

**Healthcare Support Worker**

**Development and Education Framework**

**for Levels 2 – 4 NMAHP Healthcare Support Workers**

Development and Education Framework for Levels 2 – 4 NMAHP Healthcare Support Workers

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Development and Education Framework for Levels 2 – 4 NMAHP Healthcare Support Workers

# Introduction

The new NHS Education for Scotland (NES) Nursing, Midwifery and Allied Health Professions (NMAHP) Healthcare Support Worker (HCSW) Development and Education Framework is designed for all NMAHP HCSWs in NHSScotland and builds on the strengths of the earlier HCSW Learning Framework. The Framework supports the development of core knowledge, skills, and behaviours in the four pillars of practice and enables profession specific and specialist knowledge, skills and behaviours to be added for all NMAHP HCSWs working at Levels 2-4. The levels expressed are those of the NHS Career Framework for Health (Appendix 1) which reflects role development and progression, and **not** those of Agenda for Change which is related to remuneration. It also reflects the education and career development pathways model set out in the [Transforming Roles](https://www.nes.scot.nhs.uk/our-work/transforming-nmahp-roles/) programme.

Healthcare Support Workers (HCSWs) work with and under the direction and supervision of healthcare practitioners. Their learning and development is essential to support the valuable contribution they make to the team in providing safe, effective and person-centred care.

The framework uses the 4 Pillars of Practice. It recognises how complex NMAHP HCSW roles have become and helps to explain the difference in expectations and learning for NMAHP HCSWs in Career Framework levels 2, 3 and 4. You can find out more about the pillars of practice and access learning activities relating to the pillars by visiting Support Worker Central, this website supports role development and learning and development of nursing, midwifery and allied health professions support workers in Scotland working across all care settings <https://learn.nes.nhs.scot/34351/support-worker-central>

Four pillars of practice

Clinical Practice
Facilitating learning
Leadership
Service Improvement

The information presented in each of the four Pillars of Practice is relevant for any NMAHP HCSW role and should be applied to the setting that the HCSW is working within.

The Framework will be incorporated into the overarching NMAHP Development Framework <https://www.nmahpdevelopmentframework.nes.scot.nhs.uk/> which will now identify knowledge, skills and behaviours from level 2 – 8 of the NHS Career Framework for Health (Appendix 1) . The NMAHP Development Framework comprises two linked components, this HCSW Development and Education Framework and The NMAHP Post-registration Framework. Information on how to “bridge” between the HCSW Development and Education Framework and the Post-Reg Framework is included and identifies what is required if a HCSW would like to develop their career into a Level 5 healthcare practitioner role.

# Using the NES NMAHP Development Framework

The framework is designed to be used by HCSWs, managers and educators in different ways.

**By HCSWs**

* to benchmark current level of practice
* to continue to grow within current level of practice by identifying areas for development
* to guide career development
* to customise a development plan
* to identify evidence to support personal development planning

**By managers**

* to support discussions that take place as part of the personal development planning and review process
* to inform succession planning
* to support Skills Maximisation – being the best you can be at every level of the practice
* to support service redesign and skill mix
* Map professional development of new employees joining from another area or board or previous employment

**By educators**

* to plan and deliver education and training to meet the rapidly changing needs of HCSWs
* to identify opportunities for shared, inter-professional learning
* to describe how education programmes articulate with each other
* The NES NMAHP Development Framework also directly links to the NHS Knowledge and Skills Framework (http://www.ksf.scot.nhs.uk/) and can be used to support the annual development review cycle.

## Support resources

**Learning Activities**

Learning activities are in development to support each pillar of practice. They will be easily accessible via Support Worker Central <https://learn.nes.nhs.scot/34351>

and will support work-based learning and career development for HCSWs in nursing, midwifery and allied health profession teams.

**Reflective Template**

A reflective template is available to help HCSWs reflect on their current job role and to identify areas where they may benefit from further training, education and development. This may be to enhance or develop in their current role or to support them to gather evidence to access a degree programme to become a healthcare practitioner. Reflective Template is available at <https://www.nmahpdevelopmentframework.nes.scot.nhs.uk/hcsw-learning-framework/supporting-resources/>

**Bolt-on’s**

The NMAHP HCSW Education and Development Framework contains generic knowledge, skills and behaviours (KSBs) for each level of practice. There may be additional context KSBs required for profession specific or specific roles.

**Support for managers**

Development can take different forms. HCSWs 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 continue to build on existing knowledge and skills across the four pillars of practice.

Additional information and support for managers can be found at <https://learn.nes.nhs.scot/52450/support-worker-central/information-for-managers-and-educators>

## Delegation

Using the NMAHP Development Framework can help to define the scope of practice for HCSWs within a team and make sure that safe and appropriate delegation takes place. The resource ‘Making Delegation Safe and Effective: A Learning Resource for Nurses, Midwives, Allied Health Professionals and Healthcare Support Workers’, accessible on Turas Learn <https://learn.nes.nhs.scot/3652/nmahp-repository/making-delegation-safe-and-effective-a-learning-resource-for-nurses-midwives-allied-health-professionals-and-health-care-support-workers> and The Northern Ireland Practice and Education Council for Nursing and Midwifery (NIPEC) Decision Framework for Delegation of Nursing and Midwifery Tasks and Duties <https://nipec.hscni.net/microsites/delegation/> are tools to support safe and effective decisions to delegate or accept delegated tasks and duties.

Regulators, for example Nursing and Midwifery Council (NMC) or The Health and Care Professions Council (HCPC) provide guidance and standards relating to delegation which should be adhered to when considering HCSW development.

## Support and Supervision

It is important to know the skills and competence of all members in a team so that tasks can be delegated appropriately and safely to the right person. Regular appraisal meetings or personal development reviews will help support the development of individuals. It is important that all staff know the limits of their own competence and have the confidence to say “no” if asked to carry out a task out with their competence, or that they feel is inappropriate or unsafe. Supervision and feedback must be provided appropriate to the task being delegated and HCSWs should adhere to the [HCSW Code of Conduct](https://www.webarchive.org.uk/wayback/archive/3000/https:/www.gov.scot/Resource/Doc/288853/0088360.pdf)[[1]](#footnote-1) at all times.

## Recognition of Prior Learning (RPL)

Recognition of Prior Learning (RPL) supports the use of evidence of work-based experience and learning to support personal and career development.

RPL can help value and build on the learning achieved informally and be used to:

* build confidence and motivate staff to apply for jobs
* provide evidence to support a qualification or training course
* provide evidence towards a qualification or for a job application
* map prior learning to the HCSW Development and Education Framework if transferring from another Board area or previous employment.

More information can be found in the Guiding Principles of RPL, A guide for learners and a guide to support staff through the RPL process (see appendix 2)

Watch the short animation to find out more about RPL <https://vimeo.com/466204716>

An effective way to record learning and development is to use the Turas Learning Portfolio (Recognition of Prior Learning, RPL). The Learning Portfolio is available free to all HCSWs who wish to use an individual electronic Portfolio to record evidence of their previous, current or new learning. Other options are available to record your learning such as hard copy and word versions.

## Routes into HCSW roles

HCSWs enter the role via a number of access points including school leavers, college, university, other NHS roles or from a non-NHS background. Some new HCSWs may have already achieved relevant healthcare experience and/or related qualifications prior to starting in post for example:

* If a new HCSW has completed a Scottish Wider Access Programme (SWAP) including access to nursing/allied health service at SCQF level 6, they can progress onto an HNC programme (SCQF level 7) or decide to work as a HCSW.
* New HCSWs who have completed a Foundation Apprenticeship while in year 5 and 6 at High School will have gained work experience, a National Progression Award (NPA) in Social Services and Healthcare at SCQF level 6 and the core units of an SVQ in Social Services and Healthcare at SCQF level 6.
* A new HCSW may have left a health-related degree programme early and achieved a Diploma in Higher Education (SCQF level 8)

Using Recognition of Prior Learning and mapping learning against the SCQF levels helps to identify a new HCSWs starting point and their future direction.

## Recording learning and development

**Turas Professional portfolio**

Turas Professional Portfolio (RPL) is available to all HCSWs who wish to use an electronic portfolio to record evidence of their learning. Other options are available to record your learning such as hard copy and word versions.

Using Professional Portfolio (RPL) is a way of recording evidence of learning and development for appraisals and career development. Professional Portfolio (RPL) can also be used to help record evidence of learning from current or previous experience gained in the workplace and through life experience, support access to courses, achieving learning credits and can support career progression.

Watch the short animation to find out the benefits of using Turas Professional Portfolio <https://vimeo.com/526030333>

**How to register for the Turas Professional Portfolio (RPL)?**

For all Support Workers in Scotland including the NHS, social care, voluntary and independent sectors, you can self-register at <https://turasdashboard.nes.nhs.scot//User/PersonalDetails/Create?openIdApplicationId=0c6117db-8794-474c-8596-c91798d4538a>

If you have a Turas account, sign in at <https://turasnmportfolio.nes.nhs.scot/>

The Portfolio How to Guide (<https://learn.nes.nhs.scot/40139>) is a useful guide to getting started and navigating the portfolio. A recording from the virtual event series Using the HCSW Professional Portfolio can be accessed at <https://learn.nes.nhs.scot/58370>

# NMAHP Development and Education Framework Structure

An overview page is provided for each Framework level of practice (2-4) which explains the broad sphere of responsibility/role, recommended educational/professional requirements that might be expected. The learning required at each level may vary according to the HCSW role and work setting.

The generic aspects of each level of practice are then explained in detail including the sphere of responsibility/role associated with each level, and the key knowledge and skills required. The consolidation of existing knowledge and skills, and the acquisition of new ones, are reflected in the incremental nature of the Framework levels.

## Abbreviations

|  |  |  |  |
| --- | --- | --- | --- |
| **HCPC** | Health and Care Professions Council | **NPA** | National Progression Award |
| **HNC** | Higher National Certificate | **OU** | Open University |
| **HND** | Higher National Diploma | **PDA** | Professional Development Award |
| **HCSW** | Healthcare Support Worker | **RPL** | Recognition of Prior Learning |
| **NC** | National Certificates | **SCQF** | Scottish Credit and Qualifications Framework |
| **NMC** | Nursing and Midwifery Council | **SVQ** | Scottish Vocational Qualification |
| **NMAHPs** | Nursing, Midwifery and Allied Health Professions |  |  |

Role Definitions[[2]](#footnote-2)

|  |  |  |
| --- | --- | --- |
| **Career Framework level** | **Role Title** | **Definition** |
| **Level 2** | **Healthcare Support Worker** | The Healthcare Support Worker works across health and integrated disciplines under the direction and professional accountability of healthcare practitioners. HCSWs carry out a range of activities which could include care, treatment, technical, scientific and/or administrative activities delegated from healthcare practitioners\*, senior HCSWs or Assistant Practitioners. The Healthcare Support Worker will already possess or have the opportunity to attain education at SCQF level 6 within an agreed timeframe. |
| **Level 3** | **Senior Healthcare**  **Support Worker** | The Senior Healthcare Support Worker can evidence previous experience and/or consolidation of practice as a HCSW or can evidence an appropriate level of knowledge. They will have the understanding and ability to deliver delegated care under the direction and supervision of healthcare practitioners\* and support the multidisciplinary team in the delivery of high-quality care. The Senior HCSW will possess or have the opportunity to attain education at SCQF level 7 within an agreed timeframe. |
| **Level 4** | **Assistant Practitioner** | The Assistant Practitioner can evidence previous experience and consolidation of practice as a Senior HCSW and/or has the appropriate skills and knowledge and demonstrates the depth of understanding and ability required to participate in the planning and carrying out of holistic, protocol-based care under the direction and supervision of healthcare practitioners\*. They will assist and support the multidisciplinary team in the delivery of high-quality care. The Assistant Practitioner will possess or have the opportunity to attain education at SCQF level 8 within an agreed timeframe. |

**\*The term Healthcare Practitioners includes, but is not limited to, registered nurses, midwives and AHPs.**

# LEVEL 2: Healthcare Support Worker

# Development Framework Level 2 – Overview

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| --- | --- | --- | --- | --- |
| Career Framework Level | Pillars of Practice | Broad Sphere of Responsibility/Role | Qualifications and experience expected for HCSWs at this level of career framework | SCQF |
| **LEVEL 2**  **Healthcare Support Worker** | **Clinical Practice**  **Facilitation of Learning**  **Leadership**  **Service Improvement** | The role is made up of mostly routine clinical, technical, scientific and/or administrative tasks delegated from healthcare practitioners, senior HCSWs or assistant practitioners  Has the awareness and ability to address people’s care needs with compassion, civility, kindness while working under the direction and supervision of healthcare practitioners, senior HCSWs or assistant practitioners at all times  Will carry out routine and familiar activities | Normally at or working towards a SCQF Level 6 health or social care related subject. (See appendix 3)  Equivalent experience and knowledge can be demonstrated using recognition of prior learning[[3]](#footnote-3).  Numeracy and literacy qualifications are desirable at this level of practice (see appendix 3)  IT/computer literacy are desirable at this level of practice | Level 6 |

## Development Framework Level 2

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| Career Framework Level | Pillars of Practice | Aspects of Practice | Examples of Sphere of Responsibility/Role | Key Knowledge, Skills and Behaviours |
| **LEVEL 2**  **Healthcare Support Worker** | **Clinical Practice** | **Person-centred, safe, and effective care** | **Within own practice area:**  Take responsibility for routine delegated activities, within the limits of their competence, guided by policies, standard operating procedures, protocols, or systems of work  At all times works under direction and supervision (direct/indirect) of healthcare practitioners, senior HCSWs or assistant practitioners, to assist with care, treatment, intervention or support  Assist with the delivery of fundamental aspects of person-centred care and treatment depending on the context of care delivery  Prepare work/clinical areas and equipment, monitor environments/equipment  Problem solves in relation to care or treatment delivery  Effectively communicates routine information to individuals, carers, relatives and other healthcare colleagues, adapting communication skills to ensure compassionate and sensitive person-centred approaches  Maintains clear and concise communication and clinical record keeping/documentation of care provided including digital records  Recognises change and/or concerns in a person’s condition/care and/or treatment and reports and/or escalates any changes to a healthcare practitioner and/or assistant practitioner  Recognise and act on health and safety issues  Perform correct hand hygiene procedure and other infection prevention and control measures as per national and local policies | **Ability to:**  Develop knowledge and skills required to deliver safe, person-centred care effectively Recognise change in a person’s condition and report observations to a healthcare practitioner and/or assistant practitioner  Develop knowledge of routine investigations, procedures, technical or administrative activities  Develop knowledge of standard operating procedures and protocols  Adheres to the HCSW Code of Conduct[[4]](#footnote-4) in relation to consent – “3.2.8 – telling patients and members of the public what you intend to do and listening carefully to what they say about it”.  Recognise risk in relation to care provision  Understand it is everyone’s responsibility (HCSW Code of Conduct 3.2.11) to protect individuals, members of the public and report any concerns to a supervisor, manager or make use of the whistleblowing policy to reduce risks in the future  Have an awareness of and comply with core legislation and policies:   * Infection control policies and procedures * Appropriate standards for confidentiality, records and record-keeping * Data Protection Act, Caldicott Guidelines and local policies regarding confidentiality and access to medical records. * HCSW Code and Induction Standards * Health and safety * Moving and handling * Standard infection control precautions * COSHH regulations * Risk management * Equality and diversity policies * Safeguarding legislation and policies   Signs of harm and abuse  What to do if you suspect harm or abuse   * HCSW Code of Conduct * Whistleblowing policy   Have awareness of and comply with legislation, and policies specific to their area of practice  Understand and apply the concepts of accountability and responsibility and be confident to accept or decline delegated responsibility from a healthcare practitioner, senior HCSW or assistant practitioner |

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| --- | --- | --- | --- | --- |
| Career Framework Level | Pillars of Practice | Aspects of Practice | Examples of Sphere of Responsibility/Role | Key Knowledge, Skills and Behaviours |
| **LEVEL 2**  **Healthcare Support Worker** | **Facilitation of Learning** | **Learning, Teaching and Assessment** | **Within own practice area:**  Ensure person centred, safe and effective care is at the forefront of learning by sharing knowledge and information with those new to the practice area and/ or new to role e.g., other healthcare practitioners, students  Develop and maintain own knowledge and skills to provide person-centred care, supporting safe and effective service provision, with direction from healthcare practitioners, senior HCSWs or assistant practitioners  Practice within the boundaries of role, and seeking support where necessary, facilitate learning for individuals, families and carers, peers and/or others e.g., students | **Ability to:**  Learn from experience through observation, supervision, feedback, reflective practice techniques and evaluation  Acquire an understanding of the HCSW role in relation to learning and development for others |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Career Framework Level | Pillars of Practice | Aspects of Practice | Examples of Sphere of Responsibility/Role | Key Knowledge, Skills and Behaviours |
| **LEVEL 2**  **Healthcare Support Worker** | **Leadership** | **Teamwork and Development** | **Within own practice area:**  Act as a positive role model at all times  Support own team and wider multidisciplinary/multi- agency team in the delivery of high-quality care  Understand how the HCSW role contributes to the teams’ vision, values, and objectives  Undertake delegated activities and use own initiative within the context of role and remit  Seek out and receive feedback | **Ability to:**  Develop organisational and time-management skills in relation to prioritising workload  Recognise role boundaries and limitations  Participate in team and multidisciplinary team development  Recognise opportunities to problem-solve  Appreciate the equality and diversity needs of individuals and colleagues  Develop an awareness of the impact of leadership activities in relation to compassion, civility, kindness and human factors |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Career Framework Level | Pillars of Practice | Aspects of Practice | Examples of Sphere of Responsibility/Role | Key Knowledge, Skills and Behaviours |
| **LEVEL 2**  **Healthcare Support Worker** | **Service Improvement** | **Guidelines and evidence-based practice** | **Within own practice area:**  Follow guidelines under the direction of a healthcare practitioner, senior HCSW or assistant practitioner  Participate in quality improvement activities and data collection relevant to own work area and within their sphere of competence  Record or report incidents or near misses | **Ability to:**  Develop knowledge and skills in using information technology systems to access resources e.g., policies, relevant publications  Reflect on and discuss own practice and identify potential areas for improvement in own role/service delivery  Appreciate risk in relation to care provision and service improvement  Recognise quality improvement methodologies and how they are used in practice |

# LEVEL 3: Senior Healthcare Support Worker

## Development Framework Level 3 – Overview

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| Career FrameworkLevel | Pillars of Practice | Broad Sphere of Responsibility/Role | Qualifications and experience expected for practitioners at this level of career framework | SCQF |
| **LEVEL 3**  **Senior Healthcare**  **Support Worker** | **Clinical Practice**  **Facilitation of Learning**  **Leadership**  **Service Improvement** | Deliver delegated care, treatment or intervention with compassion, civility and kindness, under the direction and supervision (direct and indirect) of a healthcare practitioner or assistant practitioner  Contribute to own team and the multidisciplinary/multi-agency team in the delivery of high-quality care  Work within local policies and guidelines | Can evidence previous knowledge and relevant experience using Recognition of Prior learning (see appendix 2).  Normally at or working towards a SCQF Level 7 qualification in a health or social care related subject (see appendix 3).  Numeracy and literacy qualifications are required at this level of practice (see appendix 3).  IT/computer literacy are required at this level of practice | **Level**  **7** |

## Career Development Framework Level 3

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| --- | --- | --- | --- | --- |
| Career Framework Level | Pillars of Practice | Aspects of Practice | Examples of Sphere of Responsibility/Role | Key Knowledge, Skills and Behaviours |
| **LEVEL 3**  **Senior Healthcare**  **Support Worker** | **Clinical Practice** | **Person centred, Safe and effective care** | **Within own practice area:**  Following initial assessment by a healthcare practitioner\*, can plan, prioritise and adapt their practice, taking responsibility for assigned activities, including defined clinical or therapeutic interventions or technological support within the plan of care/care plan and limits of their competence, guided by legislation, standard operating procedures, protocols or systems of work  Work under the direction and supervision (direct and indirect) from healthcare practitioners and/or assistant practitioners in the delivery of person-centred care, treatment or interventions  Demonstrate effective infection prevention and control measures as per local and national policies and procedures  Communicate both routine and sensitive information to people receiving care, carers, relatives and other healthcare professionals/services/agencies with sensitive and compassionate person-centred approaches  Work as part of a multidisciplinary/multiagency team  Provide accurate information and support to people receiving care/carers that enables informed choice  Understand factors that contribute to and impact on mental health and wellbeing and actively promote health improvement and promotion and support positive behaviour change  Identify concerns and/or recognise change in a person’s condition, using knowledge and skills to understand the situation and promptly report and/or escalate any changes to a healthcare practitioner and/or assistant practitioner  Carry out delegated aspects of care, treatment or intervention as detailed in the individuals’ plan of care  Problem solve and take action regarding person centred care or service provision taking into account input from the person, family, carers and other relevant people, feeding back to the healthcare practitioner  Demonstrate knowledge and understanding and contribute to person centred assessments  Demonstrate knowledge and skills in providing person centred, safe and effective care, treatment or intervention for people, in collaboration with families and carers  Recognise and act on health and safety issues  **Where appropriate** and in line with local, national, and regulatory guidelines and policy, prepare, administer and record medication  Carry out routine and familiar care interventions relevant to each profession and context of care delivery.  Maintain full, accurate and legible records and utilise and support others to use digital systems and platforms e.g., email, electronic patient records  Understand and follow local process and procedure in reporting incidents and adverse effects  Understand risk and adhere to local policies, protocols and guidelines e.g., workforce policies, clinical policies and guidance  Demonstrate knowledge and understanding of administrative and technical activities required in the practice area e.g., maintaining stock levels, ordering equipment | Will have a broad skill base related to their practice  Will have a breadth and depth of understanding of role and related activities beyond that of a level 2 Healthcare Support Worker  Adheres to the HCSW Code of Conduct[[5]](#footnote-5) in relation to consent – “3.2.8 – telling patients and members of the public what you intend to do and listening carefully to what they say about it”.  Understand it is everyone’s responsibility (HCSW Code of Conduct 3.2.11) to protect individuals, members of the public and report any concerns to a supervisor, manager or make use of the whistleblowing policy to reduce risks in the future  Has all the attributes, skills and knowledge required for a Healthcare Support Worker and ability to:  **Understands and applies knowledge of: -**   * Infection control policies and procedures * Appropriate standards for confidentiality, records and record-keeping including digital records * Data Protection Act, Caldicott Guidelines and local policies regarding confidentiality and access to medical records. * HCSW Code and Induction Standards * Health and safety * Moving and handling * Standard infection control precautions * COSHH regulations * Risk management * Equality and diversity policies * Safeguarding legislation and policies   Signs of harm and abuse  What to do if you suspect harm or abuse   * HCSW Code of Conduct * Whistleblowing policy   Understand and applies knowledge of legislation, and policies specific to their area of practice  Recognise risk in relation to care provision and further develop risk assessment skills  Act on findings within role boundaries to ensure a person’s safety  Develop knowledge of infection prevention and control  Able to effectively reflect on and in practice  Understand and apply the concepts of accountability and responsibility and be confident to accept or decline delegated responsibility from a healthcare practitioner or assistant practitioner |

* \*It is recognised that there may be some specific roles where an initial assessment is carried out by a Senior HCSW or Assistant Practitioner

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| Career FrameworkLevel | Pillars of Practice | Aspects of Practice | Examples of Sphere of Responsibility/Role | Key Knowledge, Skills and Behaviours |
| **LEVEL 3**  **Senior Healthcare**  **Support Worker** | **Facilitation of Learning** | **Learning,**  **Teaching and**  **Assessment** | **Within own practice area:**  Ensure person centred, safe and effective care is at the forefront of learning by sharing knowledge and information with those new to the practice area and/ or new to role e.g., other healthcare practitioners, students  Reflect on and in practice to identify areas of personal development  Within the boundaries of role and seeking support where necessary, facilitate learning for individuals, families and carers  Support the practice and development needs of HCSWs within the remit of own role by mentoring and facilitating learning e.g., skills development such as personal care | **Ability to:**  Develop and maintain own knowledge and skills to provide person centred, safe and effective care with support from a healthcare practitioner or Assistant Practitioner  Has an awareness of methods to ensure learning has taken place, e.g., 4-stage  approach to teaching a clinical skill, or use of Chunk & Check/Teach Back |

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| --- | --- | --- | --- | --- |
| **Career Framework**  **Level** | **Pillars of Practice** | **Aspects of Practice** | **Examples of Sphere of Responsibility/Role** | **Key Knowledge, Skills and Behaviours** |
| **LEVEL 3**  **Senior Healthcare**  **Support Worker** | **Leadership** | **Teamwork and Development** | **Within own practice area:**  Act as a positive role model at all times  Develop self-awareness behaving in a manner to build resilience e.g., self-reliance, relationship building, self-care and adaptability  Contribute to the teams’ vision, values and objectives  Undertake delegated activities and use own initiative within the context of role and remit  Give, seek out and receive feedback in an open, honest and constructive manner  Plan and prioritise own work and activities  Contribute to effective team working by influencing, negotiating and communicating with others  Demonstrate organisational and time management skills | **Ability to:**  Recognise and understand role boundaries and limitations whilst working  Participate in multidisciplinary team development  Develop a solution focused approach to problems and take appropriate action  Demonstrate awareness of equality and diversity needs of individuals and colleagues  Has an awareness of the impact of leadership activities in relation to compassion, civility, kindness and human factors |
| **LEVEL 3**  **Senior Healthcare**  **Support Worker** | **Service**  **Improvement** | **Guidelines and evidence-based**  **practice** | **Within own practice area:**  Contribute to the development of local protocols and guidelines  Undertake data collection and feedback results e.g., audits or surveys  Assist with quality improvement or research initiatives and activities  Suggest ideas for quality and/or service improvement within scope of practice | **Ability to:**  Apply knowledge and skills in using information technology systems to access resources e.g., clinical guidelines and policies, relevant publications  Effectively reflect on and discuss own practice  Identify risk in relation to care provision and service improvement  Has an awareness of quality improvement methodologies |

# LEVEL 4: Assistant Practitioner

## Development Framework Level 4 – Overview

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| Career FrameworkLevel | Pillars of Practice | Broad sphere of Responsibility/ Role | Qualifications and experience expected for practitioners at this level of career framework | SCQF |
| **LEVEL 4**  **Assistant Practitioner** | **Clinical Practice**  **Facilitation of Learning**  **Leadership**  **Service Improvement** | Has developed clinical skills which are more specialised than senior HCSWs and specific to an area of practice  Actively involved in supporting others to learn, for example HCSWs, senior HCSWs and students  Expected to have strong leadership and service improvement skills, for example working on improvement projects such as information for people receiving care, liaising with other departments and services  Deliver less routine delegated activities care, treatment, interventions or support for people receiving care with compassion, civility and kindness, in support of and supervised (direct or indirect) by healthcare practitioners as part of a multi-professional/multi-agency team**.** This will be dependent on an individual's needs and area of practice relevant to each profession and context of care delivery | Can evidence previous relevant experience using Recognition of Prior Learning (see appendix 2)  Normally at or working towards a SCQF Level 8 qualification in a health or social care related subject(See appendix 3)  At this level specific training, guidance or qualifications may be required by relevant professional bodies or legislation  Numeracy and literacy qualifications are required at this level of practice (see appendix 3)  IT/computer literacy are required at this level of practice | **Level**  **8** |

## Career Development Framework Level 4

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| --- | --- | --- | --- | --- |
| Career Framework Level | Pillars of Practice | Aspects of Practice | Examples of Sphere of Responsibility/Role | Key Knowledge, Skills and Behaviours |
| **LEVEL 4**  **Assistant**  **Practitioner** | **Clinical Practice** | **Person-centred safe, effective and care** | **Within own practice area:**  Following the initial assessment by a healthcare practitioner\*, take responsibility for planned, assigned care or treatment including defined clinical or therapeutic interventions or technological support within the care environment, recognising and understanding their role boundaries and limitations  Working within current evidence base, agreed protocols and guidelines, adapt approaches and activities regarding care interventions, technical skills and programmes under the direction and supervision (direct or indirect) of a healthcare practitioner  Carry out routine elements of an individual's assessment, treatment or intervention following protocols and evidence-based practice, guidelines/protocols and evaluate outcomes (actual or potential)  Within the boundaries of their role, are able to use their own initiative and utilise clinical knowledge and skills at a more complex level than a senior HCSW  Demonstrate critical thinking and problem-solving skills related to needs and activities and take action within the agreed parameters of the role  Apply knowledge of infection prevention and control, leading by example and supporting others to comply with infection prevention and control policies  Apply knowledge and skill related to undertaking/assisting as directed with specific complex care interventions and procedures  Develop and maintain own knowledge and skills to provide safe and effective person-centred care with direction from a healthcare practitioner and can support others to do so  Provide accurate information and adapt communication approaches which support individuals and carers to make informed choices  Understand and act on factors that contribute to and impact on wellbeing and actively promote health improvement/promotion, understanding health inequalities and the impact on health outcomes  Recognise and respond to change and/or concerns in a person’s condition/care and/or treatment, using knowledge and skill to understand the situation and promptly report and/or escalate any changes to a healthcare practitioner  Recognise and respond to issues with equipment or the environment ensuring the safety of those in their care  Communicate both routine and complex/sensitive information to individuals, carers, relatives and other healthcare professionals/services/agencies using a range of effective communication methods including health literacy approaches to ensure compassionate and sensitive person-centred approaches.  Understand the communication needs of others and adapts communication accordingly  Plan and prioritise activities and duties in consultation with healthcare practitioners and use a framework to support decision making when delegating interventions and activities  Provide person centred, safe and effective care, that is responsive to individual preferences, needs and values, ensuring consent is given to proceed.  Problem solves and takes action regarding individuals care or technical complications through awareness/understanding of policy and legislation  **Where appropriate** and in line with local, national, and regulatory guidelines and policy, prepare, administer and record medication[[6]](#footnote-6)  Demonstrate and apply knowledge and skills in providing person centred, safe and effective care, treatment or intervention in collaboration with families and carers  Identify and measure the impact of conditions/care needs on individuals/family/carers and can support the implementation of strategies/tools to facilitate effective self-management, sign posting or providing information  Maintain full, accurate and legible records and is proficient in using and supporting others to use digital systems and platforms e.g., email, electronic patient records  Understand, follow and apply local process and procedure in reporting incidents and adverse effects    Understand risk and adhere to local policies, protocols and guidelines, supporting others to do likewise e.g., workforce policies, clinical policies and guidance  Recognise and act on health and safety issues  Demonstrate, apply and share knowledge and understanding of clinical, scientific, administrative and technical activities required in the practice area | Has an in-depth knowledge and understanding of their scope of practice, job role and related activities  Has a comprehensive skill base related to their practice. Any interventions carried out will be achieved through additional, focused training and education  Adheres to the HCSW Code of Conduct[[7]](#footnote-7) in relation to consent – “3.2.8 – telling patients and members of the public what you intend to do and listening carefully to what they say about it”.  Understand it is everyone’s responsibility (HCSW Code of Conduct 3.2.11) to protect individuals, members of the public and report any concerns to a supervisor, manager or make use of the whistleblowing policy to reduce risks in the future  **Ability to:**  Apply knowledge and demonstrate appropriate understanding of: -   * Infection control policies and procedures * Appropriate standards for confidentiality, records and record-keeping * Data Protection Act, Caldicott Guidelines and local policies regarding confidentiality and access to medical records. * HCSW Code and Induction Standards * Health and safety * Moving and handling * Standard infection control precautions * COSHH regulations * Risk management * Equality and diversity policies * Safeguarding legislation and policies   Signs of harm and abuse  What to do if you suspect harm or abuse   * HCSW Code of Conduct * Whistleblowing policy   Understand and apply knowledge of legislation, and policies specific to their area of practice  Develop knowledge on how and why their care provision and that of others in the  multidisciplinary/multi-agency team, impacts on the person's journey  Demonstrate risk assessment skills in relation to the person receiving care  Demonstrate application of best practice within the practice setting  Demonstrate underpinning knowledge that enables integration of theory relating to practice in relevant settings  Understand and apply the concepts of accountability and responsibility and be confident to accept or decline delegated responsibility from a healthcare practitioner |

* \*it is recognised that there may be some specific roles where an initial assessment is carried out by a Senior HCSW or Assistant Practitioner

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| Career Framework Level | Pillars of Practice | Aspects of Practice | Examples of Sphere of Responsibility/Role | Key Knowledge, Skills and Behaviours |
| **LEVEL 4**  **Assistant**  **Practitioner** | **Facilitation of Learning** | **Learning,**  **Teaching and**  **Assessment** | **Within own practice area:**  Be responsible and accountable for keeping own knowledge and skills up to date through reflective practice and continuing professional development  Within the boundaries of role, and seeking support where necessary, facilitate learning for individuals, families and carers  Supporting/supervising/education of activities that are within the scope of Assistant Practitioner or Associate Practice Educator roles.  Promote a positive learning environment by participating in the support and experience of all learners  Act as a positive role model to others  Give, ask for and receive feedback in an open, honest and constructive manner to facilitate learning and developmentfor all learners | **Ability to:**  Use reflection to enhance self-awareness, gain new insights and develop resilience when faced with adverse situations  Recognise the personal impact of any difficult situations and have strategies to enable personal learning and development, recognising the limits of their competence and personal strengths  Demonstrate application of a variety of methods to ensure learning has taken place,  e.g., 4 stage approach to teaching a clinical skill, or use of Chunk & Check/Teach Back |

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| Career Framework Level | Pillars of Practice | Aspects of Practice | Examples of Sphere of Responsibility/Role | Key Knowledge, Skills and Behaviours |
| **LEVEL 4**  **Assistant**  **Practitioner** | **Leadership** | **Teamwork and Development** | **Within own practice area:**  Act as a positive role model at all times  Contribute to team, multi-professional/multi agency working, actively promoting, participating and respecting the contribution of others  Develop effective team working skills and can negotiate with and influence others  Contribute to team objectives in relation to leading service development initiatives | **Ability to:**  Work effectively in a multi-  disciplinary/multiagency team and participate in team development initiatives  Demonstrate critical thinking and problem-solving skills and take action regarding people’s care- or treatment through an awareness of policy and legislation  Demonstrate effective organisational and time management skills  practice in an anti-discriminatory and inclusive manner with individuals and colleagues  Demonstrate and apply an understanding of the impact of leadership theories and activities in relation to compassion, civility, kindness and human factors |

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| Career Framework Level | Pillars of Practice | Aspects of Practice | Examples of Sphere of Responsibility/Role | Key Knowledge, Skills and Behaviours |
| **LEVEL 4**  **Assistant**  **Practitioner** | **Service**  **Improvement** | **Guidelines and evidence-based**  **practice** | **Within own practice area:**  Contribute to the design, development, implementation and evaluation of service and quality improvement initiatives and range of quality assurance activities, including involvement in data collection  Access, assess and apply relevant guidelines  Apply knowledge and skills in using information technology systems | **Ability to:**  Understand and apply evidence-based practice  and identify and assesses risk in relation to care provision and quality care outcomes  Demonstrate and apply knowledge of relevant guidelines  Recognise the importance of responding to individuals’ feedback and comments appropriately including resolving complaints in a timely manner and effectively at local level, escalating as appropriate  Demonstrate effective application of quality improvement methodologies and tools  Identify risk in relation to care provision and service improvement |

# Appendix 1: Career Framework Model

**Key elements of the Career Framework for Health**

Graphical user interface, text, application

Description automatically generated

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

**Note:** This diagram is an 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.

Full descriptors for each level can be found in the [Skills for Health website](https://www.skillsforhealth.org.uk/wp-content/uploads/2020/11/Career_framework_key_elements.pdf) example.

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# Appendix 2: RPL Guiding Principles

Recognition of Prior Learning (PRL) means that you can get recognition for learning done in a work-based environment and learning from life experience to support your career development. These guiding principles provide a consistent approach to Recognition of Prior Learning for NHSScotland boards, and underpinned by the [Scottish Credit and Qualifications Framework](https://scqf.org.uk/) (SCQF) and NHSScotland [Staff Governance Standards.](https://www.staffgovernance.scot.nhs.uk/what-is-staff-governance/staff-governance-standard/definition-of-the-staff-governance-standard/minimum-characteristics/)

RPL five step process

1 - initial guidance
2 - identification
3 - gathering documentation of evidence
4 - assessment of evidence
5 - recognition/progression

Access the Recognition of Prior learning Guiding principles at <https://learn.nes.nhs.scot/37523>

**Supporting resources**

Recognition of Prior Learning: a guide for learners  
<https://learn.nes.nhs.scot/37526/support-workforce-hub/rpl-user-guide>

Recognition of Prior Learning: A guide to support staff through the RPL process  
<https://learn.nes.nhs.scot/37525/support-workforce-hub/rpl-managers-guide>   
  
Recognition of Prior Learning animation  
<https://vimeo.com/466204716/146e8ceeb5>

# Appendix 3: SCQF Level related qualifications

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| SCQF Level 6 | SCQF Level 7 | SCQF Level 8 | Literacy and Numeracy |
| * **SVQ**   **Healthcare**  **Support**  **(clinical)**   * **SVQ Social**   **Services &**  **Healthcare**    **Modern**  **Apprenticeships**  **-Health Care**  **Support (Clinical)**  **-Social Services &**  **Healthcare** | * **SVQ Healthcare Support (Clinical)** * **SVQ Social Services & Healthcare** * **SVQ Health and Social Care (children & young people)** * **HNC Healthcare Practice** * **HNC Social services** * **HNC Childhood Practice** * **Certificate of Higher Education Maternity Care Assistant Programme** * **Certificate of Higher Education Radiographic Studies** * **PDA Rehabilitation Technologies** * **HNC Occupational Therapy Support** * **PDA Promoting Positive Behaviour** * **PDA Promoting Excellence in Dementia Skilled Practice** * **PDA Developing Professional Practice in Health & Social Care** * **PDA Certificate in Supporting Individuals with Autistic Spectrum Disorder** * **PDA Brief Interventions for Substance Misuse** * **PDA Health and Social Care: Administration of Medicine** * **OU - K102 -Introducing Health and Social Care** * **OU - Certificate of Higher Education in Healthcare Practice** * **OU - K104, Introduction to healthcare practice**   **Modern Apprenticeships**   * **Health Care Support (Clinical)**   **Social Services & Healthcare** | * **PDA Occupational Therapy Support** * **PDA Perioperative Practice** * **PDA Acute and Community Care** * **PDA Health and Social Care:**   **Personalisation in Practice**   * **PDA Health and Social Care:**   **Promoting Enhanced**  **Professional Practice**   * **PDA Healthcare**   **Professionals: Facilitating**  **Learning, Training and**  **Assessment in the**  **Workplace**   * **PDA Podiatry Support** * **HNC Childhood Practice** * **OU - Diploma of Higher Education in Health and**   **Social Care**   * **Higher Education Diploma**   **Wellbeing & Enablement** | **Career Framework Level 2**   * **Numeracy and literacy qualifications are desirable at this level of practice**   **Career Framework Level 3**   * **Numeracy and literacy qualifications are required at this level of practice - Normally at or working towards Maths / Numeracy at SCQF Level 5 as well as**   **Literacy / English /**  **Communication**  **qualifications are required at SCQF level 6**  **Career Framework Level 4**   * **Numeracy and literacy qualifications are required at this level of practice - Normally achieved Maths /**   **Numeracy at SCQF Level**  **5 as well as Literacy /**  **English / Communication qualifications are required at SCQF Level 6** |

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1. Code of Conduct for Healthcare Support Workers  
   https://www.webarchive.org.uk/wayback/archive/3000/https:/www.gov.scot/Resource/Doc/288853/0088360.pdf [↑](#footnote-ref-1)
2. NHS Education for Scotland (2010) A Guide to Health Care Support Worker Education and Role Development <https://test1.nes.digital/media/261013/revised_guide_to_healthcare_support_worker_education_mar_2010.pdf>

   [↑](#footnote-ref-2)
3. NHS Education for Scotland (2019) Recognition of Prior Learning <https://learn.nes.nhs.scot/37523/support-workforce-hub/rpl-guiding-principles> [↑](#footnote-ref-3)
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6. Resource guide to support the safe administration of medicines by HCSWs and Carers in health and social care settings (CNOD Dec 21).

   [↑](#footnote-ref-6)
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