



Post Registration Career Development Framework

for Nurses, Midwives and Allied Health Professionals in Scotland



Post Registration Career Development Framework for Nurses, Midwives and Allied Health Professionals in Scotland

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Introduction

The Post Registration Career Development Framework provides an infrastructure to support the continuing and changing development needs of the nursing, midwifery and allied health professionals (NMAHP) workforce. Whether you are a nurse, a midwife or an allied health professional the Framework will help you to assess your learning needs and plan for your continuing development.

The evolving nature and rapid pace of change in 21st century healthcare requires NMAHPs to be able to respond flexibly to meet the changing needs of patients and their families. Adaptability, transferable skills and consistency across the different levels of the Career Framework for Health (Skills for Health, 2006; Scottish Government, 2009) (Appendix 1) are vital in meeting these needs.

The Post Registration Career Development Framework identifies key aspects of practice transferable across discipline specific and speciality groups. It supports consistency of approach across different professional and speciality groups, enabling benchmarking between specialities and supporting transferability of staff across geographical areas. The framework is unique as it is the first time a consistent benchmark has been provided for all NMAHPs across the Career Framework for Health.

The framework also supports the implementation of the NHSScotland Healthcare Quality Strategy by assisting individuals and organisations to identify and address developmental and educational needs to provide high quality healthcare.

The higher level nature of this Framework provides structure and cohesion for context and speciality specific, professional and competency frameworks. The framework will also help practitioners identify the NES initiatives e.g. Flying Start NHS®, Effective Practitioner, Advanced Practice which can support their development at each level of the Career Framework for Health.

Development of the Framework

Development of the Post Registration Career Development Framework has been informed by previously developed career frameworks intended for individual specialisms e.g. neonatal, sexual and reproductive health, occupational health. These frameworks were used to identify commonalities between specialisms and professional disciplines.

Development has also been informed by:-

- Nursing and Midwifery Council (NMC) standards for pre-registration education
- Health Professions Council (HPC) standards for pre-registration education
- Flying Start NHS®
- Effective Practitioner
- NHS Leadership Framework
- Advanced Practice pathways
- Consultant NMAHP pathway

The Framework has been developed in parallel with the Scottish Government work on Modernising Nursing in the Community ([District Nursing and Public Health Nursing - Heath Visiting and School Nursing Frameworks](#)) and has both informed and been informed by this initiative.

Several other speciality frameworks, based on this overarching Post Registration Career Development Framework have already been developed or are in development e.g. infection control nursing, health protection.

The Post Registration Career Development Framework will continue to evolve and be influenced by developments in healthcare policy, legislation and professional codes and standards.

Links to documents

[A Career and Development Framework for Neonatal Nurses in Scotland](#)

[Career Framework for Nursing in Sexual & Reproductive Health](#)

[Career & Development Framework for Nursing in Occupational Health](#)

Structure

The Post Registration Career Development Framework has two key parts **levels of practice** and **pillars of practice**.

Levels of Practice

The Framework is based on levels 5-9 of the Career Framework for Health (Skills for Health, 2006; Scottish Government, 2009) (Appendix 1). The overview for each level of practice provides a description of the attributes expected and suggests the qualifications and Scottish Credit and Qualifications (SCQF) levels that might be expected.

Pillars of Practice

The framework is built on existing NMAHP initiatives using the four pillars of practice:

- Clinical Practice
- Facilitation of Learning
- Leadership
- Evidence, Research and Development.

The latter three pillars are generic to all NMAHPs and can be applied to the specific context in which you work. The Clinical Practice pillar also contains common elements of practice applicable to all practitioners. The Clinical Practice pillar can, however be further developed to reflect the particular requirements of speciality groups. Examples of how this has been done can be found on the [Modernising Nursing in the Community website](#).

The emphasis on each pillar at a particular level of the framework will vary according to specific roles e.g. for level 5 the clinical pillar may be most important whereas at level 8 the leadership pillar may predominate.



The Leadership Pillar incorporates management and reflects NHSScotland’s leadership development strategy. This “recognises the distinct but complementary roles of management and leadership. Management (transaction) is about coping with complexity.....Leadership (transformation) is about proactively enabling change through people.” Both management and leadership are needed during times of complexity and change.+

A broad matching of the pillars of practice against the core and specific dimensions of the NHS Knowledge and Skills Framework has also been undertaken (Appendix 2). NB: it should be noted that there is no direct link between the levels of the Career Framework for Health and Agenda for Change paybands.

Each of the pillars of practice is divided into Aspects of Practice

Pillar of Practice	Aspects of Practice
Clinical Practice	<ul style="list-style-type: none"> ● Safe, effective and person-centred care ● Professional Judgment and Decision Making
Facilitation of Learning	<ul style="list-style-type: none"> ● Learning, teaching and assessment ● Creation of the learning environment
Leadership	<ul style="list-style-type: none"> ● Team work and development ● Professional and organisational leadership
Evidence, research and development	<ul style="list-style-type: none"> ● Evidence into practice

Sphere of responsibility, key knowledge, skills and behaviours and opportunities for educational and professional development are outlined for each aspect of practice.

Using the Framework

This Post Registration Career Development Framework uses the Career Framework for Health (Appendix 1) to provide a useful visual tool to help individuals plan their career development more easily.

Career development can happen in different ways. You may wish to develop to higher levels of responsibility, knowledge and skills (vertical progression) or you may wish to remain at the same level of the Career Framework but build on your existing knowledge and skills by moving to a different speciality or focus on a particular career pathway e.g. a clinical research career (horizontal progression).

If you are a Practitioner you can use the Framework to:

- guide your professional development moving from newly qualified novice practice, towards experienced, expert practice
- continue to develop within your current level of practice.

If you are a Manager the Framework will help you to:

- support discussions that take place as part of professional development reviews
- inform development opportunities
- inform succession planning
- support service redesign and skill mix

If you are an Educator the Framework will help you to:

- Plan and deliver education and training to meet the rapidly changing needs of practitioners

The first step in using the Framework is to identify your current level of practice. The level overviews will help you to identify which level you are currently working within.

Once you have identified the appropriate level of practice you can explore the knowledge, skills and behaviours expected from practitioners working at that level. This will help you to identify your learning and development needs. You may find it helpful to discuss this with your manager.

The framework is cumulative and practitioners are expected to have achieved the criteria stated at lower levels in addition to the criteria for their current level of practice.

As a practitioner or manager you can use the career framework to identify your own development needs and those of others. Accessing and using opportunities for educational and professional development will help you provide evidence for revalidation purposes and for the review processes within the [NHS Knowledge and Skills Framework](#) (Appendix 2).

Level 5 Practitioner



Level 5 – Overview

Career Framework for Health Level	Level Attributes	Pillars of Practice	Qualifications that might be expected for roles at this level of the Career Framework	Scottish Credit and Qualifications Framework (SCQF) Level
<p>LEVEL 5</p> <p>Practitioner Level</p> <p>Registered practitioners consolidating pre-registration experience and getting ready for a higher level of functioning +</p>	<p>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.</p> <p>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 +</p>	<p>Clinical Practice</p> <p>Facilitation of Learning</p> <p>Leadership</p> <p>Evidence, Research and Development</p>	<p>Diploma Higher Education Ordinary or Honours Degree</p> <p>Scottish Vocational Qualification (SVQ 4)</p>	<p>Level 8 – 10</p>

Level 5 - Practitioner

Pillar of Practice **Clinical Practice**

Aspect of Practice **Safe, effective and person-centred care**

Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours	Opportunities for Educational and Professional Development
<p>Within own practice area: -</p> <p>Continue to develop competence in meeting the holistic needs of patients/clients and wider public</p> <p>Manage and deliver safe, effective and person-centred, evidence based care and interventions appropriate to client needs</p> <p>Manage a designated caseload for a delegated area of practice</p> <p>Assess risk and act on findings to ensure patient safety</p> <p>Share information effectively and concisely for a range of situations and contexts to ensure patient safety and continuity of care</p> <p>Effectively use a range of information and communication technologies to support and enhance practice</p> <p>Use initiative while operating within organisational procedures</p> <p>Respect the dignity, wishes and beliefs of all clients, professionals and the public involving them in shared decision making and obtaining their informed consent</p> <p>Recognise and respect peoples diversity, human rights, individual differences and perspectives</p> <p>Identify health inequalities that may impact on health</p>	<p>Ability to:-</p> <p>Develop knowledge and skills appropriate to specific area of practice</p> <p>Assess situations and contribute to the identification of the root cause of a problem</p> <p>Apply knowledge and demonstrate understanding of:-</p> <ul style="list-style-type: none"> • health and safety, • standard infection control precautions • COSHH regulations, • risk management • clinical governance framework locally and nationally • equality and diversity policies <p>Work within protocols and standard operating procedures.</p> <p>Report and document accurately</p> <p>Consolidate I.T. and e-health skills</p> <p>Apply information governance principles to on-line activities</p> <p>Understand the principle of informed consent and the implications of the Data Protection Act</p> <p>Understand quality improvement processes and incorporate into own practice</p> <p>Demonstrate awareness of own values and beliefs.</p> <p>Demonstrate effective care, compassion and communication skills and behaviours</p> <p>Facilitate health enhancing and behaviour change activities</p>	<p>National Initiatives</p> <p>Flying Start NHS®</p> <p>Effective Practitioner – Clinical Practice resources</p> <p>Little Things Make a Big Difference</p> <p>The 10 Essential Shared Capabilities for Mental Health Practice: Learning materials (Scotland)</p> <p>The 10 Essential Shared Capabilities: Learning materials (Scotland) – (for all practitioners)</p> <p>Learning resources on Dementia</p> <p>Communicating, Connecting, Caring</p> <p>Professional Competency Frameworks</p> <p>Professional Codes of Conduct</p> <p>Healthcare Associated Infection resources</p> <p>NHSScotland Quality Improvement Hub</p> <p>Institute for Health Improvement (IHI) Open School resources</p> <p>NES Clinical Skills Managed Education Network resources</p> <p>Scottish Patient Safety Programme resources</p>

Level 5 - Practitioner

Pillar of Practice **Clinical Practice**

Aspect of Practice **Safe, effective and person-centred care**

Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours	Opportunities for Educational and Professional Development
<p>Develop effective relationships to gather information and deliver care in partnership with patients, clients and carers including enabling equity of access to services</p> <p>Work with others to make reasonable adjustments for those with a disability</p>	<p>Act and influence others to incorporate non-judgemental, values-based care into practice</p> <p>Listen and respond to views and experiences of patients and carers</p> <p>Facilitate shared ownership of decision making and support the delivery of care</p>	<p>Local Delivery</p> <p>Relevant Clinically Focused Courses e.g infection control; chemotherapy; clinical skills; long term conditions</p> <p>Mandatory training e.g. Health and Safety, Equality and Diversity</p> <p>Work Based Learning</p> <p>Local Development/Competency Frameworks</p> <p>Accredited Courses</p> <p>Academic Programmes</p> <p>Shadowing</p>

Pillar of Practice **Clinical Practice**

Aspect of Practice **Professional judgement and decision making**

<p>Within own practice area:-</p> <p>Work autonomously within scope of practice to exercise judgement about actions while accepting professional accountability and responsibility</p> <p>Draw on a range of sources in making judgements guided as necessary by senior colleagues regarding management and delegation to others</p>	<p>Ability to:-</p> <p>Apply legal and ethical principles</p> <p>Maintain, develop and apply knowledge of legislation, policies, procedures, protocols, professional regulation and codes of professional practice</p> <p>Use critical thinking, analysis and evaluation in making clinical judgements</p>	<p>National Initiatives</p> <p>Professional codes of conduct</p> <p>Clinical Decision Making</p> <p>Flying Start NHS®</p> <p>Effective Practitioner – Clinical Practice resources</p> <p>The 10 Essential Shared Capabilities for Mental Health Practice: Learning materials (Scotland)</p> <p>The 10 Essential Shared Capabilities: Learning materials (Scotland) – (for all practitioners)</p> <p>Local Delivery</p> <p>Accredited Courses</p> <p>Work Based Learning</p> <p>Academic Programmes</p> <p>Shadowing</p>
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Level 5 - Practitioner

Pillar of Practice **Facilitation of Learning**

Aspect of Practice **Learning, Teaching and Assessment**

Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours	Opportunities for Educational and Professional Development
<p>Be responsible and accountable for keeping own knowledge and skills up to date through continuing personal and professional development and engagement with clinical supervision and mentorship</p> <p>Facilitate students and others to develop their knowledge and competence, using a range of professional and personal development skills</p> <p>Provide education to clients, and families to ensure active involvement in their care</p> <p>Conduct a fair, objective and timely assessment of learners</p>	<p>Ability to:-</p> <p>Learn from experience through supervision, feedback, reflective practice techniques and evaluation</p> <p>Motivate, stimulate and encourage others to facilitate the learning process</p> <p>Apply core skills in practice assessment/teaching/facilitation techniques</p>	<p>National Initiatives</p> <p>Effective Practitioner – Learning, Teaching and Supervision resources</p> <p>Quality Standards for Practice Placements</p> <p>Learning styles</p> <p>Local Delivery</p> <p>Mentor Preparation</p> <p>Vocational Assessor Qualification</p> <p>Practice Education Sessions e.g. Mentor updates, Managing failing students; Clinical learning environment</p> <p>Work Based Learning</p> <p>Accredited Courses</p> <p>Academic Programmes</p> <p>Scottish Multi-disciplinary Maternity Development Programme</p> <p>Remote and Rural Healthcare Educational Alliance</p>

Level 5 - Practitioner

Pillar of Practice **Facilitation of Learning**

Aspect of Practice **Creation of the learning environment**

Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours	Opportunities for Educational and Professional Development
<p>Contribute to creation of an effective learning environment ensuring facilitation opportunities for students</p> <p>Participate in educational audit</p>	<p>Ability to:-</p> <p>Use core facilitation and teaching skills</p> <p>Develop educational materials</p> <p>Understand improvement approaches such as learning audit and appreciative enquiry</p> <p>Use models of supervision/mentorship</p>	<p>National Initiatives</p> <p>Effective Practitioner – Learning, Teaching and Supervision resources</p> <p>Quality Standards for Practice Placements</p> <p>Learning Styles</p> <p>Local Delivery</p> <p>Mentor Preparation</p> <p>Vocational Assessor Qualification</p> <p>Practice Education Sessions e.g. Mentor updates, Managing failing students</p> <p>Work Based Learning</p> <p>Accredited Courses</p> <p>Academic Programmes</p> <p>Scottish Multi-disciplinary Maternity Development Programme</p> <p>Remote and Rural Healthcare Educational Alliance</p>

Level 5 - Practitioner

Pillar of Practice Leadership

Aspect of Practice Team Work and Development

Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours	Opportunities for Educational and Professional Development
<p>Act as a positive role model</p> <p>Work independently as well as in teams to coordinate, delegate and supervise care for a designated group of individuals</p> <p>Work effectively across professional and agency boundaries, actively involving and respecting the contribution of others</p>	<p>Ability to:-</p> <p>Develop clinical leadership behaviours and skills</p> <p>Give and receive feedback in a open, honest and constructive manner</p>	<p>National Initiatives</p> <p>Flying Start NHS® - Teamwork</p> <p>Effective Practitioner – Leadership and Management resources</p> <p>Early Clinical Careers Fellowships</p> <p>AHP Fellowships</p> <p>Senior AHP Framework</p> <p>Knowledge Network Good Practice Toolkits</p> <p>Local Delivery</p> <p>Short Introductory Courses for Leadership</p> <p>Work Based Learning</p> <p>Accredited Courses</p> <p>Academic Programmes</p>

Level 5 - Practitioner

Pillar of Practice Leadership

Aspect of Practice Professional and Organisational Leadership

Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours	Opportunities for Educational and Professional Development
<p>Identify priorities, manage time and resources effectively to ensure that quality of care is maintained or enhanced</p> <p>In conjunction with senior NMAHPs, monitor and evaluate standards of care to ensure the delivery of safe, effective and person-centred care (Scottish Government 2010) ⁺</p> <p>Responsible for aspects of clinical effectiveness and management of resources</p> <p>Recognise own accountability to act where performance and practice of self and others should be improved.</p> <p>Recognise early signs of poor performance and take appropriate measures</p> <p>Identify unacceptable or unfair treatment of self or colleagues and act to inform senior colleagues</p> <p>Engage in any required change management</p> <p>Participate in monitoring the effectiveness and impact of change</p> <p>Seek opportunities to improve the service for example, by generating ideas for innovation and solution</p> <p>Recognise the importance of confidentiality and appropriate disclosure</p> <p>Awareness of how organisational goals are reflected in personal and team objectives</p> <p>Build professional networks promoting exchange of knowledge, skills and resources in relation to work and health</p>	<p>Ability to:-</p> <p>Respond autonomously and confidently to planned and uncertain situations, managing self and others confidently</p> <p>Develop skills in:</p> <ul style="list-style-type: none"> • negotiation • influencing • organisation • problem solving • sustaining arguments to solve problems • resource management <p>Consolidate:</p> <ul style="list-style-type: none"> • critical thinking skills • analytical skills • evaluation skills • interpersonal skills <p>Understand improvement approaches to support service enhancement</p> <p>Understand implications for practice of key legal and ethical issues</p>	<p>National Initiatives</p> <p>Flying Start NHS® - teamwork</p> <p>Effective Practitioner – Leadership and Management resources</p> <p>Early Clinical Careers Fellowships</p> <p>AHP Fellowships</p> <p>Senior AHP Framework</p> <p>Knowledge Network Good Practice Toolkits</p> <p>Local Delivery</p> <p>Short Introductory Courses for Leadership</p> <p>Work Based Learning</p> <p>Accredited Courses</p> <p>Academic Programmes</p>

Level 5 - Practitioner

Pillar of Practice Evidence, Research and Development
Aspect of Practice Evidence into Practice

Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours	Opportunities for Educational and Professional Development
<p>Access databases on research and evidence and use to underpin own practice</p> <p>Assess own practice and interventions against person-centred outcomes</p> <p>Contribute to review of impact of NMAHP interventions on the wider individual/ patient experience</p> <p>Consolidate understanding and application of different research approaches</p> <p>Identify ideas for research/development activity from own practice</p> <p>Contribute to data gathering activities such as audit and evaluations</p>	<p>Ability to:-</p> <ul style="list-style-type: none"> • search databases and apply information literacy skills • demonstrate confidence in using information technology skills and systems • access and apply research to support practice <p>Ability to demonstrate knowledge of:-</p> <ul style="list-style-type: none"> • local processes that contribute to quality improvement e.g. Releasing Time to Care, user defined and person-centred initiatives such as Talking Points • research governance – ethics, data protection, confidentiality 	<p>National Initiatives</p> <p>Flying Start NHS®</p> <p>Effective Practitioner - Evidence into Practice</p> <p>Knowledge Network Evidence into Practice</p> <p>Knowledge Network Good Practice Toolkits</p> <p>Professional Body Research and Development resources</p> <p>Joanna Briggs Institute</p> <p>Cochrane Collaboration Library</p> <p>Governance arrangements for research ethics committees. A harmonised edition. Department of Health, 2011.</p> <p>NHSScotland Quality Improvement Hub</p> <p>Institute for Health Improvement (IHI) Open School resources</p> <p>Framework for measuring impact</p> <p>Local Delivery</p> <p>Research Courses/Modules</p> <p>Local NHS Boards Research Starter Packs</p> <p>Local Research, Development and Clinical Effectiveness Resources</p> <p>Local Research Forums</p> <p>Local Journal Clubs</p> <p>Local Writing Groups</p>

Level 6

Senior Practitioner



Level 6 – Overview

Career Framework for Health Level	Level Attributes	Pillars of Practice	Qualifications that might be expected for roles at this level of the Career Framework	Scottish Credit and Qualifications Framework (SCQF) Level
<p>LEVEL 6</p> <p>Senior Practitioner Level</p> <p>A higher degree of autonomy and responsibility than Level 5 in the clinical area. Non clinical staff who would be managing one or more service areas +</p>	<p>People at this level require a critical understanding of detailed theoretical and practical knowledge, are specialist and /or have management and leadership responsibilities.</p> <p>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 +</p>	<p>Clinical Practice</p> <p>Facilitation of Learning</p> <p>Leadership</p> <p>Evidence, Research and Development</p>	<p>Ordinary or Honours Degree Graduate Diploma Scottish Vocational Qualification (SVQ 4)</p>	<p>Level 9/10</p>

Level 6 - Senior Practitioner

Pillar of Practice **Clinical Practice**

Aspect of Practice **Safe, effective and person-centred care**

Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours	Opportunities for Educational and Professional Development
<p>Within own practice area: -</p> <p>Further develop competence and innovation in the management and delivery of care and interventions appropriate to client need</p> <p>Work autonomously and as part of team, using knowledge, skills and the evidence base to facilitate the delivery of safe, effective and person-centred care</p> <p>Assume accountability and responsibility for specific elements of service delivery</p> <p>Assess, investigate and communicate/act on risk</p> <p>Incorporate clinical governance into own practice and support others to do so</p> <p>Support others to incorporate quality improvement processes into practice</p> <p>Provide and share complex information effectively and concisely for a range of situations and contexts to ensure patient safety and continuity of care</p> <p>Identify health inequalities</p>	<p>Ability to:-</p> <p>Apply specialist knowledge, skills and behaviours appropriate to specific area of practice</p> <p>Contribute to the development and review of protocols and standard operating procedures</p> <p>Appraise and identify significant aspects in conversations with others and respond appropriately</p> <p>Understand the concept and nature of inequalities in health and wellbeing</p>	<p>National Initiatives</p> <p>Flying Start NHS®</p> <p>Effective Practitioner – Clinical Practice resources</p> <p>Little Things Make a Big Difference</p> <p>The 10 Essential Shared Capabilities for Mental Health Practice: Learning materials (Scotland)</p> <p>The 10 Essential Shared Capabilities: Learning materials (Scotland) – (for all practitioners)</p> <p>Learning resources on Dementia</p> <p>Healthcare Associated Infection resources</p> <p>Professional competency frameworks</p> <p>Leading Better Care Education and Development Framework Education and Development Framework for Senior Charge Nurses/Midwives and Team Leaders in all areas of practice</p> <p>Advanced Practice Toolkit</p> <p>NHSScotland Quality Improvement Hub</p> <p>Institute for Health Improvement (IHI) Open School Resources</p> <p>NES Clinical Skills Managed Education Network resources</p> <p>Scottish Patient Safety Programme resources</p> <p>Communicating, Connecting, Caring</p>

Level 6 - Senior Practitioner

Pillar of Practice **Clinical Practice**

Aspect of Practice **Safe, effective and person-centred care**

Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours	Opportunities for Educational and Professional Development
		<p>Local Delivery</p> <p>Relevant Clinically Focused Courses e.g infection control; chemotherapy; clinical skills; long term conditions</p> <p>Mandatory Training e.g. Health and Safety, Equality and Diversity</p> <p>Programme of Preparation for Supervisors of Midwives, Local Supervising Authority resources</p> <p>Accredited Courses</p> <p>Work Based Learning</p> <p>Academic Programmes</p>

Level 6 - Senior Practitioner

Pillar of Practice **Clinical Practice**

Aspect of Practice **Professional judgement and decision making**

Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours	Opportunities for Educational and Professional Development
<p>Within own practice area:-</p> <p>Work autonomously with freedom to exercise judgement about actions guided by professional accountability and responsibility.</p> <p>Draw on a range of sources in making judgements including precedent, clearly defined policies, procedures and protocols.</p>	<p>Ability to:-</p> <p>Reflect in practice on own values and beliefs and support others in ethical decision making</p> <p>Use critical thinking to explore and analyse evidence, cases and situations in clinical practice</p>	<p>National Initiatives</p> <p>Professional Codes of Conduct</p> <p>Clinical Decision Making</p> <p>Flying Start NHS®</p> <p>Effective Practitioner – Clinical Practice resources</p> <p>Little Things Make a Big Difference</p> <p>The 10 Essential Shared Capabilities for Mental Health Practice: Learning materials (Scotland)</p> <p>The 10 Essential Shared Capabilities: Learning materials (Scotland) – (for all practitioners)</p> <p>Leading Better Care Education and Development Framework Education and Development Framework for Senior Charge Nurses/Midwives and Team Leaders in all areas of practice</p> <p>Advanced practice toolkit</p> <p>Local Delivery</p> <p>Accredited Courses</p> <p>Work Based Learning</p> <p>Academic Programmes</p> <p>Shadowing</p>

Level 6 - Senior Practitioner

Pillar of Practice **Facilitation of Learning**

Aspect of Practice **Learning, Teaching and Assessment**

Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours	Opportunities for Educational and Professional Development
<p>Identify and support the achievement of learning needs of individuals/team in response to service need and personal development planning</p> <p>Evaluate the effectiveness of educational interventions</p> <p>Consolidate own assessment skills and support others in making assessment judgements</p> <p>Participate in uni- and multi-disciplinary teaching and student selection in HEIs and/or other education organisations</p>	<p>Ability to:-</p> <p>Consolidate core skills to support workplace learning</p> <p>Reflect on practice and support reflection in others</p> <p>Understand and apply standards and guidelines that underpin a quality learning environment</p> <p>Undertake and respond to evaluation of learning</p>	<p>National Initiatives</p> <p>Effective Practitioner – Learning, Teaching and Supervision resources</p> <p>Quality Standards for Practice Placements</p> <p>Testing for the Best</p> <p>Generic guiding principles for those supporting learning in the workplace</p> <p>Leading Better Care Education and Development Framework Education and Development Framework for Senior Charge Nurses/Midwives and Team Leaders in all areas of practice</p> <p>Advanced Practice Toolkit</p> <p>Learning styles</p> <p>Local Delivery</p> <p>Mentor Preparation</p> <p>Vocational Assessor Qualification</p> <p>Practice Education Sessions e.g. Mentor updates, Managing failing students; Clinical learning environment</p> <p>Post Graduate certificate in Teaching Learning and Assessment</p> <p>Work Based Learning</p> <p>Accredited Courses</p> <p>Academic Programmes</p> <p>Scottish Multi-disciplinary Maternity Development Programme</p> <p>Remote and Rural Healthcare Educational Alliance</p>

Level 6 - Senior Practitioner

Pillar of Practice **Facilitation of Learning**

Aspect of Practice **Creation of the learning environment**

Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours	Opportunities for Educational and Professional Development
<p>Create an effective learning environment that ensures learning opportunities for staff and students</p> <p>Lead/participate in educational audit and learning needs analysis</p> <p>Facilitate access to a range of clinical support strategies (mentoring, coaching, clinical supervision and action learning)</p> <p>Support ongoing mandatory learning including orientation, induction and relevant educational/development opportunities</p>	<p>Demonstrate high level of skill in facilitation, support, supervision and developing learning needs analysis</p> <p>Use a range of information to review/evaluate the learning environment</p>	<p>National Initiatives</p> <p>Effective Practitioner – Learning, Teaching and Supervision resources</p> <p>Quality Standards for Practice Placements</p> <p>Testing for the Best</p> <p>Generic guiding principles for those supporting learning in the workplace</p> <p>Leading Better Care Education and Development Framework Education and Development Framework for Senior Charge Nurses/Midwives and Team Leaders in all areas of practice</p> <p>Advanced Practice Toolkit</p> <p>Learning Styles</p> <p>Local Delivery</p> <p>Mentor Preparation</p> <p>Vocational Assessor Qualification</p> <p>Practice Education Sessions e.g. Mentor updates, Managing failing students</p> <p>Post Graduate certificate in Teaching Learning and Assessment</p> <p>Work Based Learning</p> <p>Accredited Courses</p> <p>Academic Programmes</p> <p>Scottish Multi-disciplinary Maternity Development Programme</p> <p>Remote and Rural Healthcare Educational Alliance</p>

Level 6 - Senior Practitioner

Pillar of Practice Leadership

Aspect of Practice Team Work and Development

Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours	Opportunities for Educational and Professional Development
<p>Promote teamwork within defined area of responsibility</p> <p>Contribute to and manage other members of a team by sharing information and expertise</p> <p>Contribute to the achievement of the teams' purpose and objectives</p> <p>Manage professional development of individuals and groups</p> <p>Become familiar with recognised workload assessment and skill mix tools</p>	<p>Ability to:-</p> <p>Effectively manage others</p> <p>Be receptive to the contribution of others</p> <p>Implement suggestions for own improvement and that of others</p> <p>Understand and use NHS KSF</p>	<p>National Initiatives</p> <p>Effective Practitioner – Leadership and Management resources</p> <p>Early Clinical Careers Fellowships</p> <p>AHP Fellowships</p> <p>Senior AHP Framework</p> <p>AHP Advanced Practice Education and Development Framework Musculoskeletal Services (MSK)</p> <p>Leading Better Care Education and Development Framework Education and Development Framework for Senior Charge Nurses/Midwives and Team Leaders in all areas of practice</p> <p>Advanced Practice Toolkit</p> <p>Knowledge Network Good Practice toolkits</p> <p>Local Delivery</p> <p>Short introductory courses for leadership</p> <p>Short leadership courses (e.g. 3 day Inspired to Lead)</p> <p>First line management training</p> <p>Work based learning</p> <p>Accredited courses</p> <p>Academic programmes</p> <p>Shadowing</p> <p>Guided participation in managing practice</p>

Level 6 - Senior Practitioner

Pillar of Practice **Leadership**

Aspect of Practice **Professional and Organisational Leadership**

Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours	Opportunities for Educational and Professional Development
<p>Act as a change agent</p> <p>Provide leadership for quality improvement and service development to enhance people's wellbeing and experiences of healthcare</p> <p>Encourage staff to contribute ideas and solutions for quality improvement and innovation</p> <p>Actively contribute to a variety of professional networks e.g. managed knowledge networks (MKN), professional learning</p> <p>Negotiate and influence locally in terms of professional practice and in relation to health care</p> <p>Recognise early signs of poor performance and take appropriate measures to address concerns.</p> <p>Respond in a transparent and structured way to any complaints from staff about the unacceptable or unfair behaviours of other members of the team</p>	<p>Ability to:-</p> <p>Organise and implement change</p> <p>Support others to improve and enhance practice</p> <p>Display creativity and innovation in exploring and implementing possible solutions to problems and evaluate their effectiveness</p> <p>Lead, persuade and influence others effectively</p> <p>Contribute to effective management of a budget in conjunction with others</p>	<p>National Initiatives</p> <p>Effective Practitioner – Leadership and Management resources</p> <p>AHP Fellowships</p> <p>Senior AHP Framework</p> <p>AHP Advanced Practice Education and Development Framework Musculoskeletal Services (MSK)</p> <p>Leading Better Care Education and Development Framework Education and Development Framework for Senior Charge Nurses/Midwives and Team Leaders in all areas of practice</p> <p>Advanced Practice Toolkit</p> <p>Local Delivery</p> <p>Short Introductory Courses for Leadership</p> <p>Short Leadership Courses (e.g. 3 day Inspired To Lead)</p> <p>First Line Management Training</p> <p>Work Based Learning</p> <p>Accredited Courses</p> <p>Academic Programmes</p> <p>Programme of preparation for supervisors of midwives, Local Supervising Authority resources</p>

Level 6 - Senior Practitioner

Pillar of Practice Evidence, Research and Development

Aspect of Practice Evidence into practice

Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours	Opportunities for Educational and Professional Development
<p>Identify and use skills and knowledge of staff to support or undertake research related activity such as audit, evaluation, and wider research for benefit of the organisation</p> <p>Use research related approaches to assess how evidence is being used to inform the quality of care of individuals by self and others</p> <p>Observe and record data using appropriate methods, tools and technology for complex audits or clinical trials or projects</p> <p>Participate in research related activity including analysis of information</p> <p>Identify and disseminate information on NHS Board/University programmes of research/forums/special interest groups/networks relevant to area of practice</p> <p>Contribute to the development of guidelines and policy at local and where appropriate at regional and national level</p> <p>Share research activity findings through local bulletins, team meetings forum/professional journals</p>	<p>Ability to:-</p> <p>Understand different research approaches, methods and analysis</p> <p>Adhere to research governance for self and others</p> <p>Support others to understand audit/evaluation and quality improvement approaches,</p> <p>Assist others to access, use and apply evidence from databases relevant to area of practice</p>	<p>National Initiatives</p> <p>Flying Start NHS®</p> <p>Effective Practitioner - Evidence into Practice</p> <p>Knowledge Network Evidence into Practice</p> <p>Knowledge Network Good Practice Toolkits</p> <p>Professional Body Research and Development resources</p> <p>Joanna Briggs Institute</p> <p>Cochrane Collaboration Library</p> <p>Governance arrangements for research ethics committees. A harmonised edition. Department of Health, 2011.</p> <p>NHSScotland Quality Improvement Hub</p> <p>Institute for Health Improvement (IHI) Open School resources</p> <p>Leading Better Care Education and Development Framework Education and Development Framework for Senior Charge Nurses/Midwives and Team Leaders in all areas of practice</p> <p>Advanced Practice Toolkit</p> <p>Framework for measuring impact</p> <p>Local Delivery</p> <p>Local NHS Board Research Starter Packs</p> <p>Local Research, Development and Clinical Effectiveness resources</p> <p>Local Research Forums</p> <p>Local Journal Clubs</p> <p>Local Writing Group</p>

Level 7

Advanced Practitioner



Level 7 - Overview

Career Framework for Health Level	Level Attributes	Pillars of Practice	Qualifications that might be expected for roles at this level of the Career Framework	Scottish Credit and Qualifications Framework (SCQF) Level
<p>LEVEL 7</p> <p>Advanced Practitioner Level</p> <p>Experienced clinical practitioners with a high level of skill and theoretical knowledge. Will make high level clinical decisions and manage their own workload. Non-clinical staff who would be managing one or more areas +</p>	<p>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 +</p>	<p>Clinical Practice</p> <p>Facilitation of Learning</p> <p>Leadership</p> <p>Evidence, Research and Development</p>	<p>Post Graduate Certificate/ Diploma Masters Degree</p>	<p>Level 11</p>

Level 7 - Advanced Practitioner

Pillar of Practice **Clinical Practice**

Aspect of Practice **Safe, effective and person-centred care**

Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours	Opportunities for Educational and Professional Development
<p>Within own practice area: -</p> <p>Develop advanced competence, innovation and leadership in the management and delivery of care interventions appropriate to client</p> <p>Practice autonomously and as part of a team, using advanced knowledge, skills, critical thinking and evidence.</p> <p>Lead/participate in a wide range of effective healthcare interventions including assessment and problem solving to manage actual or potential risk</p> <p>Assess situations, identify the root causes of a complex problem and then take a lead in clinical governance in specific areas of practice</p> <p>Assume operational accountability and responsibility for the service/ elements of service delivery</p> <p>Contribute to the development of organisational objectives and create opportunities to involve other practitioners</p> <p>Identify and share more complex information effectively and concisely for a range of situations and contexts to ensure patient safety and continuity of care</p> <p>Work as part of a team with other services and across multi-agency boundaries to access hard to reach groups</p> <p>Promote and act to influence others to incorporate non-judgemental, values-based care into practice</p>	<p>Ability to:-</p> <p>Apply advanced skills, knowledge and behaviours relevant to specific area of practice</p> <p>Assess, diagnose, plan, implement and direct care/ interventions and evaluate effectiveness</p> <p>Manage complexity</p> <p>Develop and support the implementation of policies, protocols and standard operating procedures to reflect national policy and legislation</p> <p>Lead on implementation of organisational Clinical governance framework in own area of practice and support others in its use</p> <p>Document and report clearly to ensure accuracy, continuity of care and enhance understanding by others</p> <p>Interpret and respond to patient/carer feedback suggestions and complaints in a timely and sensitive manner</p> <p>Use interpersonal skills to develop and promote a culture that promotes patient-centred, safe and effective care.</p> <p>Create opportunities for patients/carers to feedback on experiences of care</p> <p>Encourage others to listen to and respond to feedback from patients and carers</p> <p>Work in a positive way with difference and diversity</p> <p>Understand how health and wellbeing needs and outcomes are monitored</p>	<p>National Initiatives</p> <p>Advanced Practice Toolkit</p> <p>AHP Advanced Practice Musculoskeletal Services (MSK)</p> <p>Leading Better Care Education and Development Framework Education and Development Framework for Senior Charge Nurses/Midwives and Team Leaders in all areas of practice</p> <p>Better Together Programme</p> <p>Little Things Make a Big Difference</p> <p>The 10 Essential Shared Capabilities for Mental Health Practice: Learning materials (Scotland)</p> <p>The 10 Essential Shared Capabilities: Learning materials (Scotland) – (for all practitioners)</p> <p>Learning resources on Dementia</p> <p>Healthcare Associated Infection resources</p> <p>Professional competency frameworks</p> <p>NHSScotland Quality Improvement Hub</p> <p>Institute for Health Improvement (IHI) Open School Resources</p> <p>Scottish Patient Safety Programme</p> <p>NES Clinical Skills Managed Education Network resources</p> <p>Communicating, Connecting, Caring</p>

Level 7 - Advanced Practitioner

Pillar of Practice **Clinical Practice**

Aspect of Practice **Safe, effective and person-centred care**

Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours	Opportunities for Educational and Professional Development
<p>Promote respect and support others to consider the dignity, wishes and beliefs of all clients involving them in shared decision making</p> <p>Act on feedback from patients/clients/wider public to inform and improve practice</p>		<p>Local Delivery</p> <ul style="list-style-type: none"> Contemporary Clinical Updates Mandatory Training e.g. Health and Safety, Equality and Diversity Local Development/Competency Programmes Work Based Learning Accredited Courses Programme of Preparation for Supervisors of Midwives Academic Programmes Shadowing

Level 7 - Advanced Practitioner

Pillar of Practice **Clinical Practice**

Aspect of Practice **Professional judgement and decision making**

Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours	Opportunities for Educational and Professional Development
<p>Within own practice area:-</p> <p>Practice autonomously demonstrating expert problem solving and clinical decision making skills while demonstrating professional accountability and responsibility</p>	<p>Ability to:-</p> <p>Quickly analyse complex situations, identify important aspects and take appropriate action</p> <p>Use critical thinking to explore and analyse evidence and situations in practice enabling a high level of judgement and decision making</p>	<p>National Initiatives</p> <p>Clinical Decision Making</p> <p>Professional Codes of Conduct</p> <p>Advanced Practice Toolkit</p> <p>AHP Advanced Practice Musculoskeletal Services (MSK)</p> <p>Leading Better Care Education and Development Framework Education and Development Framework for Senior Charge Nurses/Midwives and Team Leaders in all areas of practice</p> <p>Better Together Programme</p> <p>Little Things Make a Big Difference</p> <p>The 10 Essential Shared Capabilities for Mental Health Practice: Learning materials (Scotland)</p> <p>The 10 Essential Shared Capabilities: Learning materials (Scotland) – (for all practitioners)</p> <p>Local Delivery</p> <p>Work Based Learning</p> <p>Accredited Courses</p> <p>Academic Programmes</p> <p>Shadowing</p>

Level 7 - Advanced Practitioner

Pillar of Practice Facilitation of Learning

Aspect of Practice Learning, Teaching and Assessment

Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours	Opportunities for Educational and Professional Development
<p>Design, plan, implement and evaluate learning and development programmes</p> <p>Provide advice and support to other practitioners</p> <p>Engage with education providers to contribute to curriculum development and delivery</p> <p>Take a lead role in ensuring the application of standards and guidelines that underpin a quality learning experience e.g. mentorship and practice learning standards</p>	<p>Ability to:-</p> <p>Act as an experienced work based learning educator/assessor</p> <p>Develop and facilitate use of educational materials for students, staff and service users</p> <p>Role model skills in assessment of competence</p>	<p>National Initiatives</p> <p>Quality Standards for Practice Placements</p> <p>Leading Better Care Education and Development Framework for Senior Charge Nurses/Midwives and Team Leaders in All Areas of Practice</p> <p>Testing for the Best</p> <p>Generic guiding principles for those supporting learning in the workplace</p> <p>Advanced practice toolkit</p> <p>Learning Styles</p> <p>Local Delivery</p> <p>Practice Education Sessions e.g. Mentor updates, Managing failing students; Clinical learning environment,</p> <p>Post Graduate certificate in Teaching Learning and Assessment</p> <p>Work Based Learning</p> <p>Accredited Courses</p> <p>Academic Programmes</p> <p>Scottish Multi-disciplinary Maternity Development Programme</p> <p>Remote and Rural Healthcare Educational Alliance</p>

Level 7 - Advanced Practitioner

Pillar of Practice **Facilitation of Learning**

Aspect of Practice **Creation of the learning environment**

Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours	Opportunities for Educational and Professional Development
<p>Analyse the range of factors which influence learning and take account of these when planning and managing learning experiences</p> <p>Build capability and capacity to support learning in practice settings</p> <p>Advise service/education providers on capability and capacity for student experience in placements</p> <p>Create a positive learning culture through assuring and improving the quality of educational opportunities within the work environment</p>	<p>Ability to:-</p> <p>Act as an experienced mentor/clinical coach/supervisor</p> <p>Role model, encourage and support teaching, supervision and mentorship skills in others</p> <p>Apply quality improvement approaches and implement findings</p> <p>Act on intelligence from educational audits to strengthen the workplace as a positive learning environment</p>	<p>National Initiatives</p> <p>Quality Standards for Practice Placements</p> <p>Leading Better Care Education and Development Framework for Senior Charge Nurses/Midwives and Team Leaders in All Areas of Practice</p> <p>Testing for the Best</p> <p>Generic guiding principles for those supporting learning in the workplace</p> <p>Advanced Practice Toolkit</p> <p>Learning Styles</p> <p>Local Delivery</p> <p>Practice Education Sessions e.g. Mentor updates, Managing failing students</p> <p>Post Graduate certificate in Teaching Learning and Assessment</p> <p>Work Based Learning</p> <p>Accredited Courses</p> <p>Academic Programmes</p> <p>Scottish Multi-disciplinary Maternity Development Programme</p> <p>Remote and Rural Healthcare Educational Alliance</p>

Level 7 - Advanced Practitioner

Pillar of Practice **Leadership**

Aspect of Practice **Team Work and Development**

Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours	Opportunities for Educational and Professional Development
<p>Provide strong and effective leadership across professional and organisational teams/boundaries</p> <p>Critically review skill mix, apply workload assessment tools and use results to build a business case</p> <p>Create a culture of support and empowerment for the team</p> <p>Critically review team performance and use results to enhance person-centred care</p> <p>Monitor the delivery of high quality person-centred care by the team, and act on the results.</p> <p>Provide timely feedback to team that recognises good performance and identify areas for improvement</p>	<p>Ability to:-</p> <p>Apply models of team building and group working</p> <p>Apply workforce and workload assessment tools to build a business case and present evidence for team workforce development</p> <p>Use conflict management and resolution strategies</p> <p>Apply knowledge and understanding of the NHS KSF to enhance team performance</p>	<p>National Initiatives</p> <p>AHP Fellowships</p> <p>Senior AHP Framework</p> <p>AHP Advanced Practice Education and Development Framework Musculoskeletal Services (MSK)</p> <p>Advanced Practice Toolkit</p> <p>Leading Better Care Education and Development Framework for Senior Charge Nurses/Midwives and Team Leaders in All Areas of Practice</p> <p>Knowledge Network Good Practice Toolkits</p> <p>Six Steps Methodology (Skills for Health)</p> <p>NES Skills Maximisation Toolkit</p> <p>Local Delivery</p> <p>Work Based Learning</p> <p>Accredited Courses</p> <p>Academic Programmes</p> <p>First Line Management Courses</p> <p>Finance Training</p> <p>Management Courses</p> <p>Political Leadership</p> <p>Communication Skills</p> <p>Business Case Development</p> <p>Report Writing</p> <p>Shadowing</p> <p>Guided Participation in Managing Practice</p> <p>Networking</p> <p>Action Learning</p>

Level 7 - Advanced Practitioner

Pillar of Practice **Leadership**

Aspect of Practice **Professional and Organisational Leadership**

Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours	Opportunities for Educational and Professional Development
<p>Lead and monitor clinical effectiveness and efficiency to enhance management of resources</p> <p>Actively encourage involvement of service users to influence and improve person-centred care</p> <p>Lead the development, delivery, monitoring and evaluation of standards of care and act on the results</p> <p>Lead innovation and quality improvement and promote involvement of others</p> <p>Identify poor performance and take responsibility for ensuring appropriate development opportunities are available to address concerns.</p> <p>Provide support and guidance to others in identifying and managing concerns about unacceptable or unfair behaviours</p> <p>Assess, lead, manage and monitor the effectiveness and impact of change</p> <p>Ensure that organisational goals are reflected in personal and team objectives</p> <p>Participate and influence local (and where appropriate national) policy and strategy development by supporting and developing lateral thinking in self and others</p>	<p>Role model:-</p> <p>Excellent organisational skills</p> <p>Creativity and innovation in exploring and implementing possible solutions</p> <p>Management and leadership skills that contribute to successful change.</p> <p>Ability to:-</p> <p>Support implementation of local and national strategies and policies</p> <p>Demonstrate partnership working</p> <p>Effectively manage a budget</p> <p>Lead and influence others effectively</p> <p>Respond appropriately to queries and complaints</p> <p>Negotiate assertively and present a positive self image</p> <p>Use advanced written and oral communication skills</p> <p>Present complex information effectively in written and oral reports</p> <p>Engage with colleagues using a person-centred critical approach by:-</p> <ul style="list-style-type: none"> • Listening to, and appreciating the complexity of a range of views and adopting effective questioning techniques • Displaying a sensitive manner and using appropriate language within a range of situations 	<p>National Initiatives</p> <p>AHP Fellowships</p> <p>Senior AHP Framework</p> <p>AHP Advanced Practice Education and Development Framework Musculoskeletal Services (MSK)</p> <p>Advanced Practice Toolkit</p> <p>Leading Better Care Education and Development Framework for Senior Charge Nurses/Midwives and Team Leaders in All Areas of Practice</p> <p>Knowledge Network Good Practice Toolkits</p> <p>Six Steps Methodology (Skills for Health)</p> <p>NES Skills Maximisation Toolkit</p> <p>Local Delivery</p> <p>Work Based Learning</p> <p>Accredited Courses</p> <p>Academic Programmes</p> <p>Management and Leadership Courses</p> <p>Finance Training</p> <p>Management Courses</p> <p>Political Leadership</p> <p>Business Case Development</p> <p>Report Writing</p> <p>Shadowing</p> <p>Programme of preparation for supervisors of midwives, Local Supervising Authority resources</p> <p>Guided Participation in Managing Practice</p> <p>Networking</p> <p>Action Learning</p>

Level 7 - Advanced Practitioner

Pillar of Practice Evidence, Research and Development

Aspect of Practice Evidence into practice

Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours	Opportunities for Educational and Professional Development
<p>Be a role model for the wider team by promoting a positive research culture</p> <p>Develop policies, procedures and protocols</p> <p>Contribute to the wider research agenda through initiating or supporting NMAHP-led research activity</p> <p>Identify, promote and embed evidence, and identify impact measures, using findings to enhance future activity</p> <p>Collate evidence based reports to inform service improvement</p>	<p>Ability to:-</p> <p>Further enhance knowledge of research approaches including advanced evaluation methods</p> <p>Demonstrate understanding of research proposal application development, ethical approval process and funding sources</p> <p>Use understanding of research and information governance to support others in research processes</p> <p>Write for publication and contribute to peer review</p>	<p>National Initiatives</p> <p>Knowledge Network Evidence into Practice</p> <p>Knowledge Network Good Practice Toolkits</p> <p>Professional Body Research and Development Resources</p> <p>Joanna Briggs Institute</p> <p>Cochrane Collaboration Library</p> <p>Governance arrangements for research ethics committees. A harmonised edition. Department of Health, 2011.</p> <p>NHSScotland Quality Improvement Hub</p> <p>Institute for Health Improvement (IHI) Open School resources</p> <p>Research Pillar of the AHP Advanced Practice Education and Development Framework (MSK)</p> <p>Advanced Practice Toolkit</p> <p>Leading Better Care Education and Development Framework Education and Development Framework for Senior Charge Nurses/Midwives and Team Leaders in all areas of practice</p> <p>Better Together Programme</p> <p>Framework for measuring impact</p> <p>Local Delivery</p> <p>Local NHS Board Research Starter Packs</p> <p>Local Research, Development and Clinical Effectiveness resources</p> <p>Local Research Forums</p> <p>Local Journal Clubs</p> <p>Local Writing Groups</p> <p>Academic Programmes</p>

Level 8

Consultant Practitioner



Level 8 – Overview

Career Framework for Health Level	Level Attributes	Pillars of Practice	Qualifications that might be expected for roles at this level of the Career Framework	Scottish Credit and Qualifications Framework (SCQF) Level
<p>LEVEL 8</p> <p>Consultant Level</p> <p>Staff working at a very high level of expertise and/or have responsibility for planning services +</p>	<p>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.</p> <p>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 management responsibilities and be accountable for service delivery or have a leading education or commissioning role +</p>	<p>Clinical Practice</p> <p>Facilitation of Learning</p> <p>Leadership</p> <p>Evidence, Research and Development</p>	<p>Masters Degree</p> <p>Doctorate</p> <p>Scottish Vocational Qualification (SVQ 5)</p>	<p>Level 11/12</p>

Level 8 - Consultant Practitioner

Pillar of Practice **Clinical Practice**

Aspect of Practice **Safe, effective and person-centred care**

Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours	Opportunities for Educational and Professional Development
<p>Within own area of responsibility:-</p> <p>Develop clinical expertise, innovation and professional/clinical leadership</p> <p>Work as key part of wider multi-disciplinary team providing expert knowledge and skills</p> <p>Provide expert input and/or lead in investigating and controlling adverse events in collaboration with members of the multi-disciplinary team.</p> <p>Practice autonomously guided by expert understanding of policies, guidelines, protocols and procedures</p> <p>Anticipate and predict risks/benefits through the application and analysis of data evidence and strategic awareness</p> <p>Generation of reports and other forms of verbal, written and visual communication relating to clinical, operational, ethical and legal considerations</p> <p>Promote and act to influence others across the service to incorporate non-judgemental, value-based care into practice and service development</p> <p>Contribute with others across multi-agency boundaries to developing and implementing strategic plans for accessing hard to reach groups</p>	<p>Ability to:-</p> <p>Apply expert knowledge and skills appropriate to own area of practice and the wider service</p> <p>Act as a champion and role model for values based care and professionalism.</p> <p>Use expert knowledge of legislation, professional regulation and codes of practice to develop, lead & establish protocols & procedures at operational & strategic levels.</p> <p>Innovate, develop and lead on safe, effective & person-centred practice</p> <p>Demonstrate knowledge of the models and principles of health improvement programme planning, implementation and evaluation</p>	<p>National Initiatives</p> <p>NHSScotland Quality Improvement Hub</p> <p>Little Things Make a Big Difference</p> <p>The 10 Essential Shared Capabilities for Mental Health Practice: Learning materials (Scotland)</p> <p>The 10 Essential Shared Capabilities: Learning materials (Scotland) – (for all practitioners)</p> <p>Learning resources on Dementia</p> <p>Healthcare Associated Infection resources</p> <p>Scottish Patient Safety Programme</p> <p>Institute for Health</p> <p>Improvement (IHI) Open School Resources</p> <p>NES Clinical Skills Managed Education Network resources</p> <p>Scottish Patient Safety Programme resources</p> <p>Advanced Practice Toolkit</p> <p>Professional Competency Frameworks</p> <p>Better Together Programme</p> <p>Communicating, Connecting, Caring</p> <p>Local Delivery</p> <p>Contemporary Clinical Updates</p> <p>Local Development/Competency Frameworks</p> <p>Clinical Governance and Legislation</p> <p>Work Based Learning</p> <p>Accredited Courses</p> <p>Academic Programmes</p> <p>Shadowing</p>

Level 8 - Consultant Practitioner

Pillar of Practice **Clinical Practice**

Aspect of Practice **Professional judgement and decision making**

Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours	Opportunities for Educational and Professional Development
<p>Lead professional development and quality improvement planning across the service reflecting the importance of values based approaches</p> <p>Within own area of responsibility:-</p> <p>Consider legal and ethical issues when leading and advising at departmental, operational and strategic levels</p> <p>Recognise ethical issues which may arise in practice and contribute to multi-disciplinary and multi-agency team discussion and decision making while supporting others to contribute</p> <p>Lead service delivery within the context of the current professional and legal frameworks while remaining accountable for own professional practice</p>	<p>Ability to:-</p> <p>Understand and apply new and emerging guidance and legislation that govern legal and ethical aspects of service provision</p> <p>Model and promote expert level critical thinking to explore and analyse evidence, cases and situations enabling a high level of judgement and decision making</p> <p>Use the principles of clinical governance, clinical supervision and clinical audit to lead, manage, and develop the legal and ethical aspects of service development and delivery.</p> <p>Exercise expert levels of clinical, operational and strategic decision making</p>	<p>National Initiatives</p> <p>Clinical Decision Making</p> <p>Professional Codes of Conduct</p> <p>The 10 Essential Shared Capabilities for Mental Health Practice: Learning materials (Scotland)</p> <p>The 10 Essential Shared Capabilities: Learning materials (Scotland) – (for all practitioners)</p> <p>Better Together Programme</p> <p>Communicating, Connecting, Caring</p> <p>Local Delivery</p> <p>Clinical Governance and Legislation</p> <p>Work Based Learning</p> <p>Accredited Courses</p> <p>Academic Programmes</p> <p>Shadowing</p>

Level 8 - Consultant Practitioner

Pillar of Practice Facilitation of Learning

Aspect of Practice Learning, Teaching and Assessment

Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours	Opportunities for Educational and Professional Development
<p>Contribute to the strategic development of education for students, staff and service users at a local and national level</p> <p>Work collaboratively with education providers and other stakeholders to review, develop and implement appropriate programmes/ training for own organisation</p> <p>Improve health care practice through evidence based educational and curriculum development and delivery</p> <p>Lead planning, implementation and evaluation of educational interventions at a local, regional and national level for patients, a range of staff and the wider service informed by training needs analysis and in response to policy and strategy</p> <p>Promote motivational ways to influence and optimise learning</p> <p>Use evaluation findings to improve future educational initiatives</p>	<p>Ability to:-</p> <p>Create opportunities for motivating others to learn and develop their teaching and assessment skills across the organisation</p> <p>Influence organisational structures and culture to ensure delivery of continuous education and training for mentors and assessors</p>	<p>National Initiative</p> <p>Quality Standards for Practice Placements</p> <p>Testing for the Best</p> <p>Generic guiding principles for those supporting learning in the workplace</p> <p>Advanced Practice Toolkit</p> <p>Learning Styles</p> <p>Local Delivery</p> <p>Practice Education Sessions e.g. Mentor updates, Managing failing students</p> <p>Post Graduate Certificate in Teaching Learning and Assessment</p> <p>Work Based Learning</p> <p>Accredited Courses</p> <p>Academic Programmes</p> <p>Scottish Multi-disciplinary Maternity Development Programme</p> <p>Remote and Rural Healthcare Educational Alliance</p>

Level 8 - Consultant Practitioner

Pillar of Practice Facilitation of Learning

Aspect of Practice Creation of the learning environment

Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours	Opportunities for Educational and Professional Development
<p>Communicate scholarly activity, research and new developments to support the integration of evidence based practice within the learning environment</p> <p>Evaluate the impact of educational/ training interventions</p>	<p>Ability to:-</p> <p>Initiate and provide skilled supervision/coaching of others.</p> <p>Influence and implement organisational learning and development strategy in partnership with key stakeholders</p>	<p>National Initiatives</p> <p>Quality Standards for Practice Placements</p> <p>Testing for the Best</p> <p>Generic guiding principles for those supporting learning in the workplace</p> <p>Advanced Practice Toolkit</p> <p>Executive coaching programmes</p> <p>Local Delivery</p> <p>Practice Education Sessions e.g. Mentor updates, Managing failing students</p> <p>Post Graduate certificate in Teaching Learning and Assessment</p> <p>Work Based Learning</p> <p>Accredited Courses</p> <p>Academic Programmes</p> <p>Scottish Multi-disciplinary Maternity Development Programme</p> <p>Remote and Rural Healthcare Educational Alliance</p>

Level 8 - Consultant Practitioner

Pillar of Practice Leadership

Aspect of Practice Team Work and Development

Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours	Opportunities for Educational and Professional Development
<p>Provide leadership to influence strategic direction across professional and organisational teams/ boundaries</p> <p>Support teams in their development by establishing and maintaining networks and sharing information</p>	<p>Ability to:-</p> <p>Influence the wider strategic direction for workforce planning and development</p> <p>Act as a coach and mentor to a wide range of staff</p>	<p>National Initiatives</p> <p>AHP Fellowships</p> <p>AHP Advanced Practice Education and Development Framework Musculoskeletal Services (MSK)</p> <p>Advanced Practice Toolkit</p> <p>Knowledge Network Good Practice Toolkits</p> <p>Institute of Healthcare Improvement</p> <p>Executive Leadership and Management Programmes e.g. Delivering for the Future: Strategic Leadership programme</p> <p>Six Steps Methodology (Skills for Health)</p> <p>Skills Maximisation Toolkit</p> <p>Political Leadership</p> <p>Shadowing colleagues working in different areas of NHSScotland.</p> <p>National public sector executive coaching and mentorship schemes.</p> <p>Networking</p> <p>Action Learning</p> <p>Local Delivery</p> <p>Work Based Learning</p> <p>Accredited Courses</p> <p>Academic Programmes</p> <p>Business Case Development</p> <p>Report Writing</p> <p>Legal aspects such as Employment Law</p> <p>Human Resources Training / Workforce Planning</p> <p>Project Management</p> <p>Financial Management</p> <p>Marketing Strategies</p>

Level 8 - Consultant Practitioner

Pillar of Practice Leadership

Aspect of Practice Professional and Organisational Leadership

Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours	Opportunities for Educational and Professional Development
<p>Responsible for business planning and people management skills including workforce development and succession planning</p> <p>Contribute to the strategic review of clinical effectiveness and management of resources</p> <p>Provide strong and effective leadership across professional and organisational boundaries with a focus on quality improvement and service excellence.</p> <p>Act as an expert resource for patient care and decision making</p> <p>Influence practice development by supporting and developing innovative and lateral thinking in self and others</p> <p>Initiate, influence and lead new service developments</p> <p>Monitor, and demonstrate how organisational goals are reflected in own and others objectives</p> <p>Act as a organisational level change agent through identifying, challenging and managing poor performance</p> <p>Work collaboratively across boundaries to develop and raise awareness of relevant policies, guidelines and strategies and influence change at local and national level</p> <p>Identify and act on opportunities to influence and develop policy and guidelines at national level</p>	<p>Ability to apply skills in:-</p> <p>Strategic management</p> <p>Advanced project planning and management</p> <p>Financial management</p> <p>Stakeholder involvement</p> <p>Impact assessment</p> <p>Development of an outcomes focused business case</p> <p>Critical thinking, analysis and synthesis</p> <p>Ability to:-</p> <p>Report effectively for a range of complex situations and contexts</p> <p>Readily use highly specialised theoretical and practice knowledge to think, gain and share information, solve problems and make decisions.</p> <p>Assess situations and identify the root cause of a complex problem in environments that are unfamiliar, complex and unpredictable and have many interacting factors</p> <p>Lead and implement local, national and professional strategy and policy</p> <p>Use critical reading skills to analyse and synthesise information</p> <p>Interpret health information, statistics and research data</p> <p>Use influencing and political lobbying skills</p> <p>Model advanced communication and interpersonal skills</p>	<p>National Initiatives</p> <p>AHP Fellowships</p> <p>AHP Advanced Practice Education and Development Framework Musculoskeletal Services (MSK)</p> <p>Advanced Practice Toolkit</p> <p>Knowledge Network Good Practice Toolkits</p> <p>Institute of Healthcare Improvement</p> <p>Executive Leadership And Management Programmes e.g. Delivering for the Future: Strategic Leadership programme</p> <p>Six Steps Methodology (Skills for Health)</p> <p>Skills Maximisation Toolkit</p> <p>Shadowing colleagues working in different areas of NHSScotland.</p> <p>National public sector executive coaching and mentorship schemes.</p> <p>Networking</p> <p>Action Learning</p>

Level 8 - Consultant Practitioner

Pillar of Practice **Leadership**

Aspect of Practice **Professional and Organisational Leadership**

Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours	Opportunities for Educational and Professional Development
<p>Respond to national and local requests for document review e.g. strategy, policy guidelines</p> <p>Lead and manage change at local and national level.</p> <p>Initiate communities of practice/networks to disseminate resources and practice initiatives</p> <p>Network with a wide range of organisations and individuals to shape and respond to policy and strategy at national and local level.</p> <p>Represent NMAHPs widely nationally and internationally</p>	<p>Deliver presentations and write reports clearly and articulately</p>	<p>Local Delivery</p> <ul style="list-style-type: none"> Work Based Learning Accredited Courses Academic Programmes Local Supervising Authority resources Business Case Development Report Writing Legal aspects such as Employment Law Human Resources Training / Workforce Planning Project Management Financial Management Marketing Strategies

Level 8 - Consultant Practitioner

Pillar of Practice Evidence, Research and Development

Aspect of Practice Evidence into practice

Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours	Opportunities for Educational and Professional Development
<p>Ensure that services are based on high-quality evidence through implementation of research activity findings and recommendations</p> <p>Identify gaps in the evidence base and communicate findings to appropriate clinical, policy and research communities</p> <p>Understand the responsibilities of research governance</p> <p>Collaborate with appropriate research partners and build strategic links with leads for Research Forums and University programmes of research</p> <p>Initiate, facilitate or undertake appropriate high-quality research acting as principal investigator where appropriate</p> <p>Contribute to development and implementation of a local NMAHP research strategy</p> <p>Present research findings in peer reviewed journals, conferences and meetings</p> <p>Act as a role model to develop a positive research culture within the NMAHP community</p> <p>Contribute to the evidence base of NMAHP research activity within area of responsibility</p>	<p>Ability to:-</p> <p>Critically review literature and present high level information clearly and concisely</p> <p>Understand and support use of advanced research methods</p> <p>Understand the responsibilities of a Principal Investigator including the functions and processes of ethical and research committees</p> <p>Write critically including analysis, synthesis and interpretation of the evidence base to underpin practice</p> <p>Establish appropriate policies and ensure support for clinical research activity and adherence to research governance</p> <p>Lead/participate in cross-professional and/or cross-organisational research programmes</p>	<p>National Initiatives</p> <p>Knowledge Network Evidence into Practice</p> <p>Knowledge Network Good Practice Toolkits</p> <p>Professional Body Research and Development Resources</p> <p>Joanna Briggs Institute</p> <p>Cochrane Collaboration Library</p> <p>Governance arrangements for research ethics committees. A harmonised edition. Department of Health, 2011.</p> <p>NHSScotland Quality Improvement Hub</p> <p>Institute for Health Improvement (IHI) Open School resources</p> <p>Research Pillar of the AHP Advanced Practice Education and Development Framework (MSK)</p> <p>Advanced Practice Toolkit</p> <p>Better Together Programme</p> <p>Framework for measuring impact</p> <p>Local Delivery</p> <p>Local NHS Board Research Starter Packs</p> <p>Local Research, Development And Clinical Effectiveness resources</p> <p>Local Research Forums</p> <p>Local Journal Clubs</p> <p>Local Writing Groups</p>

Level 9

More Senior Staff



Level 9 – Overview

Career Framework for Health Level	Level Attributes	Pillars of Practice	Qualifications that might be expected for roles at this level of the Career Framework	Scottish Credit and Qualifications Framework (SCQF) Level
<p>LEVEL 9</p> <p>More Senior Staff</p> <p>Staff with ultimate responsibility for decision-making and full on-call accountability</p> <p>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 +</p>	<p>People at Level 9 apply advanced and highly developed theoretical and practical knowledge over a wide range of clinical, scientific, technical and/or management functions</p> <p>OR</p> <p>are accountable for ensuring all staff within area of responsibility have required skills and knowledge to deliver products of the highest standard and facilitate effective knowledge management to ensure evidence based practice and quality assurance +</p>	<p>Clinical Practice</p> <p>Facilitation of Learning</p> <p>Leadership</p> <p>Evidence, Research and Development</p>	<p>Masters Degree</p> <p>Doctorate</p> <p>Scottish Vocational Qualification (SVQ 5)</p>	<p>Level 11/12</p>

Level 9 - Consultant Practitioner

Pillar of Practice **Clinical Practice**

Aspect of Practice **Safe, effective and person-centred care**

Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours	Opportunities for Educational and Professional Development
<p>Provide professional, clinical leadership across the organisation to reduce risk and minimise potential for adverse events</p> <p>Communicate the vision across the organisation, motivating and inspiring others</p> <p>Work with others across multi-agency boundaries developing, implementing and evaluating strategic plans for accessing hard to reach groups</p>	<p>Ability to:-</p> <p>Translate and lead the implementation of strategy into practice, demonstrating creativity and a vision for the future</p> <p>Act as a role model and create a culture that promotes values based, person-centred care</p> <p>Demonstrate knowledge of the role that communities and others play in improving population health and wellbeing and reducing inequalities</p>	<p>National Initiatives</p> <p>Little Things Make a Big Difference</p> <p>Healthcare Associated Infection resources</p> <p>The 10 Essential Shared Capabilities for Mental Health Practice: Learning materials (Scotland)</p> <p>The 10 Essential Shared Capabilities: Learning materials (Scotland) – (for all practitioners)</p> <p>Learning resources on Dementia</p> <p>NHSScotland Quality Improvement Hub</p> <p>Institute for Health Improvement (IHI) Open School resources</p> <p>NES Clinical Skills Managed Education Network resources</p> <p>Scottish Patient Safety Programme</p> <p>Better Together Programme</p> <p>Communicating, Connecting, Caring</p> <p>Local Delivery</p> <p>Mandatory Training</p> <p>Contemporary Clinical Updates</p> <p>Clinical Governance and Legislation</p> <p>Work Based Learning</p> <p>Accredited Courses</p> <p>Academic Programmes</p>

Level 9 - More Senior Staff

Pillar of Practice **Clinical Practice**

Aspect of Practice **Professional judgement and decision making**

Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours	Opportunities for Educational and Professional Development
<p>Take the professional lead for the organisation within the context of the current professional and legal frameworks while remaining accountable for own practice</p> <p>Provide guidance to others on governance issues relating to ethical and legal issues</p>	<p>Ability to:-</p> <p>Interpret and lead implementation of new and current guidance and legislation that governs legal and ethical aspects of service</p> <p>Use expert knowledge of clinical governance, legal and ethical issues and professional codes of conduct to make complex organisational decisions</p>	<p>National Initiatives</p> <p>Clinical Decision Making</p> <p>Professional Codes of Conduct</p> <p>The 10 Essential Shared Capabilities for Mental Health Practice: Learning materials (Scotland)</p> <p>The 10 Essential Shared Capabilities: Learning materials (Scotland) – (for all practitioners)</p> <p>Local Delivery</p> <p>Work Based Learning</p> <p>Accredited Courses</p> <p>Academic Programmes</p> <p>Shadowing</p>

Level 9 - More Senior Staff

Pillar of Practice **Clinical Practice**
 Aspect of Practice **Learning, Teaching and Assessment**

Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours	Opportunities for Educational and Professional Development
<p>Provide strategic influence/guidance to support organisational learning and assessment</p> <p>Generate and operationalise ideas for enhancing the educational direction of the organisation</p> <p>Responsible for organisation adherence to the application of standards and guidelines</p>	<p>Ability to:-</p> <p>Apply standards for ensuring the quality of the educational experience</p> <p>Transform health care practice through evidence based educational and curriculum development and delivery</p> <p>Initiate and lead on collaborative working with education providers</p>	<p>National Initiatives</p> <p>Quality Standards for Practice Placements</p> <p>Testing for the Best</p> <p>Generic guiding principles for those supporting learning in the workplace</p> <p>Advanced Practice Toolkit</p> <p>Learning Styles</p> <p>Local Delivery</p> <p>Practice Education Sessions e.g. Mentor updates, Managing failing students</p> <p>Post Graduate Certificate in Teaching Learning and Assessment</p> <p>Work Based Learning</p> <p>Accredited Courses</p> <p>Academic Programmes</p>

Pillar of Practice **Facilitation of Learning**
 Aspect of Practice **Creation of the learning environment**

<p>Create an ethos in the organisation which creates and values a positive learning environment</p>	<p>Ability to:-</p> <p>Lead strategically to create a culture of learning within the organisation</p>	<p>National Initiatives</p> <p>Quality Standards for Practice Placements</p> <p>Testing for the Best</p> <p>Generic guiding principles for those supporting learning in the workplace</p> <p>Local Delivery</p> <p>Accredited Courses</p> <p>Academic Programmes</p>
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Level 9 - More Senior Staff

Pillar of Practice Leadership

Aspect of Practice Team Work and Development

Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours	Opportunities for Educational and Professional Development
<p>Maximise the potential of the team through the use of recognized workforce planning methodologies and skill mix.</p> <p>Operates independently, manages department, develops and interprets organisational policies and impact of team performance using workforce intelligence</p>	<p>Ability to:-</p> <p>Strategically manage teams by sharing information and expertise</p> <p>Use strategic organisational approaches to increase team effectiveness and outputs</p>	<p>National Initiatives</p> <p>AHP Fellowships</p> <p>Knowledge Network Good Practice Toolkits</p> <p>Institute of Healthcare Improvement</p> <p>Executive Leadership and Management Programmes e.g. Delivering for the Future: Strategic Leadership programme</p> <p>Six Steps Methodology (Skills for Health)</p> <p>Skills Maximisation Toolkit</p> <p>Shadowing colleagues working in different areas of NHS Scotland.</p> <p>National Public Sector Executive Coaching and Mentorship Schemes</p> <p>Political Leadership</p> <p>Networking</p> <p>Action learning</p> <p>Local Delivery</p> <p>Work Based Learning</p> <p>Accredited Courses</p> <p>Academic Programmes</p> <p>Legal aspects such as Employment Law</p> <p>Financial Management</p> <p>Marketing Strategies</p>

Level 9 - More Senior Staff

Pillar of Practice **Leadership**

Aspect of Practice **Professional and Organisational Leadership**

Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours	Opportunities for Educational and Professional Development
<p>Provide executive level leadership across the organisation</p> <p>Lead on the strategic review of clinical effectiveness of services</p> <p>Develop and lead NMAHP audit and problem solving in an ethical, reflective and evidence based manner.</p> <p>Ensure delivery of a clinically excellent high quality service in own work and across health services</p> <p>Accountable for:</p> <ul style="list-style-type: none"> • clinical and corporate governance • operational and workforce planning • developing effective organisational communication systems <p>Contribute to the setting of organisational goals which are reflected in own, others and departmental objectives</p> <p>Work collaboratively across organisational boundaries leading on development, implementation and awareness raising of relevant policies, guidelines and strategies.</p> <p>Influence change at local and national level</p> <p>Identify and act on opportunities to influence and develop policy and guidelines</p> <p>Respond to and lead on, national and local requests for document review (e.g. strategy, policy guidelines)</p>	<p>Ability to :-</p> <p>Respond and report effectively for a range of complex situations and contexts</p> <p>Pro-actively anticipate and manage risk.</p> <p>Demonstrate creativity and vision</p> <p>Interpret health information, statistics and research data at an advanced level</p> <p>Write for publication nationally and internationally</p> <p>Demonstrate expert skills in:-</p> <p>Change management</p> <p>Leadership</p> <p>Influencing and political lobbying</p> <p>Communication and interpersonal relationships</p> <p>Presentation of information to wide ranging audiences</p>	<p>National Initiatives</p> <p>AHP Fellowships</p> <p>Knowledge Network Good Practice Toolkits</p> <p>Institute of Healthcare Improvement</p> <p>Executive Leadership and Management Programmes e.g. Delivering for the Future: Strategic Leadership Programme</p> <p>Six Steps Methodology (Skills for Health)</p> <p>Skills Maximisation Toolkit</p> <p>Shadowing colleagues working in different areas of NHSScotland.</p> <p>National Public Sector Executive Coaching and Mentorship Schemes.</p> <p>Networking</p> <p>Action Learning</p> <p>Political Leadership</p>

Level 9 - More Senior Staff

Pillar of Practice **Leadership**

Aspect of Practice **Professional and Organisational Leadership**

Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours	Opportunities for Educational and Professional Development
<p>Lead and manage change at organisational level</p> <p>Monitor effectiveness and impact of change using evidence based tools</p> <p>Share NHS NMAHP expertise with non-NHS organisations and lead on the marketing, costing, delivery and monitoring of contracts as appropriate</p>		<p>Local Delivery</p> <ul style="list-style-type: none"> Work Based Learning Accredited Courses Academic Programmes Local Supervising Authority resources Business Case Development Legal aspects such as Employment Law Human Resources Training / Workforce Planning Financial Management Marketing Strategies

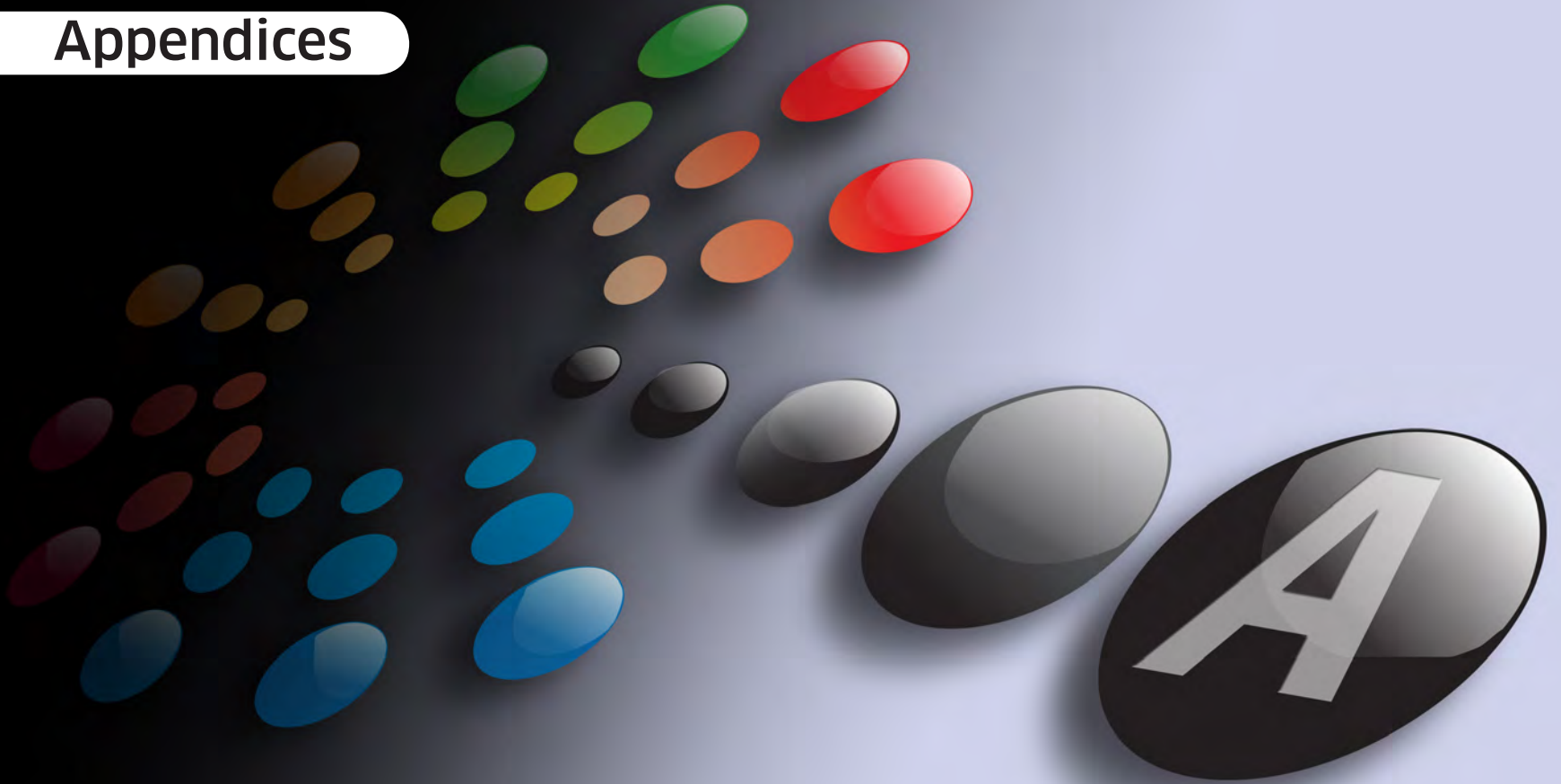
Level 9 - More Senior Staff

Pillar of Practice Evidence, Research and Development

Aspect of Practice Evidence into practice

Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours	Opportunities for Educational and Professional Development
<p>Contribute the NMAHP perspective to the development of the organisation-wide strategy for research and development</p> <p>Monitor the impact of the NMAHP research strategy</p> <p>Work with senior colleagues from partner Universities to develop shared funding applications for research linked to national priorities and programmes of work</p> <p>Provide opportunities for appropriate members of the workforce to participate in programmes of research relevant to practice</p>	<p>Ability to:-</p> <p>Apply advanced knowledge of research governance</p> <p>Develop a research culture within the NMAHP community by acting as a role model, establishing appropriate policies and ensuring support for clinical and person-centred research activity across the organisation</p>	<p>National Initiatives</p> <p>Knowledge Network Good Practice Toolkits</p> <p>Knowledge Network Evidence into Practice</p> <p>Professional Body Research and Development Resources</p> <p>Joanna Briggs Institute</p> <p>Cochrane Collaboration Library</p> <p>Governance arrangements for research ethics committees. A harmonised edition. Department of Health, 2011.</p> <p>NHSScotland Quality Improvement Hub</p> <p>Institute for Health Improvement (IHI) Open School Resources</p> <p>Better Together Programme</p> <p>Framework for measuring impact</p> <p>Local Delivery</p> <p>Local NHS Board Research Starter Packs</p> <p>Local Research, Development And Clinical Effectiveness resources</p> <p>Local Research Forums</p> <p>Local Journal Clubs</p> <p>Local Writing Groups</p>

Appendices



Appendix 1

Career Framework for Health

Taken with Permission from the Scottish Government Workforce Directorate “Guidance to NHS Boards on the Career Framework for Health” 11 March 2009 (Annex 2).

The diagram outlines the Career Framework Levels, the appropriate Clinical level title (in brackets), a brief clinical level descriptor and, for illustration, some possible non-clinical role examples

Note: This diagram is a slight adaptation of the version on the Skills for Health website and from the one formally launched in 2006. These adaptations are simply to reflect generally recognised terms in Scotland, which may differ from those used elsewhere in the UK. They do not affect the substance of the Career Framework or represent a departure from the Career Framework launched in 2006.

- 9 Career Framework Level 9**
People working at level 9 require knowledge at the most advanced frontier of the field of work and at the interface between fields. They will have responsibility for the development and delivery of a service to a population, at the highest level of the organisation. **Indicative or Reference title: Director**
- 8 Career Framework Level 8**
People at level 8 of the career framework require highly specialised knowledge, some of which is at the forefront of knowledge in a field of work, which they use as the basis for original thinking and/or research. They are leaders with considerable responsibility, and the ability to research and analyse complex processes. They have responsibility for service improvement or development. They may have considerable clinical and/or management responsibilities, be accountable for service delivery or have a leading education or commissioning role. **Indicative or Reference title: Consultant**
- 7 Career Framework Level 7**
People at level 7 of the career framework have a critical awareness of knowledge issues in the field and at the interface between different fields. They are innovative, and have a responsibility for developing and changing practice and/or services in a complex and unpredictable environment. **Indicative or Reference title: Advanced Practitioner**
- 6 Career Framework Level 6**
People at level 6 require a critical understanding of detailed theoretical and practical knowledge, are specialist and /or have management and leadership responsibilities. They demonstrate initiative and are creative in finding solutions to problems. They have some responsibility for team performance and service development and they consistently undertake self development. **Indicative or Reference title: Specialist/Senior Practitioner**
- 5 Career Framework Level 5**
People at level 5 will have a comprehensive, specialised, factual and theoretical knowledge within a field of work and an awareness of the boundaries of that knowledge. They are able to use knowledge to solve problems creatively, make judgements which require analysis and interpretation, and actively contribute to service and self development. They may have responsibility for supervision of staff or training. **Indicative or Reference title: Practitioner**
- 4 Career Framework Level 4**
People at level 4 require factual and theoretical knowledge in broad contexts within a field of work. Work is guided by standard operating procedures, protocols or systems of work, but the worker makes judgements, plans activities, contributes to service development and demonstrates self development. They may have responsibility for supervision of some staff. **Indicative or Reference title: Assistant/Associate Practitioner**
- 3 Career Framework Level 3**
People at level 3 require knowledge of facts, principles, processes and general concepts in a field of work. They may carry out a wider range of duties than the person working at level 2, and will have more responsibility, with guidance and supervision available when needed. They will contribute to service development, and are responsible for self development. **Indicative or Reference title: Senior Healthcare Assistants/Technicians**
- 2 Career Framework Level 2**
People at level 2 require basic factual knowledge of a field of work. They may carry out clinical, technical, scientific or administrative duties according to established protocols or procedures, or systems of work. **Indicative or Reference title: Support Worker**
- 1 Career Framework Level 1**
People at level 1 are at entry level, and require basic general knowledge. They undertake a limited number of straightforward tasks under direct supervision. They could be any new starter to work in the Health sector, and progress rapidly to level 2. **Indicative or Reference title: Cadet**

Appendix 2

Using the Post Registration Career Development Framework to Support the NHS Knowledge and Skills Framework (NHS KSF)

The Post Registration Career Development Framework is a useful resource to guide you in generating evidence for your KSF Joint Development Review and your Personal Development Plan

Broad matching of the Pillars of Practice within the Post Registration Career Development Framework against the Core and Specific Dimensions of the NHS Knowledge and Skills Framework (NHS KSF) is presented to help you to make links between both frameworks.

Within each Pillar of Practice you will find examples of the broad sphere of responsibility and the key knowledge, skills and behaviours for all Levels of Practice. Identifying your current level of practice and reflecting on the Framework can help you to recognise your personal achievements in the core and specific dimensions of KSF relevant to your post (detailed in your KSF post outline). It can also help you identify your continuing professional development needs.

This information can then be used to generate evidence for your development review and your Personal Development Plan (PDP). The evidence can also be used in portfolios to demonstrate evidence of professional updating for professional bodies e.g Health Professional Council, Nursing and Midwifery Council.

NB: it should be noted that there is no direct link between the levels of the Career Framework for Health and Agenda for Change paybands.

Suggested broad matching of the pillars of practice within the Post Registration Career Development Framework against the Core and Specific Dimensions of the [NHS Knowledge and Skills Framework \(NHS KSF\)](#).⁴

Post outlines based on the NHS KSF will set out the actual requirements for a post, the dimensions and levels required. The emphasis on each pillar will also vary depending on post.

Pillars of Practice	Core and Specific Dimensions of the NHS Knowledge and Skills Framework
Clinical Practice Core Content	Core 1 Communication Core 2 People and personal development Core 3 Health, safety and security Core 4 Service improvement Core 5 Quality Core 6 Equality and Diversity HWB2 Assessment and care planning to meet health and wellbeing needs HWB3 Protection of health and wellbeing HWB4 Enablement to address health and wellbeing needs HWB5 Provision of care to meet health and wellbeing needs HWB6 Assessment and treatment planning HWB7 Interventions and treatments IK2 Information collection and analysis G1 Learning and development G5 Services and project management G6 People management

Pillars of Practice	Core and Specific Dimensions of the NHS Knowledge and Skills Framework
Facilitation of Learning	Core 1 Communication Core 2 People and personal development Core 6 Equality and Diversity G1 Learning and development G2 Development and innovation HWB1 Promotion of health and wellbeing and prevention of adverse effects on health and wellbeing HWB4 Enablement to address Health and Wellbeing Needs IK3 Knowledge and Information Resources
Leadership	Core 1 Communication Core 2 People and Personal Development Core 4 Service improvement Core 5 Quality Core 6 Equality and Diversity G2 Development and Innovation G4 Co-ordinate and monitor the use of financial resources G5 Services and project management G6 People management G7 Capacity and capability
Evidence, Research and Development	Core 1 Communication Core 5 Core 6 Equality and Diversity IK1 Information processing IK2 Information collection and analysis IK3 Knowledge and information resources