

# **Career Development Framework for Community Mental Health Nursing**

## 1. Introduction and Background

The importance of structured career and development planning for all nurses has been prominent for many years in the UK:

- to enable nurses to develop appropriate knowledge and skills to be able to progress onto more senior or alternative positions if they wish,
- and also ensure they develop within their existing role, to continue to meet the evolving needs of the populations they support

In Scotland '*Setting the Direction*'<sup>1</sup> was launched in 2014, and sets out key priorities for 2014 – 2017 (and onwards to 2020) including a strategic aim to '*Develop a sustainable national approach to post-registration and postgraduate education and continuing professional development*' with aspirations to:

- Map roles at all levels - using the *NES Post-registration Career Development Framework*<sup>2</sup> - to achieve nationally consistent education and service outcomes
- Provide education for priority areas, such as community nursing and unscheduled care, that is accessible, flexible, sustainable and responsive to local need.

Community Mental Health Nurses deliver highly skilled rights, relationship, recovery focussed and evidence informed interventions to support the care and treatment for people in their own homes, and in other settings across health and social services<sup>3</sup>. They work in partnership with other professions, agencies and families and carers, at the forefront of service delivery.

This framework has been developed from the generic ***NES Post Registration Career Development Framework***<sup>4</sup>. It also builds on *the National Framework for Pre-registration Mental Health Nursing Field Programmes in Scotland*<sup>5</sup> which details the principles, knowledge and performance criteria that Universities and partner practice areas are expected to demonstrate within their pre registration programme, and the competencies expected from mental health nurses at the point of registration.

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<sup>1</sup> <http://www.scotland.gov.uk/Publications/2014/02/4112>

<sup>2</sup> <http://www.careerframework.nes.scot.nhs.uk/>

<sup>3</sup> <http://www.scotland.gov.uk/Resource/Doc/112046/0027278.pdf>

<sup>4</sup> <http://www.careerframework.nes.scot.nhs.uk>

<sup>5</sup> [http://www.nes.scot.nhs.uk/media/898307/pre-reg\\_mh\\_frame.pdf](http://www.nes.scot.nhs.uk/media/898307/pre-reg_mh_frame.pdf)

## 2. This framework in the broader context

### ***Generic learning and development opportunities and resources***

Scotland has led many national initiatives generic to the whole Nursing, Midwifery and Allied Health Professional (NMAHP) workforce related to different levels of the NHS career framework, with associated generic learning opportunities and resources including:

- **Flying Start NHS<sup>6</sup>**
- **Early Clinical Careers Fellowships<sup>7</sup>**
- **Effective Practitioner<sup>8</sup>**
- **Advanced Practice Toolkit<sup>9</sup>**

These initiatives have set out a generic NMAHP development pathway - and this framework links and builds on these generic opportunities. .

### ***Community Mental Health Nursing – the Core***

Community Mental Health Nurses work in generic and also in diverse and often specialist services across the spectrum of primary and secondary NHS provision, and increasingly in integrated teams with social services. Diverse and specialist roles include supporting people and their families and carers with particular needs for example: children and young people; older people; people with dementia; people requiring crisis support and intensive home treatment; people in receipt of forensic services; people who experience multiple and complex mental health issues; and people with cocurrent issues with substance use.

**It is important to note that this framework is not a competency framework - and cannot detail and reflect a level of specificity that reflects the diverse range of roles that Community Mental Health Nurses play and specific competencies they require in the various roles they fulfil.**

**The Clinical Practice Pillar of this Framework sets out the core function of Community Mental Health Nursing across the levels of the NHS Career Framework for Health.**

**Section 4 in this introduction links to other more specific and detailed frameworks that will support delivery of this framework.**

<sup>6</sup> <http://www.flyingstart.scot.nhs.uk/>

<sup>7</sup> <http://www.nes.scot.nhs.uk/education-and-training/by-discipline/nursing-and-midwifery/careers-and-recruitment/early-clinical-career-fellowships.aspx>

<sup>8</sup> <http://www.effectivepractitioner.nes.scot.nhs.uk/Default.aspx>

<sup>9</sup> <http://www.advancedpractice.scot.nhs.uk>

### 3. Structure of the Framework

This Career Development Framework is comprised of templates which map progress through Levels 5-9 of the NHS Career Framework for Health (Appendix 1). Examples are provided of the:

- sphere of responsibility / role associated with a particular level,
- key knowledge and skills,
- levels of qualification as identified in the Scottish Credit and Qualifications Framework (Appendix 2) and suggested mapping to the NHS Knowledge and Skills Framework (Appendix 3).

The framework is organised around **the four central pillars of practice:**

1. **Clinical Practice.**
2. Facilitation of Learning;
3. Leadership;
4. Evidence, Research and Development

**The materials presented in the latter 3 pillars are generic to any NMAHP professional group. The Clinical Practice pillar is specific to Community Mental Health Nursing.**

The emphasis on each pillar, at a particular level of the Career Framework, will vary according to role for example, for clinical managers the Leadership pillar may predominate.

## 4. Other Mental health supporting frameworks

Please note this section describes some core supporting mental frameworks - more specific reference links to other supporting frameworks and resources are embedded in the generic

### ***The 10 Essential Shared Capabilities for Mental Health Practice***

The 10 ESCs have been adopted across the UK, and more widely internationally, as the core capabilities for all working in mental health practice. To support implementation of the 10 ESCs a comprehensive scenario based educational resource was originally published by NES in 2007 and updated in 2011. The main emphasis of the learning materials is supporting cultural change in services by promoting values-based, person-centred and recovery-focused practice. Areas covered in the Learning Resource include: values-based practice; Involving service users and carers; quality and diversity – respecting difference; and developing socially inclusive practice.<sup>10</sup>

### ***Realising Recovery***

NES in partnership with the Scottish Recovery Network developed a National *Framework for Learning and Training in Recovery Focused Practice*<sup>11</sup> and also developed the *Realising Recovery – Learning Resource*<sup>12</sup> to support implementation of the framework. The resource includes a number of modules including: ‘understanding recovery’; ‘using self to develop recovery focussed practice’; ‘enabling self direction’; ‘person centred care and support’; ‘sharing responsibility for risk and risk taking’; and ‘connecting with communities’.

### ***The National Framework for Pre-registration Mental Health Nursing Field Programmes in Scotland (2012)***<sup>13</sup>

The pre-registration framework was originally developed in 2008 as an outcome of *Rights, Relationships and Recovery: the Report of the National Review of Mental Health Nursing in Scotland*. It was updated in response to the Nursing and Midwifery Council (NMC) Standards for Pre Registration Nursing Programmes, set in 2010 which include detailed generic and Mental Health Field specific standards for competence<sup>14</sup>. The Framework sets out *Best Practice Capabilities for Pre-registration Mental Health Nursing Programmes in Scotland*, including detailed knowledge and performance criteria across a number of domains.

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<sup>10</sup> [http://www.nes.scot.nhs.uk/media/351385/10\\_essential\\_shared\\_capabilities\\_2011.pdf](http://www.nes.scot.nhs.uk/media/351385/10_essential_shared_capabilities_2011.pdf)

<sup>11</sup> [http://www.nes.scot.nhs.uk/media/376471/realising\\_recovery\\_framework\\_document\\_final.pdf.pdf](http://www.nes.scot.nhs.uk/media/376471/realising_recovery_framework_document_final.pdf.pdf)

<sup>12</sup> <http://www.scottishrecovery.net/Realising-Recovery/realising-recovery.html>

<sup>13</sup> [http://www.nes.scot.nhs.uk/media/898307/pre-reg\\_mh\\_frame.pdf](http://www.nes.scot.nhs.uk/media/898307/pre-reg_mh_frame.pdf)

<sup>14</sup> <http://standards.nmc-uk.org/PublishedDocuments/Section%202%20-%20Standards%20for%20Competence%2020100916.pdf>

The *Pre-registration Framework* can be used alongside the *Career Development Framework for Community Mental Health Nurses* by practitioners, managers and educationalists to:

- identify any plan any specific developments opportunities for practitioners at level 5 and 6 of the career framework, who completed their pre registration programmes prior to the introduction of the 2010 NMC standards
- support newly qualified practitioners who completed pre registration programmes designed against the NMC 2010 standards and the 2012 Scottish Pre Registration Framework to consolidate and build on their initial preparation
- inform the design of further continuing professional development and educational opportunities for Community Mental Health Nurses.

This *Career Development Framework for Community Mental Health Nurses* incorporates, and builds on the NMC 'Generic' and 'Mental Health Field' specific standards for competence set out by the NMC in 2010.

### ***The Psychological Therapies Matrix and Associated Competence Frameworks***

The '*Psychological Therapies Matrix*' is a guide developed by NES to support planning and delivering evidence-based Psychological Therapies within NHS Boards in Scotland<sup>15</sup>. It provides a summary of the information on the current evidence base for various therapeutic approaches, a template to aid in the identification of key gaps in service, and advice on important governance issues.

Standards of delivery of psychological therapies are defined by UK wide competence frameworks developed by 'Skills for Health' in partnership with NES. Currently there are several competence frameworks available (with more in development) that focus on the major therapeutic modalities Community Mental Health Nurses are likely to use in their practice, including:

- cognitive and behavioural therapies;
- psychoanalytic/psychodynamic therapy;
- humanistic therapies and systemic therapies.
- competences employed in the supervision of these therapies.

This *Career Development Framework for Community Mental Health Nurses* sets out the expectations for the contribution of Community Mental Health Nurses in increasing *access to psychological* therapies across all levels of the career framework. Accessing the specific psychological therapies frameworks provides more specific detail for practitioners, managers and educationalists to inform developments<sup>16</sup>.

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<sup>15</sup> <http://www.nes.scot.nhs.uk/media/20137/Psychology%20Matrix%202013.pdf>

<sup>16</sup> [http://www.ucl.ac.uk/clinical-psychology/CORE/competence\\_frameworks.htm](http://www.ucl.ac.uk/clinical-psychology/CORE/competence_frameworks.htm)

## ***Promoting Excellence – A framework for all health and social services staff working with people with Dementia, their families and carers***

The framework has 4 levels which define the knowledge, skills and behaviours specific to the worker's role in relation to dementia. Rather than being hierarchical, the levels are concerned with levels of responsibility in relation to working with people with dementia which will vary greatly across organisations and sectors. Each level defines the expertise, specific to their role in relation to dementia, that a worker must have, rather than in relation to their seniority within the organisation or their profession.

All mental health nurses **must have as minimum the knowledge and skills set out at the 'Dementia Skilled' level** of *Promoting Excellence*. Community Mental Health Nurses working in: older peoples' mental health teams; care home and acute general hospital liaison teams, and specialists teams supporting people with dementia should aspire to **have as a minimum the knowledge and skills set out at the 'Enhanced' level** of *Promoting Excellence* and **those at Level 6 and above in the Career Framework knowledge and skills set out at the 'Expertise' level** of *Promoting Excellence*. Detailed information about the Promoting Excellence Framework and supporting educational resources are available on the Promoting Excellence web site.<sup>17</sup>

## ***Children and Young Peoples, Mental Health –competence frameworks for workers in CAMHS and Essential CAMHS***

The competence framework describes the various activities which need to be brought together in order to carry out clinical work in the context of CAMHS work. The framework locates and describes detailed competences across six domains.<sup>18</sup>

Essential CAMHS is an online educational / training resource designed to support staff through the transition into working in a Specialist CAMHS environment. The materials are designed to support the development of a range of knowledge, skills and attitudes which will promote collaborative, safe and effective work with the children, young people and families who attend services<sup>19</sup>.

## ***Mental Health National Occupational Standards (NOS)<sup>20</sup>***

These were developed and recently revised by Skills for Health as part of a UK Commission for Employment and Skills funded project and provide guidance on good practice for those working in the sector. NOS can be used for a variety of workforce activities to support employers and employees, examples include creating role profiles and job descriptions, developing education and training programmes, services design and delivery and a range of workforce development activities.

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<sup>17</sup> <http://www.knowledge.scot.nhs.uk/home/portals-and-topics/dementia-promoting-excellence.aspx>

<sup>18</sup> <http://www.ucl.ac.uk/clinical-psychology/CORE/child-adolescent.php>

<sup>19</sup> <http://www.nes.scot.nhs.uk/education-and-training/by-discipline/psychology/multiprofessional-psychology/essential-camhs-online-learning-resource.aspx>

<sup>20</sup> <http://www.skillsforhealth.org.uk/about-us/news/mental-health-national-occupational-standards-launched/>

## 5. How to use this framework

Career development can happen in different ways. Community Mental Health Nurses may wish to develop higher levels of responsibility, knowledge and skills (vertical progression) or to remain at the same level of the career framework but build on existing knowledge and skills of focus on a particular career pathway e.g. Facilitation of Learning or Clinical Research (horizontal progression).

### **Practitioners can use this framework to:**

- Benchmark their current level of practice
- Guide their professional development- moving from newly qualified novice practice, towards experienced, expert practice
- Continue to develop vertically and horizontally within their current level of practice.
- Provide evidence of development and reflection on their practice as part of their annual review and revalidation process.

### **Managers can use this framework to:**

- Support discussions that take place as part of professional development and NMC revalidation reviews
- Inform development opportunities
- Inform the development of Job and Role Descriptions
- Inform succession planning
- Support service redesign and skill mix
- Work in partnership with education providers to inform the future design of education programmes.

### **Educators can use this framework to:**

- clearly articulate how the post registration development of Community Mental Health Nurses can be linked to, and maximise the opportunities afforded by existing national development opportunities and generic pillars of practice.
- act as the foundation for informing future developments in post-registration graduate community mental health nursing education, research and scholarly activity.

**The NES generic NMAHP Career and Development Framework is supported by a web site that enables different stakeholders to view specific areas of the framework they wish to explore, including more detailed and specific guidance**

**<http://www.careerframework.nes.scot.nhs.uk/>**

**The Support and Supervision area of the web site also contains a set of resources, tips and exemplars to help integrate support and supervision into everyday practice as part of professional and career development.**

**<http://www.careerframework.nes.scot.nhs.uk/support-and-supervision.aspx>**

*Please note the Generic NMAHP Career Framework and Support and Supervision Guidance are being reviewed in 2015/2016*



**Level 5**

**Practitioner Level**

Career Framework Level	Pillars of Practice	Aspects of Practice	Examples of Sphere of Responsibility / Role	Key Knowledge, Skills and Behaviours
<p><b>LEVEL 5</b></p> <p><b>Practitioner Level</b></p>	<p><b>Clinical Practice</b></p>	<p><b>Safe, effective and person centred care</b></p>	<p>Continue to develop competence in the delivery of community mental health nursing care and support, meeting the holistic needs of people with mental health problems, and their families and carers.</p> <p>Manage a delegated caseload to facilitate the delivery of safe, effective, rights based, and person centred care and interventions.</p>	<p><b>Ability to:</b></p> <ul style="list-style-type: none"> <li>• understand and apply skills that contribute to the protection of the human rights of people in receipt of support and intervention</li> <li>• actively involve people in shared decision making</li> <li>• recognise and respect people’s diversity, human rights, individual differences and perspectives</li> <li>• develop effective relationships to deliver care in partnership with people with mental health problems and families and carers</li> <li>• apply knowledge of equality and diversity issue to address inequalities and support equality of access to services</li> <li>• understand and apply evidence based and person centred approaches to risk assessment and management to ensure safety</li> <li>• understand and work with others to contribute to positive risk enablement</li> <li>• determine appropriate care and support interventions based on people’s assessed needs and strengths</li> </ul>
			<p>Manage a delegated caseload to facilitate the delivery of safe, effective, rights based, and person centred care and interventions</p>	<ul style="list-style-type: none"> <li>• understand the requirements of formal assessment of capacity under the terms of legislation</li> <li>• understand and apply the principles of Adult Support and Protection Legislation</li> <li>• understand and apply a strengths based and outcome focussed approaches to working with people</li> </ul>

**Career & Development Framework : LEVEL 5 – PRACTITIONER LEVEL**

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<p><b>LEVEL 5</b></p> <p><b>Practitioner Level</b></p>	<p><b>Clinical Practice</b></p>	<p><b>Safe, effective and person centred care</b></p>	<p>Continue to develop competence in the delivery of community mental health nursing care and support, meeting the holistic needs of people with mental health problems, and their families and carers.</p>	<p><b>Ability to:</b></p> <ul style="list-style-type: none"> <li>• support the development and implementation of new models and approaches which shift the focus of care closer to home and maximise health outcomes and care planning</li> <li>• exercise accountability for the safe administration and safe handling of medicines in the community</li> <li>• work in partnership with people to support management of medication understanding and applying the principles that support concordance</li> <li>• Understand the importance of and contribute medicines reconciliation</li> <li>• facilitate informed choices about pharmacological and physical treatments, providing education and information that supports consideration of the: benefits and unwanted effects of treatments and facilitate choices and alternatives</li> </ul>
			<p>Manage a delegated caseload to facilitate the delivery of safe, effective rights based, and person centred care and interventions.</p>	<ul style="list-style-type: none"> <li>• use initiative while operating within organisational procedures</li> <li>• work within protocols and standard operating procedures</li> <li>• report and document accurately<sup>21</sup></li> <li>• use initiative and follow organisational apply knowledge and demonstrate understanding of:-             <ul style="list-style-type: none"> <li>○ health and safety,</li> <li>○ standard infection control precautions</li> <li>○ COSSH regulations,,</li> <li>○ risk management</li> <li>○ clinical governance framework locally and nationally</li> <li>○ equality and diversity policies</li> <li>○ Data Protection Act</li> </ul> </li> </ul>

**Career & Development Framework : LEVEL 5 – PRACTITIONER LEVEL**

Career Framework Level	Pillars of Practice	Aspects of Practice	Examples of Sphere of Responsibility / Role	Key Knowledge, Skills and Behaviours
<p><b>LEVEL 5</b> <b>Practitioner Level</b></p>	<p><b>Clinical Practice</b></p>	<p><b>Safe, effective and person centred care</b></p>	<p>Work effectively as part of a multi-disciplinary, agency and integrated teams</p>	<p><b>Ability to:</b></p> <ul style="list-style-type: none"> <li>• contribute to shared decision making to support the delivery of care and support</li> <li>• develop effective working relationships across a range of cross sector disciplines and agencies</li> <li>• share information effectively and concisely for a range of situations and contexts to ensure patient safety and continuity of care.</li> </ul>
			<p>Work effectively as part of a multi-disciplinary, agency and integrated teams</p>	<ul style="list-style-type: none"> <li>• support referral, transition and discharge as per protocols</li> <li>• understand quality improvement processes and incorporate into own practice</li> </ul>
			<p>Effectively use a range of information and communication technologies to support and enhance practice</p>	<ul style="list-style-type: none"> <li>• report and document accurately</li> <li>• consolidate I.T. and e-health skill</li> <li>• identify the range of adaptations and technology that can be used to assist people</li> <li>• Understand and use ehealth and digital media to promote people’s wellbeing, self-management and resilience</li> <li>• apply information governance principles to on-line activities</li> </ul>

**Career & Development Framework : LEVEL 5 – PRACTITIONER LEVEL**

Career Framework Level	Pillars of Practice	Aspects of Practice	Examples of Sphere of Responsibility / Role	Key Knowledge, Skills and Behaviours
<p><b>LEVEL 5</b></p> <p><b>Practitioner Level</b></p>	<p><b>Clinical Practice</b></p>	<p><b>Safe, effective and person centred care</b></p>	<p>Utilise rights and values based mental health frameworks to promote positive recovery focused relationships, social inclusion and human rights.</p>	<p><b>Ability to:</b></p> <ul style="list-style-type: none"> <li>• demonstrate awareness of, and an ability to, reflect on own values and beliefs and how these impact practice</li> <li>• work alongside people in a way that values, respects and explores the uniqueness and meaning of their lived experiences of mental health problems</li> <li>• engage in reflection and supervision to explore:the emotional impact on self of working in mental health; how personal values, beliefs and emotions impact upon practice; and how own practise aligns with rights based legislation and values based frameworks</li> </ul>
			<p>Use a range of engagement strategies to develop and maintain relationships applying a range of specific interpersonal approaches and skills.</p>	<ul style="list-style-type: none"> <li>• work alongside people to explore, understand and take account of their experience of mental health problems and of using mental health services (including how the use of compulsory powers may have impacted upon them)</li> <li>• practice in a way that is informed by specific knowledge of the impact of psychological trauma, recognising the role that psychological trauma plays in health, mental health and social aspects of people’s lives and experiences.</li> <li>• practice in a way that recognises that interventions should be based around trust, safety, empowerment, choice and collaboration</li> <li>• demonstrate sensitivity and interpersonal skills that support people to disclose experiences of trauma.</li> <li>• engage with people in a way that uses personal qualities, experiences and interpersonal skills to develop and maintain therapeutic, recovery focused relationships</li> <li>• foster helpful and enabling relationships with families, carers, and others significant to the person experiencing mental health problems</li> </ul>

**Career & Development Framework : LEVEL 5 – PRACTITIONER LEVEL**

Career Framework Level	Pillars of Practice	Aspects of Practice	Examples of Sphere of Responsibility / Role	Key Knowledge, Skills and Behaviours
<p><b>LEVEL 5</b></p> <p><b>Practitioner Level</b></p>	<p><b>Clinical Practice</b></p>	<p><b>Safe, effective and person centred care</b></p>	<p>Utilise a range of low intensity evidenced based psychological and psychosocial therapeutic skills and interventions</p>	<p><b>Ability to:</b></p> <ul style="list-style-type: none"> <li>• demonstrate application of specific communication and intervention skills in education, problem solving and ways to enhance coping and resilience</li> <li>• understand and begin to apply knowledge and skills in a range of low intensity evidence based individual and group psychological and psychosocial interventions</li> <li>• understand and develop skills in: systematic assessment; formulation; negotiating goals and targets; implementing plans and evaluating outcomes</li> </ul>
			<p>Provide support and therapeutic intervention for people and families and carers during crisis, relapse and acute periods of mental distress</p>	<ul style="list-style-type: none"> <li>• recognise the health and social factors that can contribute to distress, crisis and relapse</li> <li>• recognise and inform practice by the factors that increase self harm and suicide risk, including situational contexts.</li> <li>• apply skills in early intervention, crisis resolution and relapse management in a way that ensures safety, security and the promotion of recovery.</li> <li>• work positively and proactively with people who are at risk of suicide or self harm</li> <li>• apply evidence based models of suicide prevention, intervention and harm reduction to reduce risk</li> <li>• apply strengths and asset based assessment interventions when working with people at times of crisis</li> <li>• apply knowledge to develop safety plans in partnership with the person and family and carers</li> </ul>

Career Framework Level	Pillars of Practice	Aspects of Practice	Examples of Sphere of Responsibility / Role	Key Knowledge, Skills and Behaviours
<p><b>LEVEL 5</b> <b>Practitioner Level</b></p>	<p><b>Clinical Practice</b></p>	<p><b>Safe, effective and person centred care</b></p>	<p>Provide interventions that promote people’s physical health and wellbeing, including assessment, monitoring and interventions to address physical health problems</p>	<p><b>Ability to:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate , maintain and continue to develop the specific physical health care knowledge and skills set out in the National Framework for Pre-registration Nursing Programmes in Scotland</li> <li>• Identify and address health inequalities that may impact on people’s physical health</li> <li>• Facilitate health enhancing and behaviour change activities to support people to improve their physical health</li> <li>• Provide physical health interventions including assessment, monitoring and delivery of specific physical health care interventions appropriate to people’s needs, scope of practice and service context.</li> <li>• Understand the adverse impact psychotropic medications and poly pharmacy may have on people’s physical health and apply knowledge to support medications management.</li> <li>• Measure and interpret indicators of physical illness and proactively respond to a signs of deteriorating physical health.</li> <li>• Intervene when a person experiences acute physical health problems, including in emergency physical illness situations.</li> <li>• Understand the need for trauma informed approaches where medical procedures are required.</li> </ul>

Career Framework Level	Pillars of Practice	Aspects of Practice	Examples of Sphere of Responsibility / Role	Key Knowledge, Skills and Behaviours
<p><b>LEVEL 5</b> <b>Practitioner Level</b></p>	<p><b>Clinical Practice</b></p>	<p><b>Safe, effective and person centred care</b></p>	<p>Provide interventions that contribute to the enhancement of individual and community mental health, and the prevention of mental health problems.</p>	<p><b>Ability to:</b></p> <ul style="list-style-type: none"> <li>• Identify and address health inequalities that may impact on people’s mental health</li> <li>• apply the principles of mental health promotion to contribute to enhancing individual and community mental health</li> <li>• contribute to the prevention of mental health problems for people in ‘at risk’ groups.</li> <li>• facilitate health enhancing and behaviour change activities to support people to improve their mental health</li> <li>• understand and adapt interventions to support people with diverse and additional needs including: people with substance use issues; people with additional disabilities including learning and physical disabilities; people from minority ethnic and LGBT communities</li> </ul>
			<p>Work in a recovery focussed way that promotes self-determination and self-management.</p>	<ul style="list-style-type: none"> <li>• practice in a way which promotes people’s self-determination and own expertise in the management of their mental health problems</li> <li>• promote self-help by using a range of approaches and tools to facilitate wellness and recovery</li> <li>• support people to plan their recovery journeys using person centred and personal outcomes focussed approaches</li> <li>• facilitate and support access to local community resources that provide volunteering, employment and education opportunities</li> </ul>



Career Framework Level	Pillars of Practice	Aspects of Practice	Examples of Sphere of Responsibility / Role	Key Knowledge, Skills and Behaviours
<p><b>LEVEL 5</b> <b>Practitioner Level</b></p>	<p><b>Clinical Practice</b></p>	<p><b>Professional Judgement and Decision Making</b></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><b>Ability to:</b></p> <ul style="list-style-type: none"> <li>• apply the principles and safeguards of relevant legislation, including the Mental Health (Care and Treatment) (Scotland) Act 2003, the Adults With Incapacity (Scotland) Act 2000 and the Adult Support and Protection Act to the support care and treatment of service users and carers</li> <li>• maintain, develop and apply knowledge of legislation, policies, procedures, protocols, professional regulation and codes of professional practice</li> <li>• use critical thinking, analysis and evaluation in making clinical judgments</li> <li>• understand power differential in professional relationships and be aware of boundary issues.</li> <li>• practice in a way that is open and transparent</li> <li>• exercise a professional duty of candour in circumstance where things have gone wrong and/or harm has occurred.</li> </ul>

Career Framework Level	Pillars of Practice	Aspects of Practice	Examples of Sphere of Responsibility / Role	Key Knowledge, Skills and Behaviours
<p><b>LEVEL 5</b> <b>Practitioner Level</b></p>	<p><b>Facilitation of Learning</b></p>	<p><b>Learning, Teaching and Assessment</b></p>	<p><i>Within own practice area:</i> Be responsible and accountable for keeping own knowledge and skills up to date through continuing professional development and participating in clinical support strategies e.g. mentoring, coaching, clinical supervision</p> <p>Facilitate students and others to develop their competence, using a range of professional and personal development skills</p> <p>Provide educational support and facilitation to clients, patients and families to support self-management and decision making</p> <p>Conduct a fair, objective and timely assessment of learners</p>	<p><b>Ability to:</b></p> <ul style="list-style-type: none"> <li>• maintain own personal and professional development</li> <li>• learn from experience through supervision, feedback, reflection and evaluation</li> <li>• motivate, stimulate, encourage and facilitate the learning process</li> <li>• use reflective practice techniques</li> <li>• Apply core skills in practice assessment /teaching/ facilitation</li> </ul>

Career Framework Level	Pillars of Practice	Aspects of Practice	Examples of Sphere of Responsibility / Role	Key Knowledge, Skills and Behaviours
<p><b>LEVEL 5</b> <b>Practitioner Level</b></p>	<p><b>Facilitation of Learning</b></p>	<p><b>Creation of the Learning Environment</b></p>	<p><i>Within own practice area:</i> Contribute to creation of an effective learning environment ensuring learning opportunities for students</p> <p>Participate in educational audit</p>	<p><b>Ability to:</b></p> <ul style="list-style-type: none"> <li>• use core facilitation and teaching skills</li> <li>• develop educational materials</li> <li>• understand improvement approaches such as learning audit and appreciative enquiry</li> <li>• use models of supervision/mentor-ship.</li> </ul>
	<p><b>Leadership</b></p>	<p><b>Team Work and Development</b></p>	<p><i>Within own practice area:</i> 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 others' contribution</p>	<p><b>Ability to:</b></p> <ul style="list-style-type: none"> <li>• demonstrate clinical leadership behaviours and skills</li> <li>• give and receive feedback in an open, honest and constructive manner</li> </ul>

**Career & Development Framework : LEVEL 5 – PRACTITIONER LEVEL**

Career Framework Level	Pillars of Practice	Aspects of Practice	Examples of Sphere of Responsibility / Role	Key Knowledge, Skills and Behaviours
<b>LEVEL 5 Practitioner Level</b>	<b>Leadership</b>	<b>Professional and Organisational Leadership</b>	<i>Within own practice area:</i> Identify priorities, manage time and resources effectively to ensure that quality of care is maintained or enhanced	<b>Ability to:</b> <ul style="list-style-type: none"> <li>• respond autonomously and confidently to planned and uncertain situations, managing themselves and others confidently</li> </ul>
			In conjunction with senior NMAHPs, monitor and evaluate standards of care adhering to defined guidelines, policies standards and protocols to ensure the delivery of safe, effective and person centred care.	Develop skills in: <ul style="list-style-type: none"> <li>• negotiation</li> <li>• influencing</li> <li>• organisation</li> <li>• problem solving</li> <li>• sustaining arguments to solve problems</li> <li>• resource management</li> </ul>
			Responsible for aspects of clinical effectiveness and management of resources	Consolidate <ul style="list-style-type: none"> <li>• critical thinking skills</li> <li>• analytical skills</li> <li>• evaluation skills</li> <li>• interpersonal skills</li> </ul>

Career Framework Level	Pillars of Practice	Aspects of Practice	Examples of Sphere of Responsibility / Role	Key Knowledge, Skills and Behaviours
<p><b>LEVEL 5</b></p> <p><b>Practitioner Level</b></p>	<p><b>Leadership</b></p>	<p><b>Professional and Organisational Leadership</b></p>	<p><i>Within own practice area:</i> Recognise own accountability to act where performance and practice of self and others should be improved.</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>Adherence to importance of confidentiality and appropriate disclosure</p> <p>Awareness of how organisational goals are reflected in personal and team objectives</p> <p>Recognise early signs of poor performance and take appropriate measures</p> <p>Build professional networks promoting exchange of knowledge, skills and resources in relation to work and health.</p>	<p><b>Ability to:</b></p> <ul style="list-style-type: none"> <li>• understand improvement approaches to support service enhancement</li> <li>• understand implications for practice of key legal and ethical issues.</li> </ul>

Career Framework Level	Pillars of Practice	Aspects of Practice	Examples of Sphere of Responsibility / Role	Key Knowledge, Skills and Behaviours
<p><b>LEVEL 5</b> <b>Practitioner Level</b></p>	<p><b>Evidence, Research and Development</b></p>	<p><b>Evidence into Practice</b></p>	<p><i>Within own practice area:</i> Access databases on research and evidence related to area of 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><b>Ability to:</b></p> <ul style="list-style-type: none"> <li>• search database and apply information literacy skills</li> <li>• demonstrate confidence in using information technology skills and systems</li> <li>• access and apply research</li> <li>• local processes that contribute to quality improvement e.g. releasing time to care</li> <li>• research governance – ethics, data protection, confidentiality</li> </ul>

**Level 6**

**Senior Level**

Career Framework Level	Pillars of Practice	Aspects of Practice	Examples of Sphere of Responsibility / Role	Key Knowledge, Skills and Behaviours
<p><b>LEVEL 6</b> <b>Senior Level</b></p>	<p><b>Clinical Practice</b></p>	<p><b>Safe, effective and person-centred care</b></p>	<p>Further develop competence and innovation in the management and delivery of mental health nursing care to people, families and carers and apply interventions appropriate to client need</p> <p>Assume accountability and responsibility for delivery of whole episodes of care including assessment and diagnosis, intervention, referral and discharge</p> <p>Work autonomously and as part of a multi-disciplinary team, using specialist knowledge and skills to facilitate the delivery of safe and effective and person centred care using evidence based practice</p>	<p><b>Ability to:</b></p> <ul style="list-style-type: none"> <li>• demonstrate specialist knowledge of factors contributing to mental ill health in the community</li> <li>• demonstrate specialist knowledge of the community mental health nurse role and responsibilities</li> <li>• demonstrate specialist knowledge, skill and expertise of robust holistic assessment and complex care risk management</li> <li>• contribute to the development and review of protocols and standard operating procedures</li> <li>• apply specialist skills in risk assessment, management and enablement</li> <li>• incorporate clinical governance into own practice and support others to do so</li> <li>• provide and share complex information effectively and concisely for a range of situations and contexts to ensure patient safety and continuity of care.</li> </ul>



Career Framework Level	Pillars of Practice	Aspects of Practice	Examples of Sphere of Responsibility / Role	Key Knowledge, Skills and Behaviours
<p><b>LEVEL 6</b> <b>Senior Level</b></p>	<p><b>Clinical Practice</b></p>	<p><b>Safe, effective and person-centred care</b></p>	<p>Work autonomously and as part of a multi-disciplinary team, using specialist knowledge and skills to facilitate the delivery of safe and effective and person centred care using evidence based practice</p>	<p><b>Ability to:</b></p> <ul style="list-style-type: none"> <li>• provide, coordinate and manage complex packages of mental health care and treatment for people in the community</li> <li>• coordinate and manage services as a case manager, engaging in multi-disciplinary and multi-agency team working and partnerships</li> <li>• utilise and develop care pathways</li> <li>• support the development and implementation of new models and approaches which shift the focus of care closer to home to maximise patient outcomes</li> </ul>
			<p>Promote and influence values based mental health practice to support positive recovery focused relationships, social inclusion and human rights</p>	<ul style="list-style-type: none"> <li>• actively promote values based practice when working with others to ensure rights based and recovery focused approaches to support and intervention</li> <li>• demonstrate high level of awareness of own beliefs and values and how they may influence practice and the practise of others</li> <li>• promote and facilitate reflection and supervision to maintain and ensure application of rights and values based practice</li> <li>• demonstrate specialist knowledge of the least restrictive treatment options and resources to ensure the promotion of informed choices</li> </ul>

Career Framework Level	Pillars of Practice	Aspects of Practice	Examples of Sphere of Responsibility / Role	Key Knowledge, Skills and Behaviours
<p><b>LEVEL 6</b> <b>Senior Level</b></p>	<p><b>Clinical Practice</b></p>	<p><b>Safe, effective and person-centred care</b></p>	<p>Promote and influence engagement strategies to support development of and maintenance of relationships using a range of specific interpersonal approaches and skills</p>	<p><b>Ability to:</b></p> <ul style="list-style-type: none"> <li>• actively promote, influence and support others in appreciating the importance of understanding peoples’ lived experience of mental health problems to inform practice and service developments.</li> <li>• engage with people in a way that skillfully uses personal qualities, experiences and a range of interpersonal skills to develop and maintain therapeutic, recovery focused relationships.</li> <li>• demonstrate high level of awareness of the impact of abuse and trauma in the development of mental health problems.</li> <li>• apply a range of specialist therapeutic skills that sensitively supports people to disclose and discuss any experiences of trauma and abuse.</li> <li>• demonstrate high level knowledge and skills to develop and maintain therapeutic, recovery focused relationships with people with complex needs.</li> <li>• actively promote, influence and support others to foster helpful and enabling relationships with families, carers, and others significant to the person</li> <li>• apply the principles and requirements of Adult Support and Protection Legislation.</li> <li>• appreciate and practise in a way that responds to the specific needs of people: who may be in need of additional support and protection.</li> <li>• appreciate and practise in a way that responds to the specific needs of people: who may be ‘hard to reach’ and potentially excluded from access to services.</li> </ul>

Career Framework Level	Pillars of Practice	Aspects of Practice	Examples of Sphere of Responsibility / Role	Key Knowledge, Skills and Behaviours
<p><b>LEVEL 6</b> <b>Senior Level</b></p>	<p><b>Clinical Practice</b></p>	<p><b>Safe, effective and person-centred care</b></p>	<p>Provide specialist interventions that promote people’s physical health and wellbeing, including assessment, monitoring and interventions to address physical health problems</p>	<p><b>Ability to:</b></p> <ul style="list-style-type: none"> <li>• continue to develop knowledge and skills in specific physical health care interventions and procedures (including invasive procedures) that reflect the needs of the client group.</li> <li>• identify and address health inequalities that may impact on people’s physical health</li> <li>• apply specialist skills and knowledge to facilitate health enhancing and behaviour change activities to support people to improve their physical health</li> <li>• provide physical health interventions including assessment, monitoring and delivery of specific physical health care interventions appropriate to people’s needs, scope of practice and service context.</li> <li>• apply specialist knowledge of the adverse impact psychotropic medications and poly pharmacy may have on people’s physical health and apply knowledge to support medications management.</li> <li>• measure and interpret indicators of physical illness and proactively respond to a signs of deteriorating physical health.</li> <li>• intervene when a person experiences acute physical health problems, including in emergency physical illness situations.</li> <li>• Recognises the impact an individual’s trauma can have in accessing appropriate medical care and intervention, and promote care appropriate to their needs</li> </ul>

Career Framework Level	Pillars of Practice	Aspects of Practice	Examples of Sphere of Responsibility / Role	Key Knowledge, Skills and Behaviours
<p><b>LEVEL 6</b> <b>Senior Level</b></p>	<p><b>Clinical Practice</b></p>	<p><b>Safe, effective and person-centred care</b></p>	<p>Promote and influence interventions that contribute to the enhancement of community mental health and the prevention of mental health problems.</p>	<p><b>Ability to:</b></p> <ul style="list-style-type: none"> <li>• appreciate and respond to the particular mental health needs of children, older people and people with a learning disability</li> <li>• apply knowledge and skills to improve health outcomes for individuals, families and communities to address inequalities and support peoples’ access to occupational, vocational and leisure opportunities</li> <li>• understand and respond to the needs of people with more complex mental health needs and initiate support from secondary care services</li> <li>• facilitate, screening, referral, access and links with services as required</li> <li>• provide consultation, education, support and advice to other health and social services workers across a range of primary and secondly care services.</li> <li>• promote the value of, and apply knowledge and skills in anticipatory care, prevention and early interventions for at risk groups.</li> <li>• provide early detection of mental health problems such as postnatal mental health problems, eating disorders and dementia</li> <li>• participate and facilitate arrangements to address the physical health needs of people by joint working with primary care.</li> <li>• recognise and support interventions to manage symptoms of physical and psychological ill health among carers</li> </ul>

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<p><b>LEVEL 6</b> <b>Senior Level</b></p>	<p><b>Clinical Practice</b></p>	<p><b>Safe, effective and person-centred care</b></p>	<p>Practise a range of evidence based psychological therapeutic skills and interventions</p>	<p><b>Ability to:</b></p> <ul style="list-style-type: none"> <li>• apply knowledge and skills in a range of low intensity evidence based individual and group psychological and psychosocial interventions</li> <li>• apply skills in systematic assessment; formulation; negotiating goals and targets; implementing plans and evaluating outcomes</li> <li>• begin to develop and apply skills in particular high intensity psychological therapies, for example cognitive behavioural therapy and interpersonal therapy</li> </ul>
			<p>Provides specialist support and therapeutic intervention for people during crisis and acute periods of mental health problems</p>	<ul style="list-style-type: none"> <li>• apply specialist knowledge of the health and social factors that can cause crisis and relapse to support prevention</li> <li>• apply specialist knowledge and a skills in early intervention, crisis resolution and relapse management and prevention</li> <li>• positively and proactively work with people who are at risk of suicide or self harm, applying evidence based models of suicide prevention, intervention and harm reduction to reduce risk.</li> <li>• apply enhanced levels of knowledge about the Mental Health (Care and Treatment) (Scotland) Act (2003), the Criminal Procedure (Scotland) Act 1995 and the Adults with Incapacity Act (2000) and the Adult Support and Protection Act</li> <li>• apply professional, ethical, clinical and legislative framework to ensure the least restrictive practice during times of crisis.</li> <li>• apply enhanced interpersonal skills to relate to and support people who may be highly distressed in a way that engenders trust and reduces distress</li> </ul>

Career Framework Level	Pillars of Practice	Aspects of Practice	Examples of Sphere of Responsibility / Role	Key Knowledge, Skills and Behaviours
<p><b>LEVEL 6</b> <b>Senior Level</b></p>	<p><b>Clinical Practice</b></p>	<p><b>Safe, effective and person-centred care</b></p>	<p>Provides specialist support and therapeutic intervention for people during crisis and acute periods of mental health problems</p>	<p><b>Ability to:</b></p> <ul style="list-style-type: none"> <li>● apply specialist knowledge and skills in risk assessment and enablement</li> <li>● mobilise people’s natural and community support networks during times of crisis</li> <li>● support people to reflect and learn from crisis and acute periods of mental distress, in a way that builds on strengths and promotes resilience.</li> </ul>
			<p>Promotes and develops recovery focussed practice in way that enables people’s self-determination and self-management</p>	<ul style="list-style-type: none"> <li>● practise in a way which promotes self-determination and the value of people’s own expertise in the management of mental health problems</li> <li>● maximise self-help and self-management using a range of approaches and tools that facilitate wellness and recovery</li> <li>● support people to plan their recovery journeys using person centred and personal outcomes focussed approaches</li> <li>● facilitate and promote access to local community resources that provide volunteering, employment and education opportunities</li> <li>● evaluate the factors that may help or hinder recovery and critically reflect on own practice in relation to these</li> <li>● ensure and promote the establishment of positive, hope-promoting relationships with people and negotiate the parameters within each relationship</li> <li>● evaluate a range of self-help approaches and self-management tools</li> </ul>

Career Framework Level	Pillars of Practice	Aspects of Practice	Examples of Sphere of Responsibility / Role	Key Knowledge, Skills and Behaviours
<p><b>LEVEL 6</b> <b>Senior Level</b></p>	<p><b>Clinical Practice</b></p>	<p><b>Safe, effective and person-centred care</b></p>	<p>Promotes and develops recovery focussed practice in way that enables people’s self-determination and self-management</p>	<p><b>Ability to:</b></p> <ul style="list-style-type: none"> <li>• practise in a way that promotes informal and formal peer support</li> <li>• examine the relationship between enabling self-direction and the potential impact of the power imbalance between mental health workers and service users, particularly in situations involving compulsory powers</li> <li>• critically reflect on the barriers to implementing self-direction within mental health services and how these might be overcome</li> </ul>
		<p><b>Professional judgement and decision making</b></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>Provides guidance and support to junior members of staff across the care team, using a variety of approaches appropriate to the situation</p>	<ul style="list-style-type: none"> <li>• Reflect in practice on own values and beliefs and support others in decision making</li> <li>• use critical thinking to explore and analyse evidence, cases and situations in clinical practice</li> <li>• Engages pro-actively in personal reflection through a structured approach to supervision</li> <li>• Facilitates others to pro-actively engage in reflective practice supervision</li> <li>• Undertake the role of reflective practice supervisor</li> </ul>

Career Framework Level	Pillars of Practice	Aspects of Practice	Examples of Sphere of Responsibility / Role	Key Knowledge, Skills and Behaviours
<p><b>LEVEL 6</b> <b>Senior Level</b></p>	<p><b>Facilitation of Learning</b></p>	<p><b>Learning, teaching and assessment</b></p>	<p><b>Within own practice area:</b> 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><b>Ability to:</b></p> <ul style="list-style-type: none"> <li>• consolidate core skills to support workplace learning</li> <li>• reflect on practice and support reflection in others</li> <li>• understand and apply standards and guidelines that underpin a quality learning environment</li> <li>• undertake and respond to evaluations of learning</li> <li>• Consolidate own assessment skills and support others in making assessment judgments</li> <li>• Participate in uni- and multi-disciplinary teaching and student selection in HEIs and/or other education organisations</li> </ul>
		<p><b>Creation of the learning environment</b></p>	<p><b>Within own practice area:</b> 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>	<ul style="list-style-type: none"> <li>• act as an experienced work based learning educator/assessor</li> <li>• develop and facilitate use of educational materials for students, staff and service users</li> <li>• role model skills in assessment of competence</li> </ul>



Career Framework Level	Pillars of Practice	Aspects of Practice	Examples of Sphere of Responsibility / Role	Key Knowledge, Skills and Behaviours
<p><b>LEVEL 6</b> <b>Senior Level</b></p>	<p><b>Leadership</b></p>	<p><b>Team Work and Development</b></p>	<p><i>Within own practice area:</i> 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 tool</p>	<p><b>Ability to:</b></p> <ul style="list-style-type: none"> <li>• effectively manage others</li> <li>• be receptive to the contribution of others</li> <li>• implement suggestions for own improvement and that of others</li> <li>• understand and use NHS KSF</li> </ul>

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<p><b>LEVEL 6</b></p> <p><b>Senior Level</b></p>	<p><b>Leadership</b></p>	<p><b>Professional and Organisational Leadership</b></p>	<p><i>Within own practice area:</i>                      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><b>Ability to:</b></p> <ul style="list-style-type: none"> <li>• organise and implement change</li> <li>• support others to improve and enhance practice</li> <li>• display creativity and innovation in exploring and implementing possible solutions to problems and evaluate their effectiveness</li> <li>• lead, persuade and influence others effectively</li> <li>• contribute to effective management of a budget in conjunction with others</li> </ul>

Career Framework Level	Pillars of Practice	Aspects of Practice	Examples of Sphere of Responsibility / Role	Key Knowledge, Skills and Behaviours
<p><b>LEVEL 6</b> <b>Senior Level</b></p>	<p><b>Evidence, Research and Development</b></p>	<p><b>Evidence into Practice</b></p>	<p><b><i>Within own practice area:</i></b> 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><b><i>Ability to:</i></b></p> <ul style="list-style-type: none"> <li>• understand different research approaches, methods and analysis</li> <li>• adhere to research governance for self and others</li> </ul>
			<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>	<ul style="list-style-type: none"> <li>• support others to understand audit/evaluation and quality improvement approaches</li> </ul>
			<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 local guidelines and policy and where appropriate at regional and national level</p> <p>Share research activity findings through local bulletins, team meetings forum/professional journals</p>	<ul style="list-style-type: none"> <li>• assist others to access, use and apply evidence from databases relevant to area of practice</li> </ul>

**Level 7**

**Advanced Practice**

Career Framework Level	Pillars of Practice	Aspects of Practice	Examples of Sphere of Responsibility / Role	Key Knowledge, Skills and Behaviours
<p><b>LEVEL 7</b></p> <p><b>Advanced Practice</b></p>	<p><b>Clinical Practice</b></p>	<p><b>Safe, effective and person-centred care</b></p>	<p>Develop advanced competence, innovation and leadership in the management and delivery of community mental health nursing care to individuals, families, carers and communities</p> <p>Practise autonomously and as part of a team, using advanced knowledge, skills, critical thinking and evidence.</p> <p>Lead or contribute to local community mental health nursing policy development and implementation</p> <p>Assume operational accountability and responsibility for the service/ elements of service delivery and governance</p>	<p><b>Ability to:</b></p> <ul style="list-style-type: none"> <li>• apply advanced skills, knowledge and behaviours relevant to the delivery of mental health nursing support and intervention in the home and community</li> <li>• apply advanced skills to assess, diagnose, plan, implement and direct care/ interventions and evaluate effectiveness</li> <li>• undertake advanced level assessment to address highly complex health needs of people, families, carers and communities by using expert knowledge and clinical judgement to assess, intervene and refer appropriately</li> <li>• apply advanced skills to assess situations, identify the root causes of a complex problem and issues</li> </ul>
			<p>Assume operational accountability and responsibility for the service/ elements of service delivery and governance</p>	<ul style="list-style-type: none"> <li>• take a lead in clinical governance in specific areas of practice</li> <li>• document and report to ensure accuracy, continuity of care and enhance understanding by others</li> <li>• develop and support the implementation of policies, protocols and standard operating procedures to reflect national policy and legislation</li> <li>• lead on implementation of organisational clinical governance framework in own area of practice and support others in its use</li> </ul>

Career Framework Level	Pillars of Practice	Aspects of Practice	Examples of Sphere of Responsibility / Role	Key Knowledge, Skills and Behaviours
<p><b>LEVEL 7</b></p> <p><b>Advanced Practice</b></p>	<p><b>Clinical Practice</b></p>	<p><b>Safe, effective and person-centred care</b></p>	<p>Promote and lead team service and practice developments to ensure a human rights, recovery and social inclusion focus</p>	<p><b>Ability to:</b></p> <ul style="list-style-type: none"> <li>• demonstrate leadership and advanced knowledge and skills in strengths based and outcome focussed approach to assessments and planning</li> <li>• lead team and service developments in rights and values based practice</li> <li>• provide leadership in the development of initiatives to promote recovery and social inclusion.</li> <li>• demonstrate leadership in disseminating advanced knowledge of legislation, policy and rights and values based practice to support the development of others</li> <li>• take a lead role in actively promoting, influencing and supporting others to meaningfully involve people who use services and families and carers in evaluating and driving forward practice and service developments and improvements</li> </ul>
			<p>Act as a role model, and lead team and service developments, to ensure engagement strategies are focussed on developing and maintaining relationships utilising a range of specific therapeutic approaches and skills.</p>	<ul style="list-style-type: none"> <li>• demonstrate, and share advanced knowledge and skills in applying therapeutic approaches that recognise the role of abuse and trauma in the development of mental health problems, to influence developments in their own and others practice</li> <li>• demonstrate, influence and share advanced knowledge and skills to enable the promotion and development of positive therapeutic relationships with families, carers, and significant others.</li> </ul>

Career Framework Level	Pillars of Practice	Aspects of Practice	Examples of Sphere of Responsibility / Role	Key Knowledge, Skills and Behaviours
<p><b>LEVEL 7</b></p> <p><b>Advanced Practice</b></p>	<p><b>Clinical Practice</b></p>	<p><b>Safe, effective and person-centred care</b></p>	<p>Lead team development in specialist interventions that promote people’s physical health and wellbeing, including assessment, monitoring and interventions to address physical health problems</p>	<p><b>Ability to:</b></p> <ul style="list-style-type: none"> <li>• Lead team developments in the knowledge and skills in specific physical health care interventions and procedures (including invasive procedures) that reflect the needs of the client group, including identifying particular invasive procedures where it is known that previous experiences of trauma and abuse mean these interventions are best delivered by mental health nurses</li> <li>• Lead team to identify and address health inequalities that may impact on people’s physical health</li> <li>• Apply specialist skills and knowledge to facilitate health enhancing and behaviour change activities to support people to improve their physical health</li> <li>• Provide physical health interventions including assessment, monitoring and delivery of specific physical health care interventions appropriate to people’s needs, scope of practice and service context.</li> <li>• Apply specialist knowledge of the adverse impact psychotropic medications and poly pharmacy may have on people’s physical health and apply knowledge to support medications management.</li> <li>• Collect and analyse service level data to measure and interpret indicators of physical illness and proactively respond to a signs of deteriorating physical health.</li> <li>• Intervene when a person experiences acute physical health problems, including in emergency physical illness situations.</li> <li>• Support healthcare providers to understand traumatic stress associated with medical interventions.</li> <li>• Promote trauma informed practice by fully integrating knowledge about trauma into policy, procedures and settings</li> </ul>

Career Framework Level	Pillars of Practice	Aspects of Practice	Examples of Sphere of Responsibility / Role	Key Knowledge, Skills and Behaviours
<p><b>LEVEL 7</b></p> <p><b>Advanced Practice</b></p>	<p><b>Clinical Practice</b></p>	<p><b>Safe, effective and person-centred care</b></p>	<p>Lead and participate in interventions that contribute to the enhancement of community mental health and the prevention of mental health problems</p>	<p><b>Ability to:</b></p> <ul style="list-style-type: none"> <li>• demonstrate advanced knowledge and skills working with others to contribute to local public mental health initiatives, including mental health awareness raising and stigma reduction</li> <li>• develop and contribute to regional and local mental health improvement and prevention initiatives</li> <li>• work with others to support peoples’ access to occupational, leisure, educational and vocational opportunities</li> <li>• lead team and service developments to support peoples’ access to occupational, vocational and leisure opportunities</li> <li>• lead team and practice developments to ensure appropriate responses for people who may be in need of additional support and protection</li> <li>• lead team and practice developments to promote access to services for people who may be hard to reach and potentially excluded</li> </ul>
			<p>Practice a range of evidence based psychological therapeutic skills and interventions and lead team developments to respond to population needs.</p>	<ul style="list-style-type: none"> <li>• apply advanced knowledge and skills to enhance individual practice</li> <li>• lead and support teams to apply knowledge and skills in a range of evidence based individual and group psychological and psychosocial interventions</li> <li>• further develop and apply skills in particular psychological therapies e.g. cognitive behavioural therapy and interpersonal therapy</li> </ul>



Career Framework Level	Pillars of Practice	Aspects of Practice	Examples of Sphere of Responsibility / Role	Key Knowledge, Skills and Behaviours
<p><b>LEVEL 7</b></p> <p><b>Advanced Practice</b></p>	<p><b>Clinical Practice</b></p>	<p><b>Safe, effective and person-centred care</b></p>	<p>Practice a range of evidence based psychological therapeutic skills and interventions and lead team developments to respond to population needs.</p>	<p><b>Ability to:</b></p> <ul style="list-style-type: none"> <li>• practise in a way that reflects an ability to apply knowledge and skills to develop advanced individual psychological formulation</li> <li>• provide modality based supervision for Level 5 and 6 practitioners</li> <li>• apply advanced critical appraisal skills that enhance their ability to select relevant interventions</li> </ul>
			<p>Lead team and service developments in the support and therapeutic intervention for people during crisis and acute periods of mental health problems</p>	<ul style="list-style-type: none"> <li>• apply advanced knowledge of the health and social factors that can cause crisis and relapse to inform team and service developments</li> <li>• apply advanced knowledge and skills in early intervention, crisis resolution and relapse management to individual practice and to inform service developments</li> <li>• lead the development and evaluation of approaches to risk management and enablement, and evaluate the impact on human rights and recovery focused practice.</li> <li>• demonstrate leadership in advanced decision making in complex situations.</li> </ul>
			<p>Lead practice and team developments to enhance recovery focussed practice</p>	<ul style="list-style-type: none"> <li>• influence and develop own and team practises to enable the promotion of peoples' self-determination and expertise in the management of mental health problems</li> <li>• lead and evaluate team developments that maximise self-help using a range of approaches and tools that facilitate wellness and recovery.</li> <li>• evaluate the factors in teams and services that may help or hinder recovery and develop plans for practice development and improvement</li> </ul>

Career Framework Level	Pillars of Practice	Aspects of Practice	Examples of Sphere of Responsibility / Role	Key Knowledge, Skills and Behaviours
<p><b>LEVEL 7</b></p> <p><b>Advanced Practice</b></p>	<p><b>Clinical Practice</b></p>	<p><b>Professional judgement and decision-making</b></p>	<p>Practice autonomously demonstrating expert problem solving and clinical decision making skills while demonstrating professional accountability and responsibility</p>	<p><b>Ability to:</b></p> <ul style="list-style-type: none"> <li>quickly analyse complex situations, identify important aspects and take appropriate action</li> <li>use critical thinking to explore and analyse evidence and situations in practice enabling a high level of judgement and decision making</li> <li>Able to collate and assimilate information quickly in a way that supports decision making within teams and with other members of the team</li> </ul>
	<p><b>Facilitation of Learning</b></p>	<p><b>Learning, teaching and assessment</b></p>	<p><b>Within own practice area:</b> 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>	<ul style="list-style-type: none"> <li>act as an experienced work based learning educator/assessor</li> <li>develop and facilitate use of educational materials for students, staff and service users</li> <li>role model skills in assessment of competence</li> </ul>

Career Framework Level	Pillars of Practice	Aspects of Practice	Examples of Sphere of Responsibility / Role	Key Knowledge, Skills and Behaviours
<p><b>LEVEL 7</b> <b>Advanced Practice</b></p>	<p><b>Facilitation of Learning</b></p>	<p><b>Creation of the learning environment</b></p>	<p>Analyse the range of factors which influence learning and take account of these when planning and managing learning experiences</p>	<p><b>Ability to:</b></p> <ul style="list-style-type: none"> <li>act as an experienced mentor/clinical coach/supervisor</li> </ul>
			<p>Build capability and capacity to support learning in practice settings</p>	<ul style="list-style-type: none"> <li>role model, encourage and support teaching, supervision and mentorship skills in others</li> </ul>
			<p>Advise service/ education providers on capability and capacity for student experience in placements</p>	<ul style="list-style-type: none"> <li>apply quality improvement approaches and implement findings</li> </ul>
			<p>Create a positive culture through assuring and improving the quality of educational opportunities within the work environment</p>	<ul style="list-style-type: none"> <li>act on intelligence from educational audits to strengthen the workplace as a positive learning environment</li> </ul>
	<p><b>Leadership</b></p>	<p><b>Team Work and Development</b></p>	<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>	<ul style="list-style-type: none"> <li>apply models of team building and group working</li> <li>apply workforce and workload assessment tools to build business case and present evidence for team workforce development</li> <li>use conflict management and resolution strategies</li> <li>apply knowledge and understanding of the NHS KSF to enhance team performance</li> <li>Monitor the delivery of high quality person- centred care by the team, and act on the results.</li> </ul>

Career Framework Level	Pillars of Practice	Aspects of Practice	Examples of Sphere of Responsibility / Role	Key Knowledge, Skills and Behaviours
<p><b>LEVEL 7</b></p> <p><b>Advanced Practice</b></p>	<p><b>Leadership</b></p>	<p><b>Team Work and Development</b></p>	<p>Critically review team performance and use results to enhance self and team member working and development for the benefit of person-centred care</p>	<p><b>Ability to:</b></p> <ul style="list-style-type: none"> <li>• Provide timely feedback to team that recognises good performance and identify areas for improvement</li> </ul>
		<p><b>Professional and Organisational Leadership</b></p>	<p><b>Within own practice area:</b> 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 input of others</p> <p>Identify poor performance and take responsibility for ensuring appropriate development opportunities are available to address concerns.</p>	<p><b>Role model:</b></p> <ul style="list-style-type: none"> <li>• excellent organisational skills</li> <li>• creativity and innovation in exploring and implementing possible solutions</li> <li>• management and leadership skills that contribute to successful change.</li> </ul> <p><b>Ability to:</b></p> <ul style="list-style-type: none"> <li>• support implementation of local and national professional strategy and policy</li> <li>• demonstrate partnership working</li> <li>• effectively manage a budget</li> <li>• lead and influence others effectively</li> <li>• respond appropriately to queries and complaints</li> <li>• negotiate assertively and present a positive self image</li> <li>• use advanced written and oral communication skills present complex</li> <li>• inform effectively in written and oral reports</li> </ul>

Career Framework Level	Pillars of Practice	Aspects of Practice	Examples of Sphere of Responsibility / Role	Key Knowledge, Skills and Behaviours
<p><b>LEVEL 7</b></p> <p><b>Advanced Practice</b></p>	<p><b>Leadership</b></p>	<p><b>Professional and Organisational Leadership</b></p>	<p><i>Within own practice area:</i></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><i>Engage with colleagues using a person centred critical approach by:</i></p> <ul style="list-style-type: none"> <li>• listening to, and appreciating the complexity of a range of views and adopt effective questioning techniques</li> <li>• displaying a sensitive manner and use appropriate language within a range of situations</li> </ul>

Career Framework Level	Pillars of Practice	Aspects of Practice	Examples of Sphere of Responsibility / Role	Key Knowledge, Skills and Behaviours
<p><b>LEVEL 7</b></p> <p><b>Advanced Practice</b></p>	<p><b>Evidence, Research and Development</b></p>	<p><b>Evidence in practice</b></p>	<p><b><i>Within own practice area:</i></b>                      Be a role model for the wider team by promoting a positive research and evidence based 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><b><i>Ability to:</i></b></p> <ul style="list-style-type: none"> <li>• further enhance knowledge of research approaches including advanced evaluation methods</li> <li>• demonstrate understanding of research proposal application development, ethical approval process and funding sources</li> <li>• use understanding of research and information governance to support others in research processes</li> <li>• write for publication and contribute to peer review</li> </ul>

**Level 8**

**Consultant Practitioner**

**Career & Development Framework : LEVEL 8 – CONSULTANT PRACTITIONER**

Career Framework Level	Pillars of Practice	Aspects of Practice	Examples of Sphere of Responsibility / Role	Key Knowledge, Skills and Behaviours
<p><b>LEVEL 8</b></p> <p><b>Consultant Practitioner</b></p>	<p><b>Clinical Practice</b></p>	<p><b>Safe, effective and person-centred care</b></p>	<p>Demonstrate clinical expertise, innovation and professional / clinical leadership in the field of community mental health nursing</p> <p>Lead professional, practice and service developments in the field of community mental health nursing.</p> <p>Play a leadership role, as part of a wider multidisciplinary team providing expert mental health knowledge and skills and interventions</p> <p>Innovate, develop and lead on safe, effective and person centred community mental health nursing practice</p> <p>Demonstrate clinical expertise, innovation and professional / clinical leadership in the field of community mental health nursing</p> <p>Lead professional practice and service developments in the field of community mental health nursing.</p>	<p><b>Ability to:</b></p> <ul style="list-style-type: none"> <li>• provide expert input and /or lead in investigating and learning from adverse events in collaboration with members of the multi-disciplinary team</li> <li>• practice autonomously guided by expert understanding of policies, guidelines, protocols and procedures</li> <li>• anticipate and predict risks/benefits through the application and analysis of data evidence and strategic awareness</li> <li>• use critical thinking to explore and analyse evidence, cases and situations in clinical practice enabling a high level of judgement and decision making</li> <li>• apply expert knowledge and ability to draw on a range of social, psychological and psychosocial approaches in the delivery of care and interventions</li> <li>• apply expert knowledge and skills appropriate to community mental health nursing and act as a champion and role model for values and rights based care and professionalism</li> <li>• use expert knowledge of legislation, professional regulation and codes of practice to develop, lead &amp; establish protocols &amp; procedures at operational &amp; strategic level</li> <li>• play a key role for clinical governance of community mental health nursing</li> <li>• provide expert input to critical incident reviews and significant event analysis</li> </ul>



**Career & Development Framework : LEVEL 8 – CONSULTANT PRACTITIONER**

Career Framework Level	Pillars of Practice	Aspects of Practice	Examples of Sphere of Responsibility / Role	Key Knowledge, Skills and Behaviours
<p><b>LEVEL 8</b></p> <p><b>Consultant Practitioner</b></p>	<p><b>Clinical Practice</b></p>	<p><b>Safe, effective and person-centred care</b></p>	<p>Play a leadership role, as part of a wider multidisciplinary team providing expert mental health knowledge and skills and interventions</p> <p>Innovate, develop and lead on safe, effective and person centred community mental health nursing practice</p>	<p><b>Ability to:</b></p> <ul style="list-style-type: none"> <li>• ensure the team is supported to operate in a way that addresses wider responsibilities, for example child protection</li> <li>• apply expert skills in carrying out a full assessment of people’s needs and utilise a range skills and interventions that enhance the choices, access to treatment, and speed of response.</li> </ul>
			<p>Demonstrate expertise and leadership in promoting and developing rights and values based practice to support recovery and social inclusion.</p>	<ul style="list-style-type: none"> <li>• promote and act to influence others across the service to incorporate non-judgemental, value-based care in the delivery of a recovery focused and person centred model of care</li> <li>• demonstrate expert knowledge of strengths based and personal outcomes focussed</li> <li>• play a lead role in practice and service development to enhance person centred and recovery focused practice</li> <li>• demonstrate innovation and leadership in mental health recovery and the promotion of social inclusion. ,</li> <li>• use expert knowledge and skills to influence the national policy and legislation.</li> </ul>

**Career & Development Framework : LEVEL 8 – CONSULTANT PRACTITIONER**

Career Framework Level	Pillars of Practice	Aspects of Practice	Examples of Sphere of Responsibility / Role	Key Knowledge, Skills and Behaviours
<p><b>LEVEL 8</b></p> <p><b>Consultant Practitioner</b></p>	<p><b>Clinical Practice</b></p>	<p><b>Safe, effective and person-centred care</b></p>	<p>Provide expert input and/or lead in engagement strategies to develop a range of enhanced therapeutic approaches and skills in own and team practice.</p>	<p><b>Ability to:</b></p> <ul style="list-style-type: none"> <li>• apply expert knowledge of engagement strategies to lead on continuous improvements in rights based person-centred care delivery.</li> <li>• innovate, develop and lead on promoting service user and carer involvement to influence services developments and improvements</li> <li>• innovate, develop and lead on partnership approaches with families, carers, and others significant to people experiencing mental health problems to influence services developments and improvements.</li> </ul>
			<p>Act as an expert in interventions that contribute to the enhancement of community mental health and the prevention of mental health problems</p>	<ul style="list-style-type: none"> <li>• apply expert knowledge of models and principles and approaches to health improvement programme planning, implementation and evaluation</li> <li>• apply expert knowledge and skills working with others to contribute to local public mental health initiatives, including mental health awareness raising and stigma reduction</li> <li>• develop and contribute to regional and local mental health improvement and prevention initiatives.</li> <li>• lead team and service developments to support peoples' access to occupational, vocational and leisure opportunities</li> </ul>

**Career & Development Framework : LEVEL 8 – CONSULTANT PRACTITIONER**

Career Framework Level	Pillars of Practice	Aspects of Practice	Examples of Sphere of Responsibility / Role	Key Knowledge, Skills and Behaviours
<p><b>LEVEL 8</b></p> <p><b>Consultant Practitioner</b></p>	<p><b>Clinical Practice</b></p>	<p><b>Safe, effective and person-centred care</b></p>	<p>Act as an expert in leading developments in a range of evidence based psychological therapeutic skills and interventions, including supporting team and service developments</p>	<p><b>Ability to:</b></p> <ul style="list-style-type: none"> <li>• apply expert knowledge and skills to enhance individual and team practice in a range of evidence based individual and group psychological and psychosocial intervention</li> <li>• apply expert skills in particular low and high intensity psychological therapies</li> <li>• practise in a way that reflects an ability to apply knowledge and skills to develop expert individual psychological formulation</li> <li>• provide modality based supervision for Level 5,6 and 7 practitioners</li> <li>• apply expert critical appraisal skills that enhance the ability to select relevant interventions</li> <li>• apply expert skills in evaluating outcomes at and individual and service level</li> </ul>
			<p>Act as an expert in therapeutic intervention for people during crisis and acute periods of mental health problems, leading practice and service developments</p>	<ul style="list-style-type: none"> <li>• lead team and service developments in the support and therapeutic intervention for people during crisis and acute periods of mental health problems</li> <li>• apply expert knowledge of the health and social factors that can cause crisis and relapse to inform service developments</li> <li>• apply expert knowledge and skills in early intervention, crisis resolution and relapse management to individual practice and to inform service developments</li> <li>• lead the development and evaluation of team and organisational approaches to risk, risk management and risk enablement the impact they have on recovery focused practice</li> </ul>

**Career & Development Framework : LEVEL 8 – CONSULTANT PRACTITIONER**

Career Framework Level	Pillars of Practice	Aspects of Practice	Examples of Sphere of Responsibility / Role	Key Knowledge, Skills and Behaviours
<p><b>LEVEL 8</b></p> <p><b>Consultant Practitioner</b></p>	<p><b>Clinical Practice</b></p>	<p><b>Safe, effective and person-centred care</b></p>	<p>Act as an expert in developing and evaluating recovery practice and services</p>	<p><b>Ability to:</b></p> <ul style="list-style-type: none"> <li>• drive practice and service developments to enable the promotion of self-determination and peoples own expertise in the management of mental health problems</li> <li>• lead and evaluate team and service developments that maximise self-help by using a range of approaches and tools that facilitate wellness and recovery</li> <li>• evaluate the factors in teams and services that may help or hinder recovery and develop plans for practice development and improvement</li> </ul>
		<p><b>Professional judgement and decision making</b></p>	<p>Give consideration to the legal and ethical issues when leading and advising at departmental, operational and strategic levels</p> <p>Manage a professional and ethical service within the context of community mental health nursing</p> <p>Lead service delivery within the context of the current professional and legal frameworks while remaining accountable for own professional practice</p>	<ul style="list-style-type: none"> <li>• understand and apply new and emerging guidance and legislation that govern legal and ethical aspects of service provision</li> <li>• model and promote expert level critical thinking to explore and analyse evidence, cases and situations enabling a high level of judgement and decision making</li> <li>• 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.</li> <li>• Recognise ethical issues which may arise in practice and contributing to multidisciplinary team discussion in reaching decisions, while supporting others to contribute</li> </ul>

**Career & Development Framework : LEVEL 8 – CONSULTANT PRACTITIONER**

Career Framework Level	Pillars of Practice	Aspects of Practice	Examples of Sphere of Responsibility / Role	Key Knowledge, Skills and Behaviours
<p><b>LEVEL 8</b></p> <p><b>Consultant Practitioner</b></p>	<p><b>Clinical Practice</b></p>	<p><b>Professional judgement and decision making</b></p>	<p>Communicate the vision across the organisation, motivating and inspiring others</p> <p>Work with others across multi-agency boundaries to developing, implementing and evaluating strategic plans for accessing hard to reach groups</p>	<p><b>Ability to:</b></p> <ul style="list-style-type: none"> <li>• exercise expert levels of clinical, operational and strategic decision making</li> <li>• provide professional, clinical leadership across the organisation to reduce risk and minimise potential for adverse events.</li> </ul>
	<p><b>Facilitation of Learning</b></p>	<p><b>Learning, Teaching and Assessment</b></p>	<p><b>Within own practice area:</b></p> <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 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><b>Ability to:</b></p> <ul style="list-style-type: none"> <li>• create opportunities for motivating others to learn and develop their teaching and assessment skills across the organisation</li> <li>• Influence organisational structures and culture to ensure delivery of continuous education and training for mentors and assessors</li> </ul>

**Career & Development Framework : LEVEL 8 – CONSULTANT PRACTITIONER**

Career Framework Level	Pillars of Practice	Aspects of Practice	Examples of Sphere of Responsibility / Role	Key Knowledge, Skills and Behaviours
<p><b>LEVEL 8</b></p> <p><b>Consultant Practitioner</b></p>	<p><b>Facilitation of Learning</b></p>	<p><b>Creation of the learning environment</b></p>	<p><i>Within own practice area:</i>                      Communicate scholarly activity, research and new developments to support the integration of evidence based practice and influence the development of the learning environment</p> <p>Evaluate the effectiveness of educational/ training interventions</p>	<p><b>Ability to:</b></p> <ul style="list-style-type: none"> <li>• initiate and provide skilled supervision of others</li> <li>• influence and implement organisational learning and development strategy</li> </ul>
	<p><b>Leadership</b></p>	<p><b>Team Work and Development</b></p>	<p>Provide leadership to influence strategic direction across professional and organisational teams/boundaries</p> <p>Support teams in their development by developing networks and sharing information</p>	<ul style="list-style-type: none"> <li>• influence the wider strategic direction for workforce planning and development</li> <li>• Act as a coach and mentor to a wide range of staff</li> </ul>
		<p><b>Professional and Organisational Leadership</b></p>	<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>Apply skills in:</p> <ul style="list-style-type: none"> <li>• strategic management</li> <li>• advance project planning and management</li> <li>• financial management</li> <li>• stakeholder involvement</li> <li>• impact assessment</li> <li>• development of an outcomes focused business case</li> <li>• critical thinking, analysis and synthesis</li> </ul>

**Career & Development Framework : LEVEL 8 – CONSULTANT PRACTITIONER**

Career Framework Level	Pillars of Practice	Aspects of Practice	Examples of Sphere of Responsibility / Role	Key Knowledge, Skills and Behaviours
<p><b>LEVEL 8</b></p> <p><b>Consultant Practitioner</b></p>	<p><b>Leadership</b></p>	<p><b>Professional and Organisational Leadership</b></p>	<p><i><b>Within own practice area:</b></i>                      Provide strong and effective leadership across professional and organizational 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>Influences 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 an organisational level change agent through identifying, challenging and managing poor performance</p>	<p><i><b>Ability to:</b></i></p> <ul style="list-style-type: none"> <li>• report effectively for a range of complex situations and contexts</li> <li>• readily use highly specialised theoretical and practice knowledge to think, gain and share information, solve problems and make decisions.</li> <li>• assess situations and identify the root cause of a complex problem in environments that are unfamiliar, complex and unpredictable and have many interacting factors</li> <li>• lead and implement local, national and professional strategy and policy</li> <li>• use critical reading skills to analyse and synthesise information interpret health information, statistics and research data</li> <li>• use influencing and political lobbying skills</li> <li>• model advanced communication</li> <li>• use critical reading skills to analyse and synthesise information.</li> <li>• Interpret health information, statistics and research data.</li> </ul>

Career Framework Level	Pillars of Practice	Aspects of Practice	Examples of Sphere of Responsibility / Role	Key Knowledge, Skills and Behaviours
<p><b>LEVEL 8</b></p> <p><b>Consultant Practitioner</b></p>	<p><b>Leadership</b></p>	<p><b>Professional and Organisational Leadership</b></p>	<p><i>Within own practice area:</i></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>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><b>Ability to:</b></p> <ul style="list-style-type: none"> <li>• Use influencing and political lobbying skills</li> <li>• model advanced communication and interpersonal skills</li> <li>• deliver presentations and write reports clearly and articulately</li> </ul>



**Career & Development Framework : LEVEL 8 – CONSULTANT PRACTITIONER**

Career Framework Level	Pillars of Practice	Aspects of Practice	Examples of Sphere of Responsibility / Role	Key Knowledge, Skills and Behaviours
<p><b>LEVEL 8</b></p> <p><b>Consultant Practitioner</b></p>	<p><b>Leadership</b></p>	<p><b>Evidence into Practice</b></p>	<p><i><b>Within own practice area:</b></i>                      Ensure that services are based on high-quality evidence</p> <p>Identify gaps in the evidence base and communicate findings to appropriate clinical, policy and research communities</p> <p>Understanding of the responsibilities of research governance</p> <p>Collaborate with appropriate research partners and build links with Research Forums and Universities</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 NMAHP research strategy</p> <p>Present research findings to relevant people in a variety of ways e.g. in peer reviewed journals, conference 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><b>Ability to:</b></p> <ul style="list-style-type: none"> <li>• critically review literature and present high level information clearly and concisely</li> <li>• understand and support use of advanced research methods</li> <li>• understand the responsibilities of a Principal Investigator including the functions and processes of ethical and research committees</li> <li>• write critically including analysis, synthesis and interpretation of the evidence base to underpin practice</li> <li>• establish appropriate policies and ensure support for clinical research activity</li> <li>• and adherence to research governance</li> <li>• lead/participate in cross-professional and/or cross-organisational research programmes</li> </ul>

**Level 9**

**More Senior Staff**

Career & Development Framework : LEVEL 9 – SENIOR PROFESSIONAL PRACTITIONER

Career Framework Level	Pillars of Practice	Aspects of Practice	Examples of Sphere of Responsibility / Role	Key Knowledge, Skills and Behaviours
<p><b>LEVEL 9</b></p> <p><b>Senior Professional Practitioner</b></p>	<p><b>Clinical Practice</b></p>	<p><b>Safe, effective and person-centred care</b></p>	<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 to developing, implementing and evaluating strategic plans for accessing hard to reach groups</p>	<p><b>Ability to:</b></p> <ul style="list-style-type: none"> <li>• translate and lead the implementation of strategy act as a role model and create a culture that promotes values based, safe, effective and person-centered care</li> <li>• demonstrate knowledge of the role that communities and others play in protecting and improving health wellbeing and health of the population.</li> </ul>
		<p><b>Professional judgement and decision making</b></p>	<p>Take the professional lead 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>	<ul style="list-style-type: none"> <li>• interpret, advise and lead implementation of new and emerging guidance related to infection prevention and control and legislation that governs legal and ethical aspects of service</li> <li>• use expert knowledge of clinical governance, legal and ethical issues and professional codes of conduct to make complex decisions</li> </ul>
	<p><b>Facilitation of Learning</b></p>	<p><b>Learning, Teaching and Assessment</b></p>	<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 organisational adherence to the application of standards and guidelines</p>	<ul style="list-style-type: none"> <li>• apply standards for ensuring the quality of the educational experience</li> <li>• transform health care practice through evidence based educational and curriculum development and delivery</li> <li>• initiate and lead on collaborative working with education providers</li> </ul>

Career & Development Framework : LEVEL 9 – SENIOR PROFESSIONAL PRACTITIONER

Career Framework Level	Pillars of Practice	Aspects of Practice	Examples of Sphere of Responsibility / Role	Key Knowledge, Skills and Behaviours
<p><b>LEVEL 9</b></p> <p><b>Senior Professional Practitioner</b></p>	<p><b>Facilitation of Learning Clinical Practice</b></p>	<p><b>Creation of the Learning Environment</b></p>	<p>Create an ethos in the organisation which creates and values a positive learning environment</p>	<p><b>Ability to:</b></p> <ul style="list-style-type: none"> <li>• lead strategically to create a culture of learning within the organisation</li> </ul>
	<p><b>Leadership</b></p>	<p><b>Team Work and Development</b></p>	<p>Maximise the potential of the team through the use of recognised workforce planning methodologies and skill mix</p> <p>Operates autonomously, manages department, develops and interprets organisational policies and impact of team performance using workforce intelligence</p>	<ul style="list-style-type: none"> <li>• strategically manage teams by sharing information and expertise</li> <li>• use strategic organisational approaches to increase team effectiveness of team output</li> </ul>
		<p><b>Professional and Organisational Leadership</b></p>	<p>Provide executive level leadership within sphere of accountability</p> <p>Lead on the strategic review of clinical effectiveness of services</p> <p>Develop and lead quality assurance and problem solving in an ethical, reflective and evidence based manner.</p> <p>Ensure delivery of an excellent quality service</p>	<ul style="list-style-type: none"> <li>• respond and report effectively on a range of complex situations and contexts</li> <li>• pro-actively anticipate and manage risk</li> <li>• demonstrate creativity and vision</li> <li>• interpret health information, statistics and research data at an advanced level</li> <li>• write for publication nationally and internationally</li> </ul>

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<p><b>LEVEL 9</b></p> <p><b>Senior Professional Practitioner</b></p>	<p><b>Leadership</b></p>	<p><b>Professional and Organisational Leadership</b></p>	<p><b>Accountable for:</b></p> <ul style="list-style-type: none"> <li>• clinical and corporate governance</li> <li>• operational and workforce planning</li> <li>• developing effective organisational communication systems</li> </ul> <p>Contribute to the setting of organisational goals which are reflected in own, others, departmental and National 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><b>Ability to:</b></p> <p>Demonstrate expert skills in:</p> <ul style="list-style-type: none"> <li>• change management</li> <li>• leadership</li> <li>• influencing and political lobbying</li> <li>• communication and interpersonal relationships</li> <li>• presentation of information to wide ranging audiences</li> </ul>
			<p>Lead, manage and evaluate change at National and organisational level</p>	<ul style="list-style-type: none"> <li>• Respond to and lead on, national and local requests for document review (e.g. strategy, policy guidelines).</li> <li>• Monitor effectiveness and impact of change using evidence based tools</li> <li>• Share expertise with partner organisations and lead on the marketing, costing, delivery and monitoring of contracts as appropriate</li> </ul>

# 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.

## Key Elements of the Career Framework



- 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 qualification 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

[www.skillsforhealth.org.uk/page/career-framework](http://www.skillsforhealth.org.uk/page/career-framework)

Career Framework Level	Indicative SCQF Levels	Example Qualifications
Level 9	Level 11/12	Masters Degree Doctorate SVQ5
Level 8	Level 11/12	Masters Degree Doctorate SVQ5
Level 7	Level 11	Post Graduate Certificate/Diploma Masters Degree
Level 6	Level 9/10	Ordinary or Honours Degree Graduate Diploma SVQ4
Level 5	Level 8-10	Diploma HE Ordinary or Honours Degree SVQ4
Level 4	Level 7/8	HNC HND
Level 3	Level 6/7	SVQ3 HNC
Level 2	Level 5/6	SVQ2
Level 1		Induction Standards

## APPENDIX 3

Suggested matching of the four central themes identified in this document against the Core and Specific Dimensions of the NHS Knowledge and Skills Framework (NHS KSF)<sup>22</sup>. Post outlines based on the NHS KSF will set out the actual requirements of a post, the dimensions and levels required. The emphasis on each pillar will also vary according to Level of Career Framework and post.

Central Themes of Career and Development Framework for Infection Prevention and Control Nursing	Core and Specific Dimensions of the NHS Knowledge and Skills Framework
Clinical Practice	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 HWB3 Protection of health and wellbeing IK2 Information collection and analysis G1 Learning and development G5 Services and project management G6 People management
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

<sup>22</sup> Scottish Executive (2004) *The NHS Knowledge and Skills Framework (NHS KSF) and the Development and review Process*. Edinburgh. Scottish Government



**APPENDIX 3 – SUGGESTED MATCHING OF FOUR CENTRAL THEMES**

<p><b>Suggested matching of the four central themes identified in this document against the Core and Specific Dimensions of the NHS Knowledge and Skills Framework (NHS KSF)<sup>22</sup>. Post outlines based on the NHS KSF will set out the actual requirements of a post, the dimensions and levels required. The emphasis on each pillar will also vary according to Level of Career Framework and post.</b></p>	
<p><b>Central Themes of Career and Development Framework for Infection Prevention and Control Nursing</b></p>	<p><b>Core and Specific Dimensions of the NHS Knowledge and Skills Framework</b></p>
<p>Leadership</p>	<p>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</p>
<p>Research and Development</p>	<p>Core 1 Communication                      Core 5                      Core 6 Equality and Diversity                      IK1 Information processing                      IK2 Information collection and analysis                      IK3 Knowledge and information resources</p>