

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



# Contents



## **Introduction** 3

### **Using the NES NMAHP Development Framework** 5

Support resources	7
Delegation	8
Support and supervision	8
Recognition of Prior Learning (RPL)	9
Routes into HCSW roles	10
Recording learning and development	11

### **NMAHP Development and Education Framework Structure** 12

Abbreviations	13
Role definitions	14

## **Level 2: Healthcare Support Worker** 15

Development Framework	16
Level 2 – Overview	
Development Framework Level 2	17

## **Level 3: Senior Healthcare Support Worker** 23

Development Framework	24
Level 3 – Overview	
Career Development Framework	25
Level 3	

## **Level 4: Assistant Practitioner** 32

Development Framework	33
Level 4 – Overview	
Career Development Framework	34
Level 4	

## **Appendices** 42

### **Appendix 1** 43

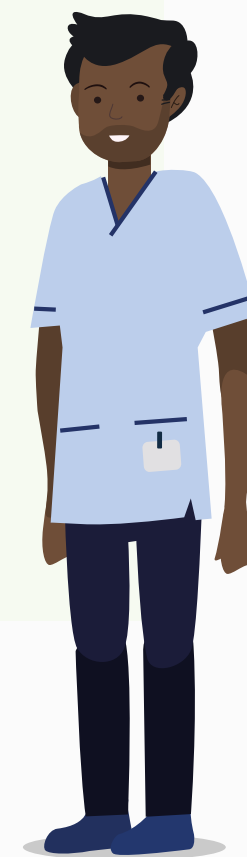
Career Framework Model

### **Appendix 2** 44

RPL Guiding Principles

### **Appendix 3** 45

SCQF Level related qualifications



# Introduction





# Introduction

The 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** programme: [nes.scot.nhs.uk/our-work/transforming-nmahp-roles](https://nes.scot.nhs.uk/our-work/transforming-nmahp-roles)

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 Four 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.

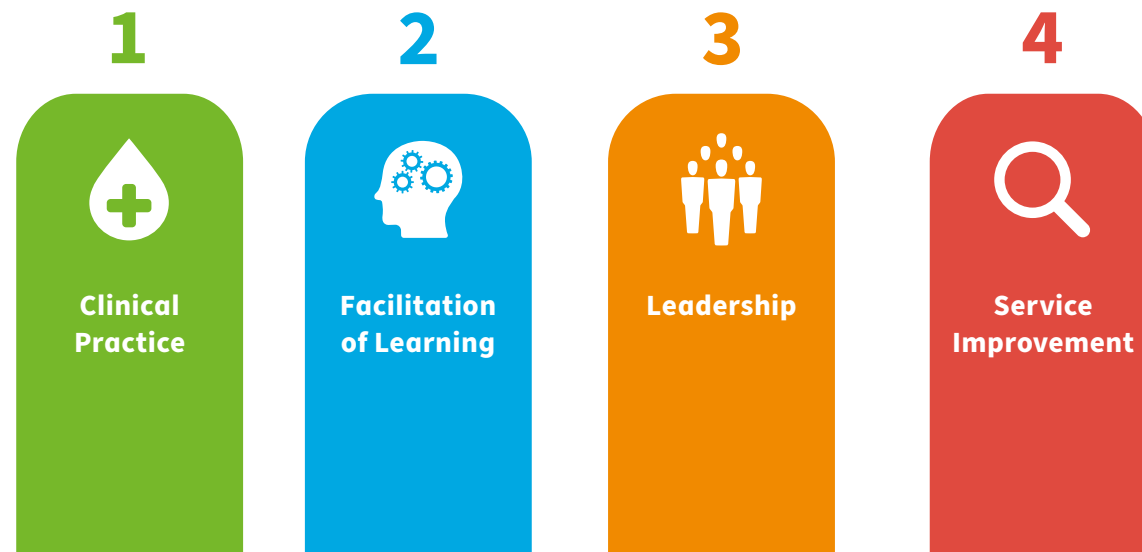
You can find out more about the Pillars of Practice and access learning activities relating to the pillars by visiting **Support Worker Central**: [learn.nes.nhs.scot/34351/support-worker-central](https://learn.nes.nhs.scot/34351/support-worker-central). This website supports role development and learning and development of nursing, midwifery and allied health professions support workers in Scotland working across all care settings.



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.

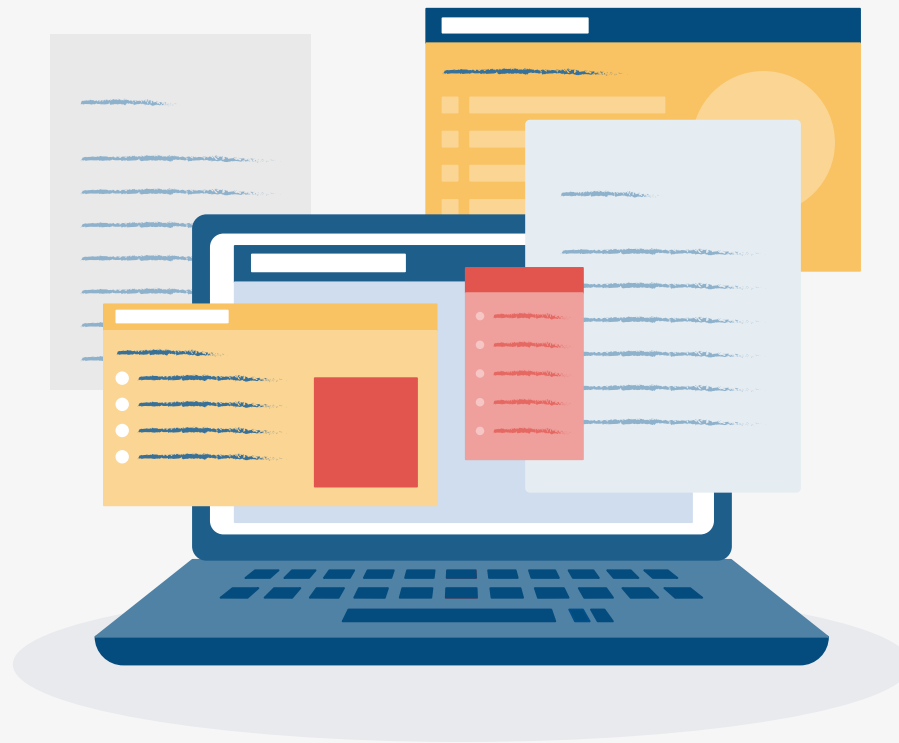
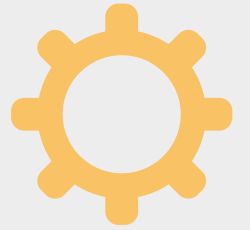
The Framework will be incorporated into the overarching NMAHP Development Framework, which will now identify knowledge, skills and behaviours from Level 2–8 of the **NHS Career Framework for Health** (Appendix 1): [www.nmahpdevelopmentframework.nes.scot.nhs.uk](http://www.nmahpdevelopmentframework.nes.scot.nhs.uk)

The NMAHP Development Framework comprises two linked components; the 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-Registration Framework is included and identifies what is required if a HCSW would like to develop their career into a Level 5 healthcare practitioner role.



**The Four Pillars of Practice**

# Using the NES HCSW Development and Education Framework





# Using the NES HCSW Development and Education Framework

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

## Used by HCSWs to:

- + Benchmark current level of practice
- + Continue to grow within current level of practice by identifying areas for development
- + Guide career development
- + Customise a development plan
- + Identify evidence to support personal development planning

## Used by managers to:

- + Support discussions that take place as part of the personal development planning and review process
- + Inform succession planning
- + Support skills maximisation at every level of practice
- + Support service redesign and skill mix
- + Map professional development of new employees joining from another area / board / previous employment

## Used by educators to:

- + Plan and deliver education and training to meet the rapidly changing needs of HCSWs
- + Identify opportunities for shared, inter-professional learning
- + Describe how education programmes articulate with each other

The NES NMAHP Development Framework also directly links to the NHS Knowledge and Skills Framework and can be used to support the annual development review cycle: [www.msg.scot.nhs.uk/pay/agenda-for-change/knowledge-skills-framework-ksf/311-2](http://www.msg.scot.nhs.uk/pay/agenda-for-change/knowledge-skills-framework-ksf/311-2)



## Support resources

### Learning activities

Learning activities are in development to support each Pillar of Practice. They will be easily accessible via **Support Worker Central** ([learn.nes.nhs.scot/34351](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

This reflective template is designed 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 in gathering evidence to access a degree programme to become a healthcare practitioner.

Reflective template available:

[www.nmahpdevelopmentframework.nes.scot.nhs.uk/hcsw-learning-framework/supporting-resources](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 Pillars of Practice.

Additional information and support for managers can be found at [learn.nes.nhs.scot/52450/support-worker-central/information-for-managers-and-educators](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 ([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](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** ([nipec.hscni.net/microsites/delegation](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 the 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**<sup>1</sup> at all times.

<sup>1</sup>Code of Conduct for Healthcare Support Workers: [learn.nes.nhs.scot/39548](https://learn.nes.nhs.scot/39548)



## 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 to use this 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 (Appendix 2)

- + **RPL Manager Guide:** [learn.nes.nhs.scot/37525/support-workforce-hub/rpl-managers-guide](https://learn.nes.nhs.scot/37525/support-workforce-hub/rpl-managers-guide)
- + **RPL User Guide:** [learn.nes.nhs.scot/37526/support-workforce-hub/rpl-user-guide](https://learn.nes.nhs.scot/37526/support-workforce-hub/rpl-user-guide).
- + RPL short animation: [vimeo.com/466204716](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.

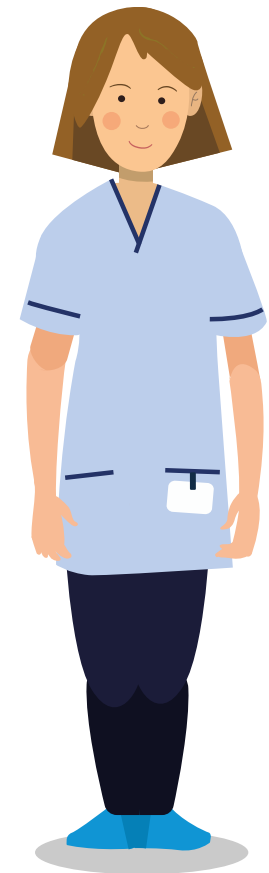


## Routes into HCSW roles

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 Turas Professional Portfolio (RPL) is a way of recording evidence of learning and development for appraisals and career development.

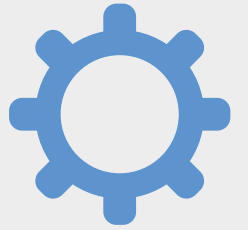
Turas Professional Portfolio (RPL) can also be used to help record evidence of learning from current or previous experience gained in the workplace and through life experience, support access to courses, achieving learning credits and can support career progression.

Watch the short animation to find out the benefits of using Turas Professional Portfolio:  
[vimeo.com/526030333](https://vimeo.com/526030333)

### Register for Turas Professional Portfolio (RPL)

- + For all Support Workers in Scotland including the NHS, social care, voluntary and independent sectors, you can self-register at [turasdashboard.nes.nhs.scot//User/PersonalDetails/Create?openIdApplicationId=0c6117db-8794-474c-8596-c91798d4538a](https://turasdashboard.nes.nhs.scot//User/PersonalDetails/Create?openIdApplicationId=0c6117db-8794-474c-8596-c91798d4538a)
- + If you have a **Turas account**, you can sign in at [turasnmpportfolio.nes.nhs.scot](https://turasnmpportfolio.nes.nhs.scot)
- + **The Portfolio How to Guide** is a useful guide to getting started and navigating the portfolio: [learn.nes.nhs.scot/40139](https://learn.nes.nhs.scot/40139)
- + A recording from the virtual event series **Using the HCSW Professional Portfolio** can be accessed at [learn.nes.nhs.scot/58370](https://learn.nes.nhs.scot/58370)

# HCSW Development and Education Framework Structure





# HCSW 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

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

## Role definitions<sup>2</sup>



### 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.



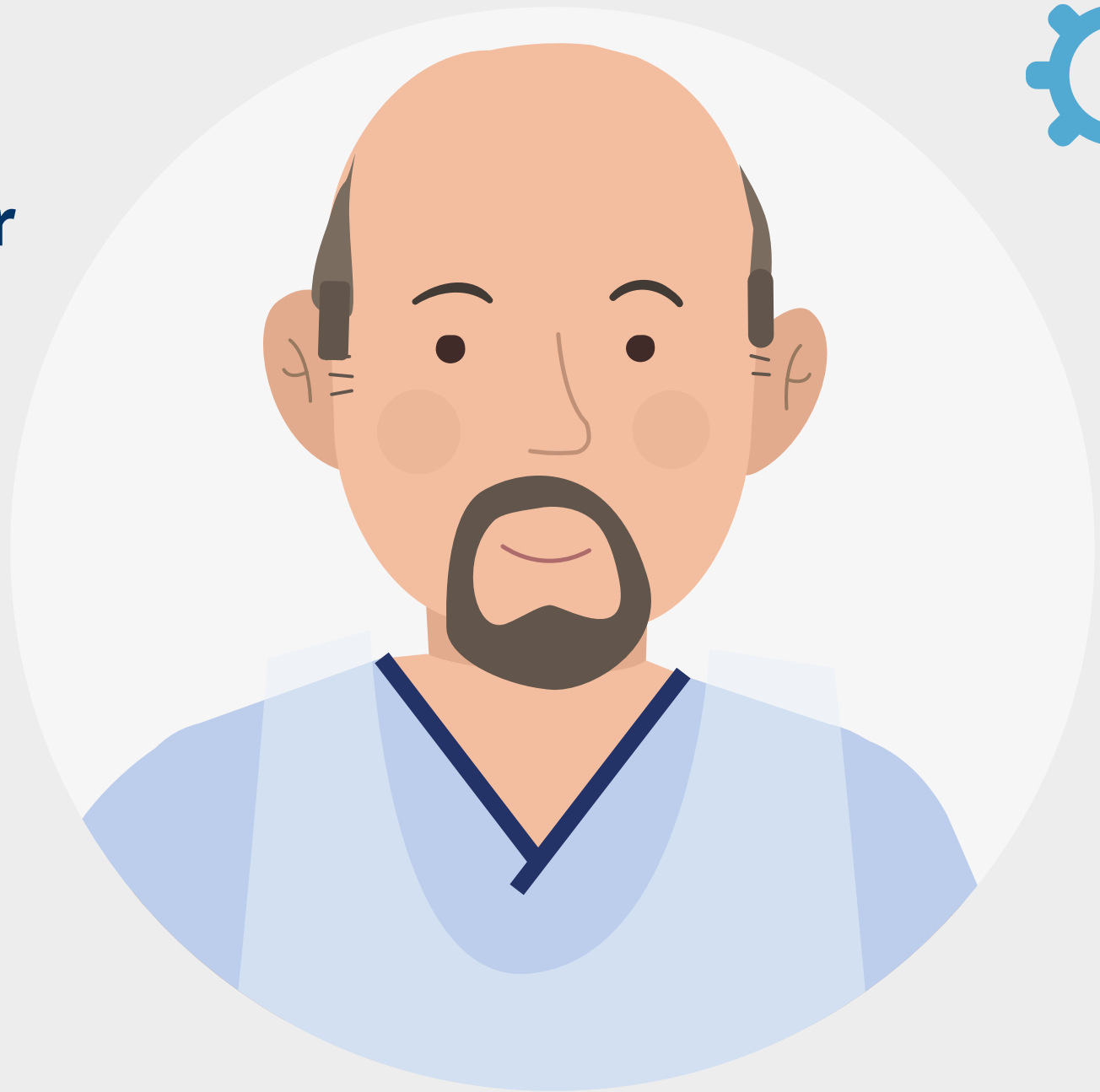
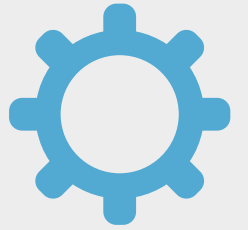
### Level 4: Assistant Practitioner

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*

<sup>2</sup>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](https://test1.nes.digital/media/261013/revised_guide_to_healthcare_support_worker_education_mar_2010.pdf)

## **Level 2: Healthcare Support Worker**





**Career Framework Level**  
Level 2  
Healthcare Support Worker  
**SCQF Level 6**



Clinical practice



Facilitation of learning



Leadership



Service improvement

# Healthcare Support Worker

## Development Framework Level 2 – Overview

### Broad sphere of responsibility / role

- + The role is made up of mostly routine clinical, technical, scientific and / or administrative tasks, delegated from healthcare practitioners, senior HCSWs or assistant practitioners
- + The HCSW has the awareness and ability to address people's care needs with compassion, civility and kindness, while working under the direction and supervision of healthcare practitioners, senior HCSWs or assistant practitioners at all times
- + The HCSW will carry out routine and familiar activities

### Qualifications and experience expected for HCSWs at this level of career framework

- + Normally at or working towards a SCQF Level 6 health or social care related subject (Appendix 3)
- + Equivalent experience and knowledge can be demonstrated using recognition of prior learning
- + Numeracy and literacy qualifications are desirable at this level of practice (Appendix 3)
- + IT / computer literacy are desirable at this level of practice

<sup>3</sup>NHS Education for Scotland (2019) Recognition of Prior Learning: [learn.nes.nhs.scot/37523/support-workforce-hub/rpl-guiding-principles](https://learn.nes.nhs.scot/37523/support-workforce-hub/rpl-guiding-principles)



### Clinical practice

# Healthcare Support Worker

## Development Framework Level 2

---

**Aspects of practice:** Person-centred, safe and effective care

### Examples of sphere of responsibility / role within own practice area

- + Guided by policies, standard operating procedures, protocols, or systems of work, take responsibility for routine delegated activities, within the limits of competence
- + 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 solve in relation to care or treatment delivery
- + Effectively communicate routine information to individuals, carers, relatives and other healthcare colleagues, adapting communication skills to ensure compassionate and sensitive person-centred approaches
- + Maintain clear and concise communication and clinical record keeping / documentation of care provided, including digital records
- + Recognise change and / or concerns in a person's condition / care and / or treatment, and report and / or escalate 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



Clinical practice

# Healthcare Support Worker

## Development Framework Level 2

### Key knowledge, skills and behaviours

- + 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
- + Ability to develop knowledge of routine investigations, procedures, technical or administrative activities
- + Ability to develop knowledge of standard operating procedures and protocols
- + Ability to adhere to the HCSW Code of Conduct<sup>4</sup> 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*
- + Ability to recognise risk in relation to care provision
- + Ability to 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
- + To 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

<sup>4</sup>Healthcare Support Worker Code of Conduct: <https://www.nhsggc.org.uk/media/238581/code-of-conduct.pdf>



Clinical practice

# Healthcare Support Worker

## Development Framework Level 2

---

### Key knowledge, skills and behaviours

- + To have awareness of and comply with legislation, and policies specific to area of practice
- + Ability to 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



Facilitation of learning

# Healthcare Support Worker

## Development Framework Level 2

---

**Aspects of practice:** Learning, teaching and assessment

### Examples of sphere of responsibility / role 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

### Key knowledge, skills and behaviours

- + Ability to learn from experience through observation, supervision, feedback, reflective practice techniques and evaluation
- + Ability to acquire an understanding of the HCSW role in relation to learning and development for others



### Leadership

# Healthcare Support Worker

## Development Framework Level 2

**Aspects of practice:** Learning, teaching and assessment

### Examples of sphere of responsibility / role 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

### Key knowledge, skills and behaviours

- + Ability to develop organisational and time-management skills in relation to prioritising workload
- + Ability to recognise role boundaries and limitations
- + Ability to participate in team and multidisciplinary team development
- + Ability to recognise opportunities to problem-solve
- + Ability to appreciate the equality and diversity needs of individuals and colleagues
- + Ability to develop an awareness of the impact of leadership activities in relation to compassion, civility, kindness and human factors



 Service improvement

# Healthcare Support Worker

## Development Framework Level 2

---

**Aspects of practice:** Guidelines and evidence-based practice

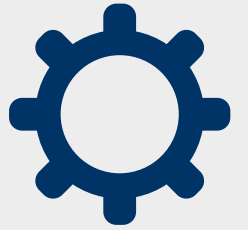
### Examples of sphere of responsibility / role within own practice area

- + 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 sphere of competence
- + Record or report incidents or near misses

### Key knowledge, skills and behaviours

- + Ability to develop knowledge and skills in using information technology systems to access resources e.g., policies, relevant publications
- + Ability to reflect on and discuss own practice and identify potential areas for improvement in own role / service delivery
- + Ability to appreciate risk in relation to care provision and service improvement
- + Ability to recognise quality improvement methodologies and how they are used in practice

# **Level 3: Senior Healthcare Support Worker**





**Career Framework Level**  
Level 3  
Healthcare Support Worker  
**SCQF Level 7**



Clinical practice



Facilitation of learning



Leadership



Service improvement

# Senior Healthcare Support Worker

## Development Framework Level 3 – Overview

---

### Broad sphere of responsibility / role

- + 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

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

- + Can evidence previous knowledge and relevant experience using Recognition of Prior Learning (Appendix 2)
- + Normally at or working towards a SCQF Level 7 qualification in a health or social care related subject (Appendix 3)
- + Numeracy and literacy qualifications are required at this level of practice (Appendix 3)
- + IT / computer literacy are required at this level of practice



Clinical practice

# Senior Healthcare Support Worker

## Development Framework Level 3

---

**Aspects of practice:** Person-centred, safe and effective care

### Examples of sphere of responsibility / role within own practice area

- + Following initial assessment by a healthcare practitioner\*, can plan, prioritise and adapt practices, taking responsibility for assigned activities, including defined clinical or therapeutic interventions or technological support within the plan of care / care plan and limits of 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

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



Clinical practice

# Senior Healthcare Support Worker

## Development Framework Level 3

---

### Examples of sphere of responsibility / role within own practice area

- + 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
- + Following completion of appropriate training and in line with local, national, and regulatory guidelines and policy, prepare, administer and record medication<sup>5</sup>
- + 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

<sup>5</sup>National training is under development and until this is available please refer to the Resource guide to support the safe administration of medicines by HCSWs and Carers in health and social care settings (CNOD Dec 21)



Clinical practice

# Senior Healthcare Support Worker

## Development Framework Level 3

---

### Key knowledge, skills and behaviours

- + 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<sup>6</sup> in relation to consent – telling patients and members of the public what you intend to do and listening carefully to what they say about it (HCSW Code of Conduct 3.2.8)
  - + Ability to 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
- + Ability to understand and apply knowledge 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

<sup>6</sup>Healthcare Support Worker Code of Conduct: [learn.nes.nhs.scot/39548](https://www.nhs.uk/learning-and-development/healthcare-support-workers/code-of-conduct/)



Clinical practice

# Senior Healthcare Support Worker

## Development Framework Level 3

---

### Key knowledge, skills and behaviours

- + Ability to understand and applies knowledge of legislation, and policies specific to area of practice
- + Ability to recognise risk in relation to care provision and further develop risk assessment skills
- + Ability to act on findings within role boundaries to ensure a person's safety
- + Ability to develop knowledge of infection prevention and control
- + Able to effectively reflect on and in practice
- + Ability to 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



Facilitation of learning

# Senior Healthcare Support Worker

## Development Framework Level 3

---

**Aspects of practice:** Learning, teaching and assessment

### Examples of sphere of responsibility / role 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

### Key knowledge, skills and behaviours

- + 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



### Leadership

# Senior Healthcare Support Worker

## Development Framework Level 3

### Aspects of practice: Teamwork and development

#### Examples of sphere of responsibility / role 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

#### Key knowledge, skills and behaviours

- + Ability to recognise and understand role boundaries and limitations whilst working
- + Participate in multidisciplinary team development
- + Ability to develop a solution focused approach to problems and take appropriate action
- + Ability to 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



 Service improvement

# Senior Healthcare Support Worker

## Development Framework Level 3

---

**Aspects of practice:** Guidelines and evidence-based practice

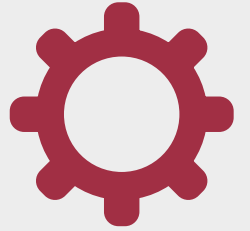
### Examples of sphere of responsibility / role within own practice area

- + 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

### Key knowledge, skills and behaviours

- + 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**





**Career Framework Level**  
Level 4  
Assistant Practitioner  
**SCQF Level 8**

 Clinical practice

 Facilitation of learning

 Leadership

 Service improvement

# Assistant Practitioner

## Development Framework Level 4 – Overview

---

### Broad sphere of responsibility / role

- + 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

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

- + Can evidence previous relevant experience using Recognition of Prior Learning (Appendix 2)
- + Normally at or working towards a SCQF Level 8 qualification in a health or social care related subject (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 (Appendix 3)
- + IT / computer literacy are required at this level of practice



Clinical practice

# Assistant Practitioner

## Development Framework Level 4

---

**Aspects of practice:** Person-centred, safe and effective care

### Examples of sphere of responsibility / role 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 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 the role, are able to use own initiative and utilise clinical knowledge and skills at a more complex level than a senior HCSW
- + 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

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



Clinical practice

# Assistant Practitioner

## Development Framework Level 4

---

### Examples of sphere of responsibility / role within own practice area

- + 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 being cared for
- + 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
- + Following completion of appropriate training and in line with local, national, and regulatory guidelines and policy, prepare, administer and record medication<sup>7</sup>
- + Demonstrate and apply knowledge and skills in providing person-centred, safe and effective care, treatment or intervention in collaboration with families and carers

<sup>7</sup>National training is under development and until this is available please refer to the Resource guide to support the safe administration of medicines by HCSWs and Carers in health and social care settings (CNOD Dec 21)



Clinical practice

# Assistant Practitioner

## Development Framework Level 4

---

### Examples of sphere of responsibility / role within own practice area

- + 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



Clinical practice

# Assistant Practitioner

## Development Framework Level 4

---

### Key knowledge, skills and behaviours

- + Has an in-depth knowledge and understanding of the scope of practice, job role and related activities
- + Has a comprehensive skill base related to practice. Any interventions carried out will be achieved through additional, focused training and education
- + Adheres to the HCSW Code of Conduct<sup>8</sup> in relation to consent – telling patients and members of the public what you intend to do and listening carefully to what they say about it (HCSW Code of Conduct 3.2.8)
- + Ability to 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

<sup>8</sup>Healthcare Support Worker Code of Conduct: [learn.nes.nhs.scot/39548](https://learn.nes.nhs.scot/39548)



Clinical practice

# Assistant Practitioner

## Development Framework Level 4

---

### Key knowledge, skills and behaviours

- + Ability to understand and apply knowledge of legislation, and policies specific to area of practice
- + Ability to develop knowledge on how and why 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
- + Ability to understand and apply the concepts of accountability and responsibility and be confident to accept or decline delegated responsibility from a healthcare practitioner



Facilitation of learning

# Assistant Practitioner

## Development Framework Level 4

---

**Aspects of practice:** Learning, teaching and assessment

### Examples of sphere of responsibility / role 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 development for all learners

### Key knowledge, skills and behaviours

- + Ability to use reflection to enhance self-awareness, gain new insights and develop resilience when faced with adverse situations
- + Ability to recognise the personal impact of any difficult situations and have strategies to enable personal learning and development, recognising the limits of 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



### Leadership

# Assistant Practitioner

## Development Framework Level 4

---

### Aspects of practice: Teamwork and development

#### Examples of sphere of responsibility / role 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

#### Key knowledge, skills and behaviours

- + 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 and / 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



 Service improvement

# Assistant Practitioner

## Development Framework Level 4

---

**Aspects of practice:** Guidelines and evidence-based practice

### Examples of sphere of responsibility / role 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

### Key knowledge, skills and behaviours

- + 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
- + Ability to 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

# Appendices



# 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).

*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: [www.skillsforhealth.org.uk/wp-content/uploads/2020/11/Career\\_framework\\_key\\_elements.pdf](http://www.skillsforhealth.org.uk/wp-content/uploads/2020/11/Career_framework_key_elements.pdf)

### Key elements of the Career Framework for Health

**Career Framework Level 9**  
Indicative or reference title: Director

**Career Framework Level 8**  
Indicative or reference title: Consultant

**Career Framework Level 7**  
Indicative or reference title: Advanced Practitioner

**Career Framework Level 6**  
Indicative or reference title: Specialist / Senior Practitioner

**Career Framework Level 5**  
Indicative or reference title: Practitioner

**Career Framework Level 4**  
Indicative or reference title: Assistant / Associate Practitioner

**Career Framework Level 3**  
Indicative or reference title: Senior Support Worker

**Career Framework Level 2**  
Indicative or reference title: Support Worker

**Career Framework Level 1**  
Indicative or reference title: Cadet

# 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 (SCQF) ([scqf.org.uk](http://scqf.org.uk)) and NHSScotland Staff Governance Standards ([staffgovernance.scot.nhs.uk/what-is-staff-governance/staff-governance-standard/definition-of-the-staff-governance-standard/minimum-characteristic](http://staffgovernance.scot.nhs.uk/what-is-staff-governance/staff-governance-standard/definition-of-the-staff-governance-standard/minimum-characteristic)).

### Supporting resources

**Recognition of Prior Learning: A guide for learners**

[learn.nes.nhs.scot/37526/support-workforce-hub/rpl-user-guide](http://learn.nes.nhs.scot/37526/support-workforce-hub/rpl-user-guide)

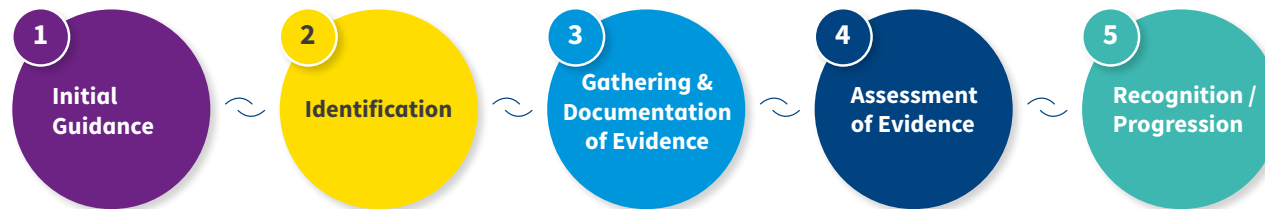
**Recognition of Prior Learning: A guide to support staff through the RPL process**

[learn.nes.nhs.scot/37525/support-workforce-hub/rpl-managers-guide](http://learn.nes.nhs.scot/37525/support-workforce-hub/rpl-managers-guide)

**Recognition of Prior Learning animation**

[vimeo.com/466204716/146e8ceeb5](https://vimeo.com/466204716/146e8ceeb5)

### RPL is a Five Step Process:



**Access the Recognition of Prior learning Guiding principles**

[learn.nes.nhs.scot/37523](http://learn.nes.nhs.scot/37523)

# Appendix 3

## SCQF Level related qualifications

### SCQF 6

- + SVQ Healthcare Support (Clinical)
- + SVQ Social Services & Healthcare

Modern Apprenticeships:

Health Care Support (clinical)

Modern Apprenticeships:

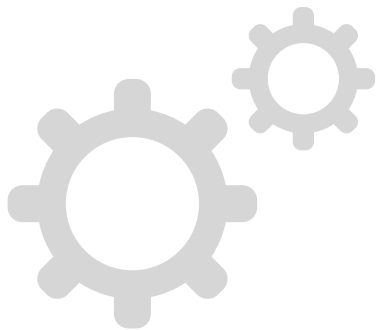
Social Services and Healthcare

### SCQF 7

- + SVQ Healthcare Support (Clinical)
- + SVQ Social Services & Healthcare
- + SVQ Health and Social Care (Children and 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 and 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)

Modern Apprenticeships: Social Services and Healthcare



## SCQF 8

- + 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 and Enablement

## Literacy and numeracy

### Career Framework Level 2

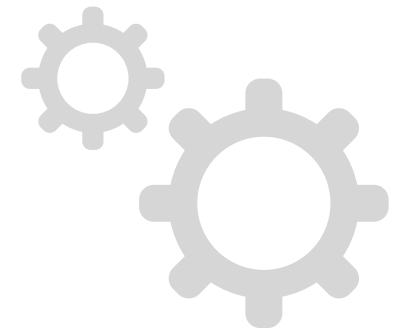
- + Numeracy and literacy qualifications are desirable at this level of practice

### 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



This resource may be made available, in full or summary form, in alternative formats and community languages. Please contact us on **0131 656 3200** or email [altformats@nes.scot.nhs.uk](mailto:altformats@nes.scot.nhs.uk) to discuss how we can best meet your requirements.



NHS Education for Scotland  
Westport 102  
West Port  
Edinburgh EH3 9DN  
tel: 0131 656 3200  
[www.nes.scot.nhs.uk](http://www.nes.scot.nhs.uk)

© NHS Education for Scotland 2022. You can copy or reproduce the information in this resource for use within NHS Scotland and for non-commercial educational purposes. Use of this document for commercial purposes is permitted only with the written permission of NES.