



Scottish Neonatal Nurses' Group



Career and Development Framework for Healthcare Support Workers Providing Neonatal Care in Hospital Settings in Scotland

Career Framework Levels 2 - 4



Career and Development Framework for Healthcare Support Workers Providing Neonatal Care in Hospital Settings in Scotland

Career Framework Levels 2 - 4

INTRODUCTION	1
STRUCTURE.....	2
Levels of Practice.....	2
Pillars of Practice	2
OVERVIEW PAGE	4
PILLAR OF PRACTICE: CLINICAL PRACTICE.....	6
Aspect Of Practice: Safe, Effective And Person Centred Care	6
Aspect Of Practice: Decision Making	13
PILLAR OF PRACTICE: FACILITATION OF LEARNING.....	14
Aspect Of Practice: Learning, Teaching And Development.....	14
PILLAR OF PRACTICE: LEADERSHIP	15
Aspect Of Practice: Team Work	15
PILLAR OF PRACTICE: EVIDENCE BASED PRACTICE.....	16
Aspect Of Practice: Supporting Evidence Based Practice	16
APPENDICES.....	17



INTRODUCTION

In summer 2010, NHS Education for Scotland, in partnership with the Scottish Neonatal Nurses' Group, facilitated the development of a Career and Development Framework for Neonatal Nurses in Scotland to provide a consistent approach to the professional development of nurses from Levels 5-8 of the NHS Career Framework for Health (Skills for Health, 2006; Scottish Government, 2009).

This framework is now firmly embedded within all neonatal units in Scotland. It was recognised by those involved that there was a need to produce a framework encompassing the role and development of the Neonatal Healthcare Support Worker workforce. The publication of the Mandatory Induction Standards for Healthcare Support Workers in Scotland, the Code of Conduct for Healthcare Support Workers (Scottish Government 2009) and the Guide to Healthcare Support Worker Education and Role Development (Scottish Government and NHS Education for Scotland, 2010) now provide strong reference points and guidance to assist the development of this framework. This framework reflects the Children and Young People (Scotland) Act 2014 and the principles within "Getting It Right For Every Child" which highlights the need for a "confident and competent workforce across all services for children, young people and their families"

The role parameters expressed in the above Guide have been contextualised to reflect the specific nature of the Neonatal Healthcare Support Worker role at Levels 2, 3 and 4 of the Career Framework for Health ([Appendix 1](#)). The education and progression requirements of Neonatal Healthcare Support Workers mirror the guidance on education and training described in this document (p.14) and are summarised in [Appendix 2](#).

This framework was facilitated by NHS Education for Scotland in partnership with representation from the Scottish Neonatal Nurses' Group and the Managed Clinical Networks for Neonatal Services ([Appendix 3](#)). It will contribute to the patient safety agenda by assisting those working as Neonatal Healthcare Support Workers to develop their knowledge and skills effectively and provide guidance around their roles, education requirements and development. Supervisors, managers and education providers can use this document to support and develop this workforce.

The levels expressed are those of the NHS Career Framework for Health, which reflect role development and progression and not those of Agenda for Change, which is related to remuneration.

Updated March 2016.

STRUCTURE

Levels of Practice

The framework is based on levels 2-4 of the Career Framework for Health ([Appendix 1](#)). An overview page outlines the entry requirements, educational requirements, examples of resources for development and the sphere of responsibility for each level of Neonatal Healthcare Support Workers. There is an emphasis throughout on good communication and team working skills.

Pillars of Practice

The framework is built on existing Career Framework initiatives for post-registration Nurses, Midwives and Allied Health Professionals (2012) and uses the four pillars of practice described in the [Post-Registration Career Framework](#) . These have been adapted to reflect the needs of this workforce. These have been used as organisers and are as follows:

- [Clinical Skills](#)
- [Facilitation of Learning](#)
- [Leadership](#)
- [Service Improvement](#)

Each of these pillars is divided into Aspects of Practice:

Pillar of Practice	Aspects of Practice
Clinical Skills	<ul style="list-style-type: none">• Safe, Effective & Person-Centred Care• Decision Making
Facilitation of Learning	<ul style="list-style-type: none">• Learning, Teaching & Development
Leadership	<ul style="list-style-type: none">• Team Work
Service Improvement	<ul style="list-style-type: none">• Supporting Service Improvement

Sphere of responsibility, key knowledge, skills and behaviours and opportunities for educational development are outlined for each aspect of practice. Healthcare Support Workers working in neonatal hospital settings provide care to babies delegated to them and/or undertake other duties working within the scope of their job description under direct or indirect supervision of a Registered Practitioner. Educational requirements and development resources suggested within the framework are examples to prepare the Healthcare Support Worker in the aspects specific to their role, as defined in their job description.

Some Healthcare Support Workers have specific roles within their job description such as undertaking elements of newborn screening programmes or administering defined oral and topical medication checked by a Registered Practitioner and governed within local policies. In order to be competent in their defined role, Neonatal Healthcare Support Workers require to have the appropriate educational preparation and support and examples are provided in the overview pages.

The framework is cumulative in that those working at level 4 would be expected to have achieved the criteria stated at the lower levels in addition to the criteria for their current level of practice. The framework has been mapped against [“Working to Standard: a Code of Conduct for Healthcare Support Workers” \(Paragraph 3\)](#) and suggested mapping against [NHS KSF Core and Specific Dimensions](#) is also provided.



OVERVIEW PAGE

Career Framework Levels	Entry requirements	Educational Requirements	Examples of Development Resources	Sphere of responsibility
LEVEL 2	Previous relevant experience desirable but not essential	<p>All staff joining NHS Scotland in a Healthcare Support Worker (HCSW) role as described in CEL 23 (2010) will be required to meet national mandatory induction standards within three months of joining NHS Scotland.</p> <p>http://www.hcswworker.nhs.uk/induction-standards--codes</p> <p>The HCSW will possess, or have the opportunity to attain within an agreed timeframe, education at SCQF level 6.</p>	<ul style="list-style-type: none"> A guide to Healthcare Support Worker Education and Role Development which sets out the nationally agreed generic principles on education and role development for HCSW Healthcare Support Worker Toolkit Following publication of the above guide, an on-line toolkit resource which provides guidance and educational resources for both clinical and non-clinical HCSW roles <p>Induction and orientation programmes</p> <p>Role specific in-house education e.g. Cleanliness Champion, breast feeding support training, child protection, basic life support</p>	<p>Care of the well baby under the direction and supervision of a Registered Practitioner or Level 4 Healthcare Support Worker supported by a Registered Practitioner.</p> <p>Work within local guidelines as instructed.</p>

Career Framework Levels	Entry requirements	Educational Requirements	Examples of Development Resources	Sphere of responsibility
LEVEL 3	The Senior HCSW can evidence previous experience and/or consolidation of practice as a HCSW or can evidence an appropriate level of knowledge and skill to care for babies requiring special care.	The Senior HCSW will possess, or have the opportunity to attain within an agreed timeframe, education at SCQF Level 7.	<ul style="list-style-type: none"> Healthcare Support Worker Toolkit Role specific in-house education 	<p>Care of babies requiring special care under direction and supervision of a Registered Practitioner or Level 4 Healthcare Support Worker supported by a Registered Practitioner.</p> <p>Work within local guidelines as instructed.</p>
LEVEL 4	The Assistant Practitioner can evidence previous experience and consolidation of practice as a Senior HCSW and/or has the appropriate skills and knowledge and demonstrates the depth of understanding and ability to care for babies requiring special care.	<p>The Assistant Practitioner will possess, or have the opportunity to attain within an agreed timeframe, education at SCQF Level 8.</p> <p>Will have the opportunity within an agreed timeframe to attain neonatal specific education at SCQF Level 8.</p>	<ul style="list-style-type: none"> Healthcare Support Worker Toolkit Role specific in-house education Early Years Capability Framework and Education at SCQF Level 8 	<p>Assessment, planning, provision, and evaluation of aspects of care of a baby requiring special care under direct or indirect supervision of a Registered Practitioner.</p> <p>Work within local guidelines reporting to a Registered Practitioner.</p> <p>Ability to assess and support level 2 & 3 HCSWs with the assistance of a Registered Practitioner.</p>

PILLAR OF PRACTICE: CLINICAL PRACTICE

ASPECT OF PRACTICE: SAFE, EFFECTIVE AND PERSON-CENTRED CARE				
Suggested NHS KSF Dimensions Core 1,2,3,5,6 - Specific HWB 2,3,5; IK1; EF2				
Sphere of responsibility	Key Knowledge, Skills and Behaviours			Mapping against "Working to Standard"
	Career Framework Level 2	Career Framework Level 3	Career Framework Level 4	
Nutrition and elimination	<p>Develop knowledge of normal baby feeding behaviour in order to:-</p> <ul style="list-style-type: none"> • Inform and advise on storage of breast milk, breast feeding, hand and mechanical expression of breast milk • Assist the mother to breast feed according to evidence based/unit guidelines • Sterilise equipment and prepare formula feeds • Assist parents/carers in bottle feeding techniques • Measure and weigh babies, record and report findings • Monitor and record input and output and report findings • Support a baby requiring phototherapy 	<p>Develop knowledge of feeding behaviour of a baby requiring special care in order to:-</p> <ul style="list-style-type: none"> • Give supplemental feeding e.g. cup feed, gastric feeding • Verify intake requirements for enteral feeding according to guidelines • Setup and record measurements from enteral feeding pumps • Administer feeds via gastric tubes including gastrostomy tubes • Administer oral nutritional supplements which have been checked by a Registered Practitioner according to local policy • Monitor and record input and output, adjusting approach to feeding as per guidelines • Monitor growth e.g. weight, length, head circumference through measurement and record and report findings • Initiate phototherapy as directed by a Registered Practitioner 	<p>Apply knowledge of the feeding behaviour of a baby requiring special care in order to: -</p> <ul style="list-style-type: none"> • Recognise normal gastrointestinal function, urinary tract function and bilirubin elimination • Document findings, report deviations and take appropriate action • Inform and advise on all aspects of enteral feeding methods • Pass gastric feeding tubes via nose and mouth • Assess enteral feeding needs, devise plan and review appropriately • Advise on the need for nutritional supplements as appropriate • Anticipate and monitor babies at risk of hypoglycaemia and implement preventive and where necessary corrective management strategies 	<p>3.2.1 Accountability</p> <p>3.2.2 Awareness</p> <p>3.2.3 Integrity</p> <p>3.2.13 Alertness</p>

Sphere of responsibility	Key Knowledge, Skills and Behaviours			Mapping against "Working to Standard"
	Career Framework Level 2	Career Framework Level 3	Career Framework Level 4	
Infant Behaviour	<p>Develop knowledge of normal baby behaviour in order to: -</p> <ul style="list-style-type: none"> • Use developmental care strategies: including environmental aspects, positioning and handling to optimise development • Record and report observations of behavior <ul style="list-style-type: none"> • Recognise and respond to the wellbeing needs of a baby 	<p>Develop knowledge of behaviour of a baby requiring special care in order to: -</p> <ul style="list-style-type: none"> • Recognise normal behaviour in babies of different gestations, including sleep/awake states • Complete available/appropriate assessment tools and report findings e.g. Neonatal Abstinence Syndrome (NAS) and pain assessments • Adapt developmental care strategies according to the needs of individual babies e.g. babies with NAS, in pain 	<p>Apply knowledge of behaviour of a baby requiring special care in order to:-</p> <ul style="list-style-type: none"> • Recognise the need for assessment, interpret outcomes and implement strategies e.g. containment, swaddling, sucrose, non-nutritive sucking, environmental modification • Recognise limits of above strategies and seek review 	<p>3.2.1 Accountability 3.2.2 Awareness 3.2.3 Integrity 3.2.13 Alertness</p>
Vital Signs	<p>Develop knowledge of observing and measuring vital signs in order to:</p> <ul style="list-style-type: none"> • Undertake temperature, heart rate, respiratory rate measurements • Observe baby's colour • Record and report measurements and observations of vital signs • Recognise need for, request assistance and initiate basic life support measures 	<p>Develop knowledge to modify care according to vital signs in order to:</p> <ul style="list-style-type: none"> • Measure and record vital signs by intermittent and /or continuous methods, reporting deviations • Adjust supplemental oxygen according to local guidelines, reporting changes in oxygen concentration delivered • Perform oral suction as directed 	<p>Apply knowledge to modify care in response to vital signs in babies requiring special care in order to:</p> <ul style="list-style-type: none"> • Recognise the need for and / or modify vital sign monitoring including blood pressure according to baby's condition and local guidelines • Implement strategies to maintain and normalise vital signs within accepted parameters • Initiate safe and effective oral and nasal/pharyngeal suction as clinically indicated 	<p>3.2.1 Accountability 3.2.2 Awareness 3.2.3 Integrity 3.2.13 Alertness</p>

Sphere of responsibility	Key Knowledge, Skills and Behaviours			Mapping against "Working to Standard"
	Career Framework Level 2	Career Framework Level 3	Career Framework Level 4	
Hygiene Needs	Develop knowledge of hygiene needs in order to assist the mother/practitioner to: - <ul style="list-style-type: none"> • Perform basic care of skin; "top and tail", bedbath and bath • Perform basic care of eyes and umbilical cord • Advise parents on skin care and bathing techniques 	Develop knowledge of skin integrity of a baby requiring special care in order to:- <ul style="list-style-type: none"> • Apply strategies to maintain and manage skin integrity, including stoma care, application and removal of tapes and topical applications 	Apply knowledge of skin integrity of a baby requiring special care in order to: - <ul style="list-style-type: none"> • Adapt strategies to assess, maintain and manage skin integrity • Implement strategies to manage skin injury 	3.2.1 Accountability 3.2.2 Awareness 3.2.3 Integrity 3.2.13 Alertness

Sphere of responsibility	Key Knowledge, Skills and Behaviours			Mapping against "Working to Standard"
	Career Framework Level 2	Career Framework Level 3	Career Framework Level 4	
Infection Prevention and Control	<p>Develop knowledge of infection prevention and control in order to assist the mother/practitioner to: -</p> <ul style="list-style-type: none"> • Comply with standard infection control precautions and NHS Board policies • Perform correct hand hygiene procedure and other infection prevention and control measures as per local policies • Advise visitors, staff and members of public about hygiene and visiting restrictions 	<p>Develop knowledge of infection prevention and control in order to: -</p> <ul style="list-style-type: none"> • Participate in audit activities 	<p>Apply knowledge of infection prevention and control in order to:-</p> <ul style="list-style-type: none"> • Lead by example and support others to comply with infection prevention and control policies • Participate in audit activities through observing practice and monitoring compliance 	<p>3.2.1 Accountability 3.2.2 Awareness 3.2.3 Integrity 3.2.13 Alertness</p>
Temperature Control	<p>Develop knowledge of temperature control in order to assist the mother/practitioner to: -</p> <ul style="list-style-type: none"> • Adjust environment, clothing and equipment for babies as directed to achieve/maintain normothermia • Use specialist equipment e.g. incubator, radiant warmer, heated cot to maintain neutral thermal environment as directed by a Registered Practitioner or Level 4 Healthcare Support Worker supported by a Registered Practitioner 	<p>Develop knowledge of thermoregulation in babies requiring special care in order to: -</p> <ul style="list-style-type: none"> • Initiate use of specialist equipment e.g. incubator, radiant warmer, heated cot to maintain neutral thermal environment based on temperature assessment and following discussion with a Registered Practitioner 	<p>Apply knowledge of thermoregulation in babies requiring special care in order to: -</p> <ul style="list-style-type: none"> • Understand the physiological impact and possible cause of temperature instability • Anticipate the baby's risk of temperature deviations • Use strategies to prevent temperature deviation 	<p>3.2.1 Accountability 3.2.2 Awareness 3.2.3 Integrity 3.2.13 Alertness</p>

Sphere of responsibility	Key Knowledge, Skills and Behaviours			Mapping against "Working to Standard"
	Career Framework Level 2	Career Framework Level 3	Career Framework Level 4	
Family centred care	<p>Develop knowledge of family centered care principles in order to: -</p> <ul style="list-style-type: none"> • Work in partnership with parents/ families/carers to provide optimum care • Be sensitive to the needs of parents/ families /carers • Recognise and respect diversity, individual differences and perspectives • Be aware of role and responsibilities, seeking support as required in relation to child protection, vulnerable adults and domestic violence <ul style="list-style-type: none"> • Be able to recognise Wellbeing needs of the baby and in the parents/carers, which may impact on the baby's wellbeing and know how to respond to these. 	<p>Develop knowledge of family centered principles in babies requiring special care in order to: -</p> <ul style="list-style-type: none"> • Be proactive in involving parents/ families/carers in all aspects of care e.g. kangaroo care • Support preparation for discharge 	<p>Apply knowledge of family centered principles in babies requiring special care in order to: -</p> <ul style="list-style-type: none"> • Act as an advocate for babies' rights • Follow procedures and seek support as required in relation to child protection, vulnerable adults, domestic violence • Undertake elements of discharge procedure 	<p>3.2.3 Integrity 3.2.4 Advocacy 3.2.5 Sensitivity 3.2.6 Objectivity 3.2.7 Consideration and Respect 3.2.8 Consent</p>

Sphere of responsibility	Key Knowledge, Skills and Behaviours			Mapping against "Working to Standard"
	Career Framework Level 2	Career Framework Level 3	Career Framework Level 4	
Investigations and procedures	<p>Develop knowledge of investigations and procedures in order to: -</p> <ul style="list-style-type: none"> • Assist with investigations e.g. newborn blood spot screening, venepuncture 	<p>Develop knowledge of investigations and procedures in babies requiring special care in order to: -</p> <ul style="list-style-type: none"> • Assist with and/or perform routine screening including obtaining consent where this is a defined role in the HCSW job description e.g. hearing screening • Assist with and/or perform routine investigations e.g. blood glucose estimation, x-rays, skin swabs according to protocols and guidelines • Implement prescribed management plans in response to findings e.g. blood glucose estimation • Escort babies undergoing procedures out-with neonatal unit e.g. ultrasound 	<p>Apply knowledge of investigations and procedures in babies requiring special care in order to: -</p> <ul style="list-style-type: none"> • Administer medicines specified within local policy which have been checked by a Registered Practitioner, via oral and topical routes • Be aware of adverse reactions to clinical investigations and procedures and report appropriately • Assist with, and as directed undertake specific complex procedures e.g. wound care, long term tracheostomy care, urinalysis 	<p>3.2.1 Accountability 3.2.2 Awareness 3.2.3 Integrity 3.2.4 Advocacy 3.2.8 Consent 3.2.13 Alertness</p>
Equipment	<p>Develop knowledge of standard operating procedures in order to: -</p> <ul style="list-style-type: none"> • Clean and store equipment used in the care of the baby in accordance with local and manufacturer's instructions • Set up and use equipment in the care of babies e.g. apnoea monitors, cots, phototherapy units 	<p>Develop knowledge of equipment used for babies requiring special care in order to:-</p> <ul style="list-style-type: none"> • Set, check and interpret significance of equipment alarms in babies requiring special care and respond appropriately • Set up and use equipment in the care of babies requiring special care e.g. vital signs monitors, incubators, phototherapy units 	<p>Apply knowledge of equipment used for babies requiring special care in order to: -</p> <ul style="list-style-type: none"> • Check emergency resuscitation equipment 	<p>3.2.1 Accountability 3.2.2 Awareness 3.2.3 Integrity 3.2.13 Alertness</p>

Sphere of responsibility	Key Knowledge, Skills and Behaviours			Mapping against "Working to Standard"
	Career Framework Level 2	Career Framework Level 3	Career Framework Level 4	
Health and Safety	Develop knowledge of health and safety in order to:- <ul style="list-style-type: none"> • Assess risk and report findings • Act on findings within role boundaries • Demonstrate understanding of: <ul style="list-style-type: none"> › health and safety › COSHH regulations 	Develop knowledge of health and safety of babies requiring special care in order to:- <ul style="list-style-type: none"> • Recognise risk in relation to care provision and further develop risk assessment skills • Act on findings within role boundaries to ensure patient safety 	Apply knowledge of health and safety of babies requiring special care in order to:- <ul style="list-style-type: none"> • Demonstrate risk assessment skills in relation to care • Support standards of care by adhering to defined guidelines, policies, standards and protocols to support the delivery of safe, effective and person centred care in conjunction with Registered Practitioners (Scottish Government 2010) 	3.2 Awareness 3.2.11 Protection

ASPECT OF PRACTICE: DECISION MAKING

Suggested NHS KSF Dimensions Core 1,2,3,5,6- Specific HWB 2,3,5 IK1

Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours			Mapping against "Working to Standard"
	Career Framework Level 2	Career Framework Level 3	Career Framework Level 4	
Responsibility and Accountability	<ul style="list-style-type: none"> • Deliver delegated care/tasks within boundaries of role, knowledge and skills under the direction and supervision of a Registered Practitioner or Level 4 Healthcare Support Worker supported by a Registered Practitioner • Problem solve related to the task at hand (NES 2010) • Maintain clear and concise communication and documentation • Comply with appropriate standards for confidentiality, records and record keeping (Code of Conduct 4.1.6) • Comply with the Data Protection Act <ul style="list-style-type: none"> • Comply with the Children and Young People (Scotland) Act 2014 by understanding your responsibilities as a healthcare worker to: respond to a babies/parents wellbeing need by sharing your concern with a registered practitioner, respond to a Named Person's request for information and share information that is relevant, appropriate and in a timely manner. 	<ul style="list-style-type: none"> • Contribute to the assessment, planning and delivery of care within the boundaries of role, knowledge and skills under the direction and supervision of a Registered Practitioner or Level 4 Healthcare Support Worker supported by a Registered Practitioner • Problem solve and take action regarding patient/client care through an awareness of policy and legislation (NES 2010) 	<ul style="list-style-type: none"> • Assess, plan, deliver and evaluate care within the boundaries of role, knowledge and skills, reporting to, and under direct or indirect supervision, of a Registered Practitioner • Problem solve related to needs and tasks and take action within the agreed parameters of the role (NES 2010) 	3.2.1 Accountability 3.2.9 Confidentiality

PILLAR OF PRACTICE: FACILITATION OF LEARNING

ASPECT OF PRACTICE: LEARNING, TEACHING AND DEVELOPMENT				
Suggested NHS KSF Dimensions Core 1,2,5				
Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours			Mapping against "Working to Standard"
	Career Framework Level 2	Career Framework Level 3	Career Framework Level 4	
Personal development	<ul style="list-style-type: none"> Develop and maintain own knowledge and skills to provide safe and effective care with direction from a Level 4 Healthcare Support Worker or Registered Practitioner Learn from experience through observation, supervision, feedback, reflective practice techniques and evaluation 	<ul style="list-style-type: none"> Develop and maintain own knowledge and skills to provide safe and effective care with support from a Level 4 Healthcare Support Worker or Registered Practitioner 	<ul style="list-style-type: none"> Be responsible and accountable for keeping own knowledge and skills up to date through continuing development 	3.2.12 Development
People development	<ul style="list-style-type: none"> Within the boundaries of role, facilitate the learning of parents/families/carers of well babies Identify and report where additional support is required 	<ul style="list-style-type: none"> Within the boundaries of role, facilitate the learning of parents/families/carers of babies who require special care Support and act as a role model to Level 2 Healthcare Support Workers 	<ul style="list-style-type: none"> Support and act as mentor and role model to Level 3 Healthcare Support Workers (NES 2010) Assess parental/family/carer confidence and competence to carry out baby care interventions Contribute to multi-professional working actively participating and respecting the contribution of others 	3.2.12 Development

PILLAR OF PRACTICE: LEADERSHIP

ASPECT OF PRACTICE: TEAM WORK				
Suggested NHS KSF Dimensions Core 1,2,4,5,6				
Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours			Mapping against "Working to Standard"
	Career Framework Level 2	Career Framework Level 3	Career Framework Level 4	
Contribution to teams' purpose and objectives	<ul style="list-style-type: none"> Act as a positive role model Support the neonatal/ multidisciplinary team in the delivery of high quality care (NES 2010) 	<ul style="list-style-type: none"> Contribute to team objectives in relation to quality initiatives 	<ul style="list-style-type: none"> Develop clinical leadership behaviours and skills Assist the neonatal/ multidisciplinary team in the delivery of high quality care Contribute to team objectives in relation to service development initiatives Give and receive feedback in an open, honest and constructive manner Work independently, as well as in teams, under the supervision of a Registered Practitioner, to co-ordinate, delegate and supervise care for a designated group of babies 	3.2.10 Co-operation

PILLAR OF PRACTICE: EVIDENCE BASED PRACTICE

ASPECT OF PRACTICE: SUPPORTING EVIDENCE BASED PRACTICE				
Suggested NHS KSF Dimensions Core 1,2,3,4,5, - Specific IK1				
Examples of Sphere of responsibility/role	Key Knowledge, Skills and Behaviours			Mapping against "Working to Standard"
	Career Framework Level 2	Career Framework Level 3	Career Framework Level 4	
Guidelines and evidence based practice	<ul style="list-style-type: none"> Follow guidelines under the direction of a Registered Practitioner or Level 4 Healthcare Support Worker supported by a Registered Practitioner Perform simple audits or surveys relevant to own work area (Skills for Health 2008) Develop knowledge and skills in using information technology systems to access resources e.g. clinical guidelines and policies, relevant publications 	<ul style="list-style-type: none"> Contribute to guideline development Perform simple audits or surveys Assist with clinical projects or research e.g. specimen collection 	<ul style="list-style-type: none"> Recognise the need for evidence based practice, access, assess and apply relevant guidelines Apply knowledge and skills in using information technology systems 	3.2.12. Development

APPENDIX 1

Career Framework Model

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

Articulation of Career Framework with Scottish Credit and Qualifications Framework

Taken from Scottish Government Health Workforce Directorate "Guidance to NHS Boards on the Career Framework for Health" 11 March 2009. Annex 2, a range of post-registration courses.

Note: The levels on the framework are indicative only. They can be broadly linked to qualifications and SCQF levels but this will only be a rough guide - there will be exceptions.

Learning required at each level will vary according to the occupational groups into which the role falls and the KSF outline for each particular role. However, in general, the following level(s) of qualification (in areas related to the work being undertaken) might be expected for roles which appear at the same level of the Career Framework.

The learning required for each role should be considered in conjunction with the Career Framework level descriptors.

<http://www.skillsforhealth.org.uk/workforce-transformation/customised-career-frameworks-services/>

Career Framework Level	Indicative SCQF Levels	Example Qualifications
LEVEL 9	Level 11/12	<ul style="list-style-type: none"> • Masters Degree • Doctorate • SVQ5
LEVEL 8	Level 11/12	<ul style="list-style-type: none"> • Masters Degree • Doctorate • SVQ5
LEVEL 7	Level 11	<ul style="list-style-type: none"> • Post Graduate Certificate/ Diploma • Masters Degree
LEVEL 6	Level 9/10	<ul style="list-style-type: none"> • Ordinary or Honours Degree • Graduate Diploma • SVQ4
LEVEL 5	Level 8/10	<ul style="list-style-type: none"> • Diploma HE Ordinary or Honours Degree • SVQ4
LEVEL 4	Level 7/8	<ul style="list-style-type: none"> • HNC • HND
LEVEL 3	Level 6/7	<ul style="list-style-type: none"> • SVQ3 • HNC
LEVEL 2	Level 5/6	<ul style="list-style-type: none"> • SVQ2
LEVEL 1		<ul style="list-style-type: none"> • Induction Standards

APPENDIX 3

Working Group Membership

Elizabeth Callander	Lead Midwife – Neonatology	NHS Greater Glasgow & Clyde
Dr Yvonne Freer	Clinical Reader	Edinburgh Napier University
Marie Gardiner	Network Manager	North of Scotland Managed Clinical Network for Neonatology
Denise Gray	Educational Projects Manager	NHS Education for Scotland
Dr Claire Greig	Lecturer	Edinburgh Napier University
Lynne Kerr	Clinical Manager, Neonatal Services	NHS Lothian
Caroline Mearns	Educational Projects Manager	NHS Education for Scotland
Iona Philp	Network Manager	South East and Tayside Managed Clinical Network for Neonatology
Fiona Tait	Network Manager	Managed Clinical Network for Neonatology, West of Scotland
Alison Will	Nurse Manager, Neonatal Services	NHS Grampian
Alison Wright	Senior Nurse/Chair	NHS Tayside/Scottish Neonatal Nurse Group

The group would like to thank colleagues in Neonatal Services throughout Scotland and The Royal College of Midwives (Scottish Board) for their comments and contributions.

This framework has been endorsed by the Royal College of Nursing.

Review date for this document: March 2019.



NHS Education for Scotland
Floor 5, Thistle House
91 Haymarket Terrace
Edinburgh
EH12 5HD

T: 0131 313 8000
F: 0131 313 8001

www.nes.scot.nhs.uk

Published Winter 2012



This framework has been endorsed by the Royal College of Nursing.



Scottish Neonatal Nurses' Group

© NHS Education for Scotland 2012. You can copy or reproduce the information in this document for use within NHSScotland and for non-commercial educational purposes. Use of this document for commercial purposes is permitted only with the written permission of NES.