeracy and literacy qualifications are required at this level of practice
- IT / computer literacy are required at this level of practice

Level 3 - Clinical Practice Pillar - (see 1-16 core KSBs [Key Knowledge, Skills and Behaviours \(KSBs\) Statements | NMAHP Development Framework](#))

Reference code	Speciality key knowledge, skills, and behaviours Children and Young People
3C17	Understand the relevant anatomy and physiology of speech, language, communication and swallowing disorders. (Eating, drinking and swallowing guidance RCSLT)
3C18	Demonstrate awareness of common speech, language, communication and swallowing needs relevant to the job role. (Clinical information and resources for SLTs RCSLT)
3C19	Have an awareness of typical language acquisition and the range of speech, language and communication differences, including neuro-developmental and sensory differences.
3C20	Understand the importance of a communication supportive environment.
3C21	Understand and model supportive strategies and approaches that promote children’s language development.
3C22	Assist speech and language therapists with planning and delivery of appropriate interventions for children and young people with speech, language, communication and swallowing disorders.
3C23	Develop therapeutic relationships with children and young people, their families/carers.
3C24	Accept and carry out delegated tasks under guidance from speech and languages therapists.
3C25	Record and gather background information to fully inform pre-referral, pre-triage systems.
3C26	Assist with information gathering for assessment purposes (face to face/phone calls and digital platforms) to gain a detailed history and report back to speech and language therapist to formulate a treatment plan if needed.
3C27	Carry out routine clinical activities and interventions under guidance, monitor the individual’s response, provide feedback, and implement the care plan while reporting outcomes to the speech and language therapist.
3C28	Share information with families about speech, language and communication development and how the home learning environment can support development.
3C29	Understand the social and environmental factors associated with better and poorer outcomes for speech, language and communication development.

3C30	Prepare information packs for families/carers and the development of resources under the direction of assistant practitioner or speech and language therapist.
3C31	Collaborate with the multidisciplinary team to share updates, report concerns, and specify requirements in a supportive role, without making independent clinical decisions.
3C32	Prepare and assist with onward referrals to other services under the guidance of the speech and language therapist.
3C33	Signpost families/carers to support groups and resources within the community.
3C34	Assist with the eating and drinking of children and young people and observing mealtimes under the guidance of a speech and language therapist.
3C35	Demonstrate understanding of treatment techniques to support care.
3C36	Have knowledge of Augmentative and Alternative Communication (AAC) approaches/devices (low tech and high tech), including their use and basic maintenance.
3C37	Maintain accurate and timely notes and records.
3C38	Recreate and adapt individualised resources for individual children and young people and families/carers.
3C39	Demonstrate an understanding of children and young people's rights under the United Nations Convention on the Rights of the Child, recognising the importance of obtaining children and young people's views.
3C40	Demonstrate the ability to support digital service delivery, including remote sessions.

Reference code	Speciality key knowledge, skills, and behaviours Adult
3C41	Understand the relevant anatomy and physiology of speech, language, communication and swallowing disorders. (Eating, drinking and swallowing guidance RCSLT)
3C42	Demonstrate awareness of common speech, language, communication and swallowing needs relevant to the job role. (Clinical information and resources for SLTs RCSLT)
3C43	Assist speech and language therapists with planning and delivery of appropriate intervention for adults with speech, language, communication and swallowing disorders.
3C44	Develop therapeutic relationships with adults and their families/carers.

3C45	Accept and carry out delegated tasks from speech and language therapist in relation to treatments.
3C46	Record and gather background information to fully inform pre-referral, pre-triage systems.
3C47	Assist with the implementation of public health elements, including universal and targeted approaches and waiting well initiatives and prehabilitation under guidance, to commence early intervention and prevention.
3C48	Assist with information gathering for assessment purposes (face to face/phone calls and digital platforms) to gain a detailed history and report back to speech and language therapist to formulate a treatment plan if needed.
3C49	Carry out routine clinical activities and interventions under guidance, monitoring the response and providing feedback.
3C50	Prepare information packs for adults and families/carers and the development of resources under guidance from the assistant practitioner or speech and language therapist.
3C51	Carry out the individual's treatment plan and report back to speech and language therapist.
3C52	Collaborate with the multi-disciplinary team to share updates, report concerns, and specify requirements in a supportive role, without making independent clinical decisions.
3C53	Prepare and assist with onward referrals to other services under the guidance of the speech and language therapist.
3C54	Assist with eating and drinking and observing mealtimes under the guidance of a speech and language therapist.
3C55	Demonstrate an understanding of treatment techniques.
3C56	Have knowledge of Augmentative and Alternative Communication (AAC) approaches/devices (low tech and high tech), including their use and basic maintenance.
3C57	Maintain accurate and timely notes and records.
3C58	Demonstrate the ability to support digital service delivery, including remote sessions.

Level 3 - Facilitating Learning Pillar (see 1-4 core KSBs [Key Knowledge, Skills and Behaviours \(KSBs\) Statements | NMAHP Development Framework](#))

Reference code	Speciality key knowledge, skills, and behaviours Children, Young People and Adult
3F5	Work in accordance with the Allied Health Professional (AHP) Practice Education Development Framework e.g. giving and receiving feedback.
3F6	Provide support and shadowing opportunities to HCSW, Newly Qualified Practitioners (NQPs) and students, with guidance from a speech and language therapist.
3F7	Understand the value of teaching and learning from others in the multi-disciplinary team to gain up to date clinical and speciality knowledge and skills and an understanding of AHP roles within their setting.
3F8	Support training and learning in related areas by sharing practical experience and assisting with implementation and delivery to be able to reflect on the training provided.
3F10	Adapt communication across settings, role-models effective practice and share learning through feedback and reflection.

Level 3 - Leadership Pillar - (see 1-4 core KSBs [Key Knowledge, Skills and Behaviours \(KSBs\) Statements | NMAHP Development Framework](#))

Reference code	Speciality key knowledge, skills, and behaviours Children, Young People and Adults
3L5	Assist with discharge processes and additional administration support.
3L6	Manage team supplies and resources by ordering and maintaining stock levels and carrying out checks on therapy materials.
3L7	Promote team wellbeing as part of positive leadership practice.
3L8	Take part in local or national working groups where appropriate.
3L9	Contribute to resource development to support the team or service.

Level 3 - Service Improvement Pillar - (see 1-4 core KSBs [Key Knowledge, Skills and Behaviours \(KSBs\) Statements | NMAHP Development Framework](#))

Reference code	Speciality key knowledge, skills, and behaviours Children and Adult
3S5	Support with key learning from adverse events e.g. team-based review.
3S6	Contribute to the design, development, implementation and evaluation of service and quality improvement initiatives and range of quality assurance activities, including involvement in data collection in their setting.
3S7	Support with service evaluation and audit e.g. questionnaire design.

Level 4 Assistant Practitioner

Role and Responsibility
<ul style="list-style-type: none">• Has developed clinical skills which are more specialised than senior HCSWs and specific to an area of practice• Actively involved in supporting others to learn, for example HCSWs, senior HCSWs and students• Expected to have strong leadership and service improvement skills, for example working on improvement projects such as information for people receiving care, liaising with other departments and services• Deliver less routine delegated activities, care, treatment, interventions or support for people receiving care with compassion, civility and kindness, in support of and supervised (direct or indirect) by healthcare practitioners as part of a multi-professional / multi-agency team. This will be dependent on an individual's needs and area of practice relevant to each profession and context of care delivery <p>Title: Assistant Practitioner The level outline is informed by the Development and Education Framework for Levels 2 – 4 NMAHP Healthcare Support Workers</p>
Qualifications and experience expected for practitioners at this level of career framework
<ul style="list-style-type: none">• Can evidence previous relevant experience using Recognition of Prior Learning• Normally at or working towards a SCQF Level 8 qualification in a health or social care related subject• At this level specific training, guidance or qualifications may be required by relevant professional bodies or legislation• Numeracy and literacy qualifications are required at this level of practice• IT / computer literacy are required at this level of practice

Level 4 - Clinical Practice Pillar - (See 1-15 core KSBS [Key Knowledge, Skills and Behaviours \(KSBs\) Statements | NMAHP Development Framework](#))

Reference code	Speciality key knowledge, skills, and behaviours Children and Young People
4C16	Demonstrate knowledge and understanding of the relevant anatomy and physiology of speech, language, communication and swallowing disorders. (Eating, drinking and swallowing guidance RCSLT)
4C17	Demonstrate knowledge and understanding of common speech, language, communication and swallowing needs relevant to the job role. (Clinical information and resources for SLTs RCSLT)
4C18	Demonstrate knowledge of levels of appropriate intervention – specialist (individualised), targeted and universal.
4C19	Demonstrate knowledge and application of various communication methods e.g. Makaton, communication devices, modelling use of visual supports and intensive interaction.
4C20	Demonstrate knowledge of specialist approaches/techniques used in interventions - e.g. cued articulation.
4C21	Demonstrate knowledge and understanding of typical language acquisition and the range of speech, language and communication differences, including neuro-developmental and sensory differences.
4C22	Demonstrate and model support strategies that promote children’s language development and can coach others in using these approaches effectively.
4C23	Conduct information gathering for assessment purposes (face to face/phone calls and digital platforms) to gain a detailed history and report back to speech and language therapist to formulate a treatment plan if needed.
4C24	Demonstrate knowledge of speech, language, and communication development by supporting families to understand their child’s learning needs and advising on strategies within the home environment to promote and reinforce development.
4C25	Demonstrate knowledge of social and environmental factors affecting speech, language, and communication development and can identify opportunities to reduce the impact on children and young people’s developmental outcomes.
4C26	Accept and carry out delegated tasks from speech and language therapist in relation to supporting informal assessments and treatments.
4C27	Assist with the public health elements, including universal and targeted approaches under supervision, to commence early prevention and intervention.
4C28	Develop therapeutic relationships with children and young people and their families/carers.

4C29	Utilise communication support strategies (health literacy approaches).
4C30	Contribute to the episode of care by treating, progressing and discharging as delegated by the speech and language therapist.
4C31	Extract relevant information from clinical case notes to help inform the decision-making process.
4C32	Undertake review consultations to check progress against treatment plan written by the speech and language therapist.
4C33	Advise on environmental modifications to support speech, language, communication and swallowing.
4C34	Discuss goal setting and appropriate steps with communication partners.
4C35	Design and develop new/individualised resources for individual children, young people and families/carers.
4C36	Identify assistive equipment and technology with guidance from a speech and language therapist.
4C37	Lead and deliver targeted interventions across a range of settings.
4C38	Provide coaching using specialist communication strategies to a range of communication partners.
4C39	Make onward referrals and signpost as relevant to other services e.g. multi-disciplinary team, universal support and self-help groups.
4C40	Gather, record, and contribute to patient-reported and patient experience outcome measures, and assess and implement them with speech and language therapist guidance.
4C41	Demonstrate understanding of children and young people's rights under the United Nations Convention of the Rights of the Child, recognising the importance of obtaining children and young people's views and use inclusive participation and recognised tools to support this within multi-agency settings.
4C42	Demonstrate the ability to support digital service delivery, including remote sessions and coaching.

Reference code	Speciality key knowledge, skills, and behaviours Adult
4C43	Demonstrate knowledge of the relevant anatomy and physiology and speech, language, swallowing, and communication disorders. (Eating, drinking and swallowing guidance RCSLT)
4C44	Demonstrate knowledge of levels of appropriate intervention – specialist, targeted and universal.
4C45	Demonstrate knowledge of various communication methods e.g. communication devices, modelling use of visual supports.

4C46	Demonstrate relevant knowledge of specialist approaches/techniques used in interventions.
4C47	Conduct information gathering for assessment purposes (face to face/phone calls and digital platforms) to gain a detailed history and report back to speech and language therapist to formulate a treatment plan if needed.
4C48	Carry out delegated assessment and treatment tasks from the speech and language therapist, including information gathering to support triage.
4C49	Assist with the assessment and implementation of public health elements, including universal and targeted approaches and waiting well initiatives and prehabilitation under supervision.
4C50	Utilise communication support strategies (health literacy approaches).
4C51	Extract relevant information from clinical case notes to help inform the decision-making process.
4C52	Undertake review consultations, check progress against treatment plan written by speech and language therapist.
4C53	Advise on environmental modifications to support communication and swallowing.
4C54	Discuss goal setting and appropriate steps with communication partners.
4C55	Develop new/individualised resources for individual adults and families/carers.
4C56	Develop therapeutic relationships with adults and their families/carers.
4C57	Identify assistive equipment and technology with guidance from a speech and language therapist.
4C58	Lead and delivers targeted interventions across a range of settings.
4C59	Contribute to the assessment, implementation, and monitoring of support programmes, making recommendations regarding discharge guided by a speech and language therapist.
4C60	Make onward referrals and signposting as relevant to other services e.g. multi-disciplinary team, universal support and self-help groups.
4C61	Gather, record, and contribute to patient-reported and patient experience outcome measures and assess and implement them with speech and language therapist guidance.
4C62	Demonstrate the ability to support digital service delivery, including remote sessions and coaching.

Level 4 - Facilitating Learning Pillar - (See 1-6 core KSBS [Key Knowledge, Skills and Behaviours \(KSBs\)](#) Statements | [NMAHP Development Framework](#))

Reference code	Speciality key knowledge, skills, and behaviours Children, Young People and Adult
4F7	Demonstrate enhanced communication skills e.g. by presenting and providing case feedback to meetings.
4F8	Utilise supervision to inform, reflect on, and develop practice.
4F9	Ability to reflect on and adapt own communication, within the environment and to engage with individuals.
4F10	Understand the value of learning from others to gain up to date clinical and speciality knowledge and skills and an understanding of AHP roles within the work-based setting.
4F11	Work in accordance with the AHP Practice Education Development Framework e.g. giving and receiving feedback.
4F12	Provide support, supervision and preceptorship to HCSW, Newly Qualified Practitioners (NQPS) and students.
4F13	Lead and facilitate group work, classes and training to provide information and education to individuals, parents and school/nursery staff on interventions. Be able to reflect and evaluate how the activity went.
4F14	Apply and provide individual or group health promotion and wellbeing advice.
4F15	Undertake and apply relevant training into practice.
4F16	Assist with report writing and feedback to professionals.
4F17	Demonstrate effective role modelling, provide coaching, and supporting better conversations and managing change within speech and language therapy practice.

Level 4 - Leadership Pillar - (See 1-4 core KSBS [Key Knowledge, Skills and Behaviours \(KSBs\) Statements | NMAHP Development Framework](#))

Reference code	Speciality key knowledge, skills, and behaviours Children, Young People and Adults
4L5	Analyse and compile priority listing of individual caseload.
4L6	Contribute to discharge decisions guided by the speech and language therapist.
4L7	Collaborate with other professionals such as teachers/health visitors/early years practitioners/other AHPs.
4L8	Collaborate with key partners regarding Government policies and implementation within practice.
4L9	Chair meetings with other team members.
4L10	Attend education/multidisciplinary meetings on behalf of speech and language therapists.
4L11	Actively participate in local or national working groups where appropriate.

Level 4 - Service Improvement Pillar - (See 1-5 core KSBS [Key Knowledge, Skills and Behaviours \(KSBs\) Statements | NMAHP Development Framework](#))

Reference code	Speciality key knowledge, skills, and behaviours Children, Young People and Adults
4S6	Participate and contribute to key learning from adverse events e.g. team-based review.
4S7	Contribute to the design, development, implementation and evaluation of service and quality improvement initiatives and range of quality assurance activities, including involvement in data collection and analysis.
4S8	Contribute to service evaluation activities, including supporting the design and implementation of questionnaires and other feedback tools, within scope of practice and under appropriate supervision.

Appendices

Appendix 1: Scottish Credit & Qualifications Framework (SCQF)

SCQF is the national qualifications framework. Senior Healthcare support workers are normally working at SCQF level 7 and Assistant Practitioners at SCQF level 8. There are some example qualifications in the table below. 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.

More information can be found at - [Interactive Framework | Scottish Credit and Qualifications Framework \(scqf.org.uk\)](https://www.scqf.org.uk)

Career Framework level	Minimum associated SCQF level
2 Healthcare Support Worker	SCQF Level 6 – examples include: + SVQ Healthcare Support (Clinical) + SVQ Social Services + Healthcare Modern Apprenticeships: Health Care Support (clinical) + Modern Apprenticeships: Social Services and Healthcare
3 Senior Healthcare Support Worker	SCQF Level 7 – examples include: + SVQ Healthcare Support (Clinical) + SVQ Social Services & Healthcare + HNC Healthcare Practice + HNC Occupational Therapy Support + PDA Promoting Positive Behaviour + PDA Promoting Excellence in Dementia Skilled Practice + PDA Developing Professional Practice in Health and Social Care + PDA Health and Social Care: Administration of Medicine

	<ul style="list-style-type: none"> + OU – K102 -Introducing Health and Social Care + OU – Certificate of Higher Education in Healthcare Practice + OU – K104, Introduction to Healthcare Practice Modern Apprenticeships: Health Care Support (Clinical) Modern Apprenticeships: Social Services and Healthcare
4 Assistant Practitioner	<p>SCQF Level 8 – examples include</p> <ul style="list-style-type: none"> + PDA Acute and Community Care + PDA Health and Social Care: Personalisation in Practice + PDA Health and Social Care: Promoting Enhanced Professional Practice + PDA Healthcare Professionals: Facilitating Learning, Training and Assessment in the Workplace + PDA Occupational Therapy Support + PDA Podiatry Support + OU – Diploma of Higher Education in Health and Social Care + Higher Education Diploma: Wellbeing and Enablement
5 Practitioner	Level 9 – Ordinary Degree level (For AHP Paramedicine degree only)
6 Senior Practitioner	Level 10 – Honours Degree level
7 Advanced Practitioner	Level 11 – Master’s Degree level
8 Consultant Practitioner	Level 11/12 – Master’s/Doctorate level

Appendix 2: Reference List

- Ministry of Justice (2012) *Public sector equality duty*. Available at: [Public sector equality duty - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/public-sector-equality-duty)
- Scottish Government (2013) *Everyone matters: 2020 health workforce vision*. Available from: [Everyone matters: 2020 health workforce vision - gov.scot \(www.gov.scot\)](https://www.gov.scot/resources/documents/2013/06/Everyone_matters_2020_health_workforce_vision.pdf)
- SSSC (2023) *Strategic Plan 2023-2026*. Available from: [SSSC Strategic Plan 2023-2026.pdf](https://www.sssc.gov.uk/media/10000000/SSSC-Strategic-Plan-2023-2026.pdf)

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