NHS
Education
for
Scotland

Career & Development
Framework for

Learning Disability
Nursing

in Scotland

March 2013

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Introduction

Background

The Career & Development Framework for Learning Disability Nursing has been developed as an outcome of *Strengthening the Commitment: the report of the UK review of learning disabilities nursing* (1). *Modernising Nursing Careers* (2) introduced the notion of structured career planning for nurses to enable them to develop appropriate knowledge and skills to be able to progress to more senior or alternative positions if they wished, and to develop within their existing role to continue to meet the evolving needs of the populations they supported.

The Framework builds on the *National Framework for Pre-registration Learning Disability Nursing Field Programmes in Scotland* (3), which defines the principles and competences that universities and practice-placement providers are expected to demonstrate within their pre-registration programmes and details the knowledge, skills and competence expected from a learning disability nurse at the point of registration.

Learning disability nurses:

- deliver highly skilled, evidence-informed care to people with learning disabilities[1] of all ages in their own homes and in care settings;

- work in collaboration with other professions across all health service tiers, public, private and third-sectors agencies;

- work as partners with individuals and families, providing advice and support, anticipating health needs, promoting self care and enabling people to be as independent as possible;

- have a key role in working with a wide range of health professionals and other partners to promote access wherever possible to mainstream health services and reduce health inequalities.

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[1] The term "people with learning disabilities" in this Framework refers to all people with learning disabilities, including older people, children and young people.

Purpose of the Framework

Prior to, and since the inception of, *Modernising Nursing Careers* (2), Scotland has led many national initiatives for the whole nursing, midwifery and allied health professional (NMAHP) workforce relating to different levels of the NHS career framework, including Flying Start NHS®,[2] Early Clinical Careers Fellowships,[3] Effective Practitioner,[4] Advanced Nursing Practice Toolkit[5] and nurse and allied health professional consultant developments. These initiatives have set out a generic NMAHP pathway, enabling learning disability nursing to set out a clear developmental pathway that will serve to:

- outline the developmental needs of the existing registered learning disability nursing workforce in terms of values, knowledge and skills to enable planning of its development, reflecting the key priorities for workforce development set out in *Strengthening the Commitment* (1);

- clearly articulate how the post-registration development of learning disability nurses can be linked to and maximise the opportunities afforded by existing national development opportunities and generic pillars of practice;

- act as the foundation for informing future developments in post-registration graduate learning disability nursing education, research and scholarly activity.

The Framework provides a tool that enables staff to take ownership of their development in line with current ambitions for the NHS workforce and will allow NHS Boards to build on best value.

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[2] See: http://www.flyingstart.scot.nhs.uk/

[3] See: http://www.nes.scot.nhs.uk/education-and-training/by-discipline/nursing-and-midwifery/careers-and-recruitment/early-clinical-career-fellowships.aspx

[4] See: http://www.effectivepractitioner.nes.scot.nhs.uk/Default.aspx

[5] See: http://www.advancedpractice.scot.nhs.uk/toolkit-concept.aspx

Structure

The Framework consists of templates that map progress through levels 5–8 of the Career Framework for Health (Appendix 1). Examples of the sphere of responsibility/role associated with a particular level, key knowledge and skills, appropriate educational and development preparation (including levels of qualification as identified in the Scottish Credit and Qualifications Framework (SCQF) (Appendix 2)) and suggested mapping to the NHS Knowledge and Skills Framework (Appendix 3) are provided.

The Framework is organised around the four central pillars of practice described in the Advanced Nursing Practice Toolkit – clinical practice; facilitation of learning; leadership; and evidence, research and development. The materials presented in the first three pillars are generic to any professional group: the "clinical practice" pillar defines the specific nature of learning disability nursing.

The emphasis in each pillar at particular levels of the Career Framework will vary according to role (the "leadership" pillar may predominate for clinical managers, for instance). There is no direct matching of content across individual columns.

Practitioners develop in confidence and competence as they progress within, and across, each level of the Framework, moving from newly qualified novice practice towards experienced, expert practice. The gateway review processes that take place as part of the NHS Knowledge and Skills Framework support and influence this developmental process (4). The consolidation of existing knowledge and skills and the acquisition of new ones are reflected in the incremental nature of the Framework levels.

It is important to note that the levels in this Framework do not directly "read across" to the Agenda for Change (AfC) pay band levels as the Career & Development Framework has no direct link to pay.

Career & Development Framework for Learning Disability Nursing in Scotland

Level 5 Practitioner

Career & Development Framework Level 5 - Practitioner level

Overview

| Central pillars: **1** Clinical Practice | **2** Facilitation of Learning | **3** Leadership | **4** Evidence, Research and Development |

Broad sphere of responsibility/role	Minimum professional/education requirements	Examples of core educational themes	SCQF
Deliver care in accordance with the Nursing and Midwifery Council (NMC) Code (5) Deliver care as part of a multiprofessional/multiagency team Undertake statutory training and personal and professional development Contribute to the supervision of undergraduate/pre-registration nurses and support workers within team	Registered on Part 1 of the NMC register Educated to a minimum of pre-registration diploma level Appropriate and relevant formal and work-based educational preparation relevant to learning disability nursing Mentorship preparation	Assessing health needs Knowledge of relevant policy drivers and understanding of service provision Team working Health improvement Management Communication Teaching, learning and facilitation Complex health needs Vulnerable groups (such as child and adult support and protection) NHS mandatory training	8–10

Career & Development Framework Level 5 - Practitioner level

Central Pillar **1** Clinical Practice **Aspects of practice** 1.1 Demonstrate developing competence and clinical skills in learning disability nursing and management appropriate to people with learning disabilities and their families	**Examples of sphere of responsibility/role**	**Key knowledge, skills and behaviours**	**Examples of educational and professional development**
	Work under direct/indirect supervision of a Level 6 nurse or above as part of a learning disability nursing/multiprofessional team using specialist knowledge and skills to provide and enhance clinical care to a defined population of people with learning disabilities in relation to their health care needs Contribute to comprehensive health assessment as part of a multidisciplinary team Responsible and accountable for the delivery of agreed specific aspects of care for people with learning disabilities in line with the NMC Code (5)	Ability to: ■ demonstrate a broad knowledge and understanding of learning disability nursing underpinned by comprehensive theoretical knowledge and relevant clinical experience and competence required to work at Career Framework Level 5 (Appendix 3) ■ understand local adult safeguarding and adult/child protection policies and procedures ■ demonstrate knowledge of the health needs of people with learning disabilities to deliver safe, effective and person-centred nursing care	Flying Start NHS® web-based resource programme Effective Practitioner website resource – clinical practice learning activities Adult safeguarding and child protection Adult Support and Protection (Scotland) Act 2007 Getting it Right for Every Child (GIRFEC)[6] Family assessment skills Health informatics Introduction/orientation to e-KSF *Living and Dying Well* (6) NHS mandatory training

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[6] See: http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright

Career & Development Framework Level 5 - Practitioner level

Central Pillar **1** Clinical Practice **Aspects of practice** 1.1 Demonstrate developing competence and clinical skills in learning disability nursing and management appropriate to people with learning disabilities and their families	Examples of sphere of responsibility/role	Key knowledge, skills and behaviours	Examples of educational and professional development
	Deliver safe, effective and person-centred care to people with learning disabilities using evidence-informed practice Work within a clinical governance framework	Ability to: ■ understand the health inequalities experienced by people with learning disabilities ■ identify if people with learning disabilities have sufficient information and capacity to consent to any aspect of care or treatment ■ undertake nursing assessment and contribute to complex health assessment ■ advise on and implement reasonable adjustments to enable health needs to be met ■ plan and implement health care interventions based on assessed need ■ develop specialist clinical skills within sphere of practice such as challenging behaviour, epilepsy, profound learning and multiple disability ■ evaluate effectiveness of current practice ■ assess and act in finding appropriate methods to ensure effective communication	*Think Capacity Think Consent* (7) Adults with Incapacity (Scotland) Act 2000 Mental Health (Care and Treatment) (Scotland) Act 2003 *Dementia Skilled - Improving Practice* (8) *10 Essential Shared Capabilities: supporting person-centred approaches* (9) *Working with People who have a Learning Disability and Complex Needs* (10)

Career & Development Framework Level 5 - Practitioner level

Central Pillar **1** Clinical Practice	Examples of sphere of responsibility/role	Key knowledge, skills and behaviours	Examples of educational and professional development
Aspects of practice 1.2 Promote and influence others to incorporate non-judgemental, values-based care into practice	Respect the dignity, wishes and beliefs of people with learning disabilities, their families and carers, involving them in shared decision-making and obtaining informed consent Base care and support on the principles of co-production, personalisation and values-based practice Work effectively with the range of rights and principles-based legislation	Ability to: ■ display high level of awareness of own values and beliefs ■ continuously work to develop emotional intelligence ■ comply with the NMC Code (5) in demonstrating a personal and professional commitment to equality and diversity, reflecting national and local policy ■ provide care in a way that demonstrates respect for the rights of people with learning disabilities, their families and carers and significant others ■ reflect on how ethnicity, age, gender, sexuality, religion or spiritual beliefs and disabilities can impact on people's specific needs and experiences of health care ■ recognise the key role of families and carers and value their involvement, while respecting confidentiality and choice ■ contribute to the development and implementation of formal policies to promote meaningful involvement of people with learning disabilities, their families and carers in services	*10 Essential Shared Capabilities: supporting person-centred approaches* (9) Equality Act (2012) *Think Capacity Think Consent* (7) Adults with Incapacity (Scotland) Act 2000 Mental Health (Care and Treatment) (Scotland) Act 2003 Adult Support and Protection (Scotland) Act 2007

Career & Development Framework Level 5 - Practitioner level

Central Pillar ① Clinical Practice **Aspects of practice** 1.3 Work within sphere of practice to exercise judgement about actions while accepting professional and organisational accountability and responsibility	Examples of sphere of responsibility/role	Key knowledge, skills and behaviours	Examples of educational and professional development
	Utilise critical thinking and reflection to explore and contribute to the analysis of evidence, cases and situations in clinical practice Draw on a range of sources in making judgements (guided by senior colleagues) within defined policies, procedures and protocols Work within a defined model of clinical supervision	Ability to: ▪ display awareness of own competence/confidence ▪ utilise the full range of communication options, such as visual aids, information technology (IT) and easy-read skills ▪ support people in a person-centred way when they are distressed ▪ demonstrate effective relationship and interpersonal skills ▪ demonstrate broad knowledge and competence around: - concepts of health and well-being - health determinants and inequalities - first aid and emergencies - health promotion and health improvement - epilepsy care - invasive procedures - Positive Behaviour Support - psychological models - mental health - dementia	Corporate and local induction programmes *Working with People who have a Learning Disability and Complex Needs* (10) *Positive Behavioural Support: a learning resource* (11)

Career & Development Framework Level 5 - Practitioner level

Central Pillar ❷ Facilitation of Learning	Examples of sphere of responsibility/role	Key knowledge, skills and behaviours	Examples of educational and professional development

Aspects of practice
2.1 Learning, teaching and assessment
	Be responsible and accountable for keeping own knowledge and skills up to date through continuing professional development and participating in clinical support strategies such as mentoring, coaching and clinical supervision
	
	Facilitate students and others to develop their competence using a range of professional and personal development skills
	
	Provide educational support and facilitation to people with learning disabilities, their families and carers to support self-management and decision-making
	
	Conduct a fair, objective and timely assessment of learners
		Ability to:
		▪ maintain own personal and professional development, learning from experience through supervision, feedback, reflection and evaluation
		▪ motivate, stimulate, encourage and facilitate the learning process
		▪ use reflective practice techniques
		▪ develop skills in:
		  - clinical practice
		  - assessment
		  - teaching/facilitation
		  - effective communication
			Flying Start NHS®
			
			Effective Practitioner resources - learning, teaching and supervision activities
			
			Workplace assessor preparation, such as Scottish Qualifications Authority (SQA) assessor qualification
			
			Mentorship preparation
			
			Development of motivational, assessment and reflective skills
			
			IT skills

Career & Development Framework Level 5 - Practitioner level

Central Pillar ❷ Facilitation of Learning **Aspects of practice** 2.2 Creation of the learning environment	Examples of sphere of responsibility/role	Key knowledge, skills and behaviours	Examples of educational and professional development
	Use established models of supervision and mentorship Contribute to creation of an effective learning environment, ensuring learning opportunities for students Participate in educational audit	Ability to: ■ use core facilitation and teaching skills ■ develop educational materials ■ understand improvement approaches such as learning audit and appreciative enquiry ■ use models of supervision/mentorship	

Central Pillar ❸ Leadership **Aspects of practice** 3.1 Team work and development	Examples of sphere of responsibility/role	Key knowledge, skills and behaviours	Examples of educational and professional development
	Act as a positive role model Work independently and in teams to coordinate, delegate and supervise care for a designated group of individuals Manage risk and remain accountable for the care given to individuals Work effectively across professional and agency boundaries, actively involving and respecting others' contribution Recognise diversity, individual differences and perspectives	Ability to: ■ demonstrate clinical leadership behaviours and skills ■ give and receive feedback in an open, honest and constructive manner ■ apply equality and diversity legislation underpinning practice	Flying Start NHS® – Teamwork Flying Start NHS® – Equality and Diversity Effective Practitioner website - leadership and management learning activities Handling complaints Equality, diversity, values-based care

Career & Development Framework Level 5 - Practitioner level

Central Pillar **③** Leadership **Aspects of practice** 3.2 Professional and organisational leadership	Examples of sphere of responsibility/role	Key knowledge, skills and behaviours	Examples of educational and professional development

	Identify priorities, manage time and resources effectively to ensure that quality of care is maintained
	
	In conjunction with senior NMAHPs, monitor and evaluate standards of care, adhering to defined guidelines, policies, standards and protocols to ensure the delivery of safe, effective and person-centred care (12)
	
	Responsible for aspects of clinical effectiveness and management of resources
	
	Recognise own accountability to act where performance and practice of self and others should be improved
	
	Seek opportunities to improve the service by, for example, generating ideas for innovation and solutions
	
	Adherence to importance of confidentiality and appropriate disclosure
	
	Awareness of how organisational goals are reflected in personal and team objectives
		Ability to:
		
		▪ respond autonomously and confidently to planned and uncertain situations, managing self and others confidently
		
		▪ practice in line with local, national and professional strategies, policies, protocols and standards, such as health and safety and equality legislation and Scottish Intercollegiate Guidelines Network (SIGN) guidelines
		
		▪ demonstrate professional accountability in relation to performance of self and others
		
		▪ understand improvement approaches to support service enhancement
		
		▪ understand implications for practice of key legal and ethical issues
		
		▪ develop skills in:
		
		  - negotiating
		
		  - influencing
		
		  - organising
		
		  - problem-solving
		
		  - sustaining arguments to solve problems
			Early Clinical Career Fellowships
			
			Developing leadership skills
			
			Leadership and management learning activities
			
			Communication and developing management skills (accredited or work-based)
			
			Clinical audit
			
			Flying Start NHS® – Safe practice
			
			Effective Practitioner
			
			Flying Start NHS® – Policy
			
			Work shadowing of more senior colleagues
			
			Scottish Learning Disability Nursing Network

Career & Development Framework Level 5 - Practitioner level

Central Pillar ③ Leadership **Aspects of practice** 3.2 Professional and organisational leadership	Examples of sphere of responsibility/role	Key knowledge, skills and behaviours	Examples of educational and professional development
	Recognise early signs of poor performance and take appropriate measures Build professional networks promoting exchange of knowledge, skills and resources in relation to work and health	Ability to: ■ consolidate: - critical thinking skills - analytical skills - evaluation skills - interpersonal skills ■ develop skills in: - negotiating - influencing - organising - problem-solving - sustaining arguments to solve problems	

Career & Development Framework Level 5 - Practitioner level

Central Pillar **4** Research and Development **Aspects of practice** 4.1 Evidence into practice	Examples of sphere of responsibility/role	Key knowledge, skills and behaviours	Examples of educational and professional development

	Access databases on research and evidence related to area of practice Appraise research and evidence and use to underpin own practice Assess own practice and interventions against person-centred outcomes Contribute to review of impact of NMAHP interventions on the wider experience of individuals Consolidate understanding and application of different research approaches Identify ideas for research activity Observe and record data as directed for clinical trials, audits and surveillance	Ability to:
		 ▪ display literature/database searching and information literacy skills
		 ▪ demonstrate confidence in using IT skills and systems
		 ▪ access and apply research
		 ▪ critically appraise
		 ▪ demonstrate knowledge of:
		  - clinical audit and local NHS information and research governance policies
		  - local systematic processes that contribute to quality improvement, such as Releasing Time to Care
		 ▪ deploy user-defined and person-centred outcomes, such as "talking points" and other personal outcomes approaches
		 ▪ observe research governance – ethics, data protection and confidentiality
		 ▪ analyse and interpret data
			Flying Start NHS® – Research for Practice Effective Practitioner resources – evidence-based practice learning activities Appropriate and relevant work-based learning/accredited courses in research and research-based practice Knowledge network, for example Joanna Briggs Institute and Cochrane review Managed clinical network Managed service network Research methods Quality improvement methodology

Level 6 Senior Practitioner

Career & Development Framework Level 6 - Senior Practitioner level

Overview

Central pillars:	**1** Clinical Practice	**2** Facilitation of Learning	**3** Leadership	**4** Evidence, Research and Development

Broad sphere of responsibility/role	Minimum professional/education requirements	Examples of core educational themes	SCQF
Skilled, effective practitioner in the field of learning disability nursing Responsible for maintenance of high levels of evidence-based learning disability nursing practice Manage/supervise work of others Act as a mentor and preceptor	Registered on Part 1 of the NMC register Educated to a minimum of degree level Evidence of further study and developing clinical skills relevant to role Specialist Practitioner Qualification or equivalent	Research and evidence-based practice Reflective practice and clinical supervision Leadership and management Clinical governance; safety, quality, service improvement Interagency working NHS mandatory training NMC-approved nurse prescriber course	9-11

Career & Development Framework Level 6 - Senior Practitioner level

Central Pillar **1** Clinical Practice **Aspects of practice** 1.1 Demonstrate specialist competence, innovation and clinical leadership in learning disability nursing in all settings	**Examples of sphere of responsibility/role**	**Key knowledge, skills and behaviours**	**Examples of educational and professional development**
	Exercise specialist knowledge and skills to provide and enhance clinical care in a range of settings Work within a clinical governance framework providing appropriate clinical supervision and reflective practice Deliver safe, effective and person-centred care to people with learning disabilities using evidence-informed practice May adopt the lead professional role as appropriate Undertake and co-ordinate comprehensive health assessment and interventions	Ability to: ■ demonstrate detailed knowledge, skill and understanding of the health needs of people with learning disabilities underpinned by theoretical knowledge and relevant clinical experience and competence required to work at Career Framework Level 6 (Appendix 3) ■ understand the range of needs of people with learning disabilities who require additional support and protection	Effective Practitioner website resource – clinical practice learning activities NHS mandatory training Appropriate and relevant work-based learning/accredited courses Advanced clinical assessment and skills Clinical supervision Mentor training

Career & Development Framework Level 6 - Senior Practitioner level

Central Pillar **1** Clinical Practice **Aspects of practice** 1.1 Demonstrate specialist competence, innovation and clinical leadership in learning disability nursing in all settings	Examples of sphere of responsibility/role	Key knowledge, skills and behaviours	Examples of educational and professional development
		Ability to: ■ assess, protect, support and work in partnership when people need additional support and protection to access health care ■ work with patient group directives and act as a prescriber, where appropriate ■ demonstrate advancing knowledge and competence in sphere of practice ■ undertake complex nursing assessments and co-ordinate comprehensive holistic assessment as part of a multidisciplinary team ■ deliver a range of evidence-based interventions to individuals and groups within sphere of practice ■ evaluate effectiveness of current interventions/practice and use this to inform future interventions/practice ■ undertake caseload analysis ■ model advanced skills when working with specific needs, such as health improvement, Positive Behaviour Support and epilepsy	*Woking with People who have a Learning Disability and Complex Needs* (10) *Positive Behavioural Support: a learning resource* (11)

Career & Development Framework Level 6 - Senior Practitioner level

Central Pillar 1 Clinical Practice	Examples of sphere of responsibility/role	Key knowledge, skills and behaviours	Examples of educational and professional development
Aspects of practice 1.2 Promote and influence others to incorporate non-judgemental, values-based care to deliver safe and effective person-centred care	Promote and influence the dignity, rights, wishes and beliefs of people with learning disabilities, their families and carers, involving them in shared decision-making and obtaining their informed consent Practice in a way that supports equality and diversity Act as an advocate for people with learning disabilities, their families and carers as required	Ability to: ■ demonstrate high level of awareness of own beliefs and values ■ actively promote rights and values-based practice and challenge others where necessary ■ display a high level of knowledge about the Mental Health (Care and Treatment) (Scotland) Act 2003, Adults with Incapacity (Scotland) Act 2000, Adult Support and Protection (Scotland) Act 2007 and the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012 ■ join up professional, ethical, clinical and legislative frameworks to ensure person-centred, safe and effective care and treatment	Ethical decision making Dignity and respect Equality and diversity legislation Health inequalities/improvement

Career & Development Framework Level 6 - Senior Practitioner level

Central Pillar ① Clinical Practice	Examples of sphere of responsibility/role	Key knowledge, skills and behaviours	Examples of educational and professional development
Aspects of practice 1.3 Freedom to exercise judgement about actions, while accepting professional and organisational accountability and responsibility	Utilise critical thinking to explore and analyse evidence, cases and situations in clinical practice Draw on a range of sources in making judgements Freedom to act, but is guided by precedent, NMC Code (5) and clearly defined national and local policies, procedures and protocols Manage a defined case load, team and/or resources to provide a quality service that is person-centred, safe and effective	Ability to: ■ demonstrate knowledge of legislation, policies, procedures, protocols, professional regulation and NMC Code (5) ■ assess situations and identify the cause of a complex problem ■ share information effectively and concisely for a range of situations and contexts to ensure safety and continuity of care ■ display full understanding of informed consent and the implications of the Data Protection Act 1998 and Access to Medical Records Act 2009 ■ use critical thinking, analysis and evaluation in making clinical judgements ■ utilise evidence-informed decision-making	Research skills, including critical appraisal of legislation, policies, procedures, protocols, professional regulation and codes of practice

Career & Development Framework Level 6 - Senior Practitioner level

Central Pillar **2** Facilitation of Learning **Aspects of practice** 2.1 Learning, teaching and assessment	Examples of sphere of responsibility/role	Key knowledge, skills and behaviours	Examples of educational and professional development
	Identify and support the achievement of learning needs of individuals/ teams in response to service need and personal development planning Evaluate the effectiveness of educational interventions Consolidate own assessment skills and support others in making assessment judgements Participate in teaching and student selection in higher education institutions (HEIs) and/or other education organisations	Ability to: ■ consolidate core skills to support workplace learning ■ reflect on practice and support reflection in others ■ understand and apply standards and guidelines that underpin a quality learning environment ■ demonstrate skills in the evaluation of learning ■ use appropriate interviewing techniques	*Testing for the Best* resources[7] Effective Practitioner resources – learning, teaching and supervision activities Mentorship/practice teacher preparation Programme of preparation for clinical supervision IT skills Selection and recruitment training, including equality and diversity
Aspects of practice 2.2 Creation of the learning environment	Use established models of supervision and mentorship Contribute to creation of an effective learning environment, ensuring learning opportunities for students Participate in educational audit	Ability to: ■ use core facilitation and teaching skills ■ develop educational materials ■ understand improvement approaches such as learning audit and appreciative enquiry ■ use models of supervision/mentorship	

[7] See: http://www.test4best.scot.nhs.uk

Career & Development Framework Level 6 - Senior Practitioner level

Central Pillar **③** Leadership **Aspects of practice** 3.1 Team work and development	Examples of sphere of responsibility/role	Key knowledge, skills and behaviours	Examples of educational and professional development
	Act as a positive role model Work independently and in teams to coordinate, delegate and supervise care for a designated group of individuals Manage risk and remain accountable for care given to individuals Work effectively across professional and agency boundaries, actively involving and respecting others' contribution Recognise diversity, individual differences and perspectives Manage professional development of individuals and groups Begin to develop skills in recognised workload assessment tools and skill mix	Ability to: ■ demonstrate clinical leadership behaviours and skills ■ give and receive feedback in an open, honest and constructive manner ■ apply equality and diversity legislation to underpin practice ■ implement suggestions for own improvement and that of others ■ demonstrate knowledge, understanding and utilisation of KSF and its application	Communication skills Negotiation skills Effective Practitioner *Education and Development Framework for Senior Charge Nurses/Midwives and Team Leaders in All Areas of Practice* (13) *Information Governance in NHSScotland: a competency framework* (14)

Career & Development Framework Level 6 - Senior Practitioner level

Central Pillar **3** Leadership **Aspects of practice** 3.2 Professional and organisational leadership	Examples of sphere of responsibility/role	Key knowledge, skills and behaviours	Examples of educational and professional development
	Act as a change agent Provide leadership for quality improvement and service development to enhance people's well-being and experiences of health care Encourage staff to contribute ideas and solutions for quality improvement and innovation Actively contribute to a variety of professional networks, such as the Managed Knowledge Network and professional learning Negotiate and influence locally in terms of professional practice and in relation to health care Recognise early signs of poor performance and take appropriate measures to address concerns	Ability to: ■ organise and implement change ■ support others to improve and enhance practice ■ display creativity and innovation in exploring and implementing possible solutions to problems and evaluate their effectiveness ■ lead, persuade and influence others effectively	*Testing for the Best* resources Leadership and management learning activities Communication and developing management skills (accredited or work based) Effective Practitioner resources Work shadowing of advanced practitioner-level nurses

Career & Development Framework Level 6 - Senior Practitioner level

Central Pillar **4** Research and Development **Aspects of practice** 4.1 Evidence into practice	Examples of sphere of responsibility/role	Key knowledge, skills and behaviours	Examples of educational and professional development
	Use research-related approaches to assess how evidence is being used to inform the quality of care of individuals by self and others Observe and record data using appropriate methods, tools and technology for complex audits or clinical trials or projects (Employability Skills L6 (15)) Contribute to, or participate in, research-related activity Identify and disseminate information on NHS Board/university programmes of research/forums/special interest groups/networks relevant to area of practice Contribute to the development of local guidelines and policy and, where appropriate, at regional and national level Identify and utilise skills and knowledge of staff to support or undertake research-related activity such as audit, evaluation and wider research for the benefit of the organisation Share research activity findings through local bulletins, team meeting forums and professional journals	Ability to: - adhere to research governance for self and others - support others to access data and develop literacy skills - participate in research audit/evaluation and quality improvement processes - understand research governance processes	Effective Practitioner resources – evidence-based practice learning activities Research skills Advanced report-writing skills Funding applications

Career & Development Framework for Learning Disability Nursing in Scotland

Level 7 Advanced Practitioner

Career & Development Framework Level 7 - Advanced Practitioner level
Overview

Central pillars: **1** Clinical Practice   **2** Facilitation of Learning   **3** Leadership   **4** Evidence, Research and Development

Broad sphere of responsibility/role	Minimum professional/education requirements	Examples of core educational themes	SCQF

Professional leader
 	
Manage/supervise work of others
 	
Provide training, support and supervision to staff
 	
Ensure the delivery of evidence-informed care
 	
Inform, lead and participate in practice and service development
 	
Hold clinical governance responsibility for service management
 	
Influence policy and implement national and local guidance
 	
Responsible for advanced specialist practice within learning disability nursing
	Registered on Part 1 of NMC register
	
	Working towards Master's-level award
	
	Evidence of further study and advanced clinical skills relevant to role, such as:
	
	  ▪ epilepsy care
	
	  ▪ Positive Behaviour Support
	
	  ▪ dementia
	
	Specialist Practitioner Qualification or equivalent
	
	NMC-approved nurse prescriber course
	
	Working towards an approved teaching qualification or Post-graduate Certificate in Education (PGCE)
		Research methods
		
		Evidence-based practice
		
		Reflective practice
		
		Leadership and management
		
		Public health (policy drivers, service provision)
		
		Legal and ethical issues, including health and safety law, employment law and equal opportunities
		
		NHS mandatory training
			11

Career & Development Framework Level 7 - Advanced Practitioner level

Central Pillar 1 Clinical Practice	Examples of sphere of responsibility/role	Key knowledge, skills and behaviours	Examples of educational and professional development
Aspects of practice 1.1 Demonstrate advanced competence, innovation and clinical leadership in learning disability nursing	Provide a high level of risk management and clinical leadership for the delivery of effective and efficient services Responsible for clinical governance within a defined setting and hold accountability and responsibility for delivery of whole episodes of care, including: assessment and diagnosis; intervention; referral; transition; and discharge/transfer of care Improve health outcomes for individuals, families and communities and address health inequalities Ensure the delivery of safe and effective care using evidence-informed practice Practice with autonomy by virtue of advanced knowledge and skills	Ability to: ■ demonstrate highly developed specialist knowledge of learning disability nursing underpinned by advanced theoretical knowledge and relevant clinical experience and competence ■ display advanced knowledge of individuals' physical and mental health needs and appropriate evidence-informed interventions in learning disability nursing practice ■ develop additional specific advanced clinical competencies as required for role ■ identify and apply national and local policies impacting on learning disability nursing	Advanced Nursing Practice Toolkit web-based resource Ethical decision making Appropriate and relevant work-based learning/accredited courses in relation to specific clinical competencies MSc in area relevant to learning disability nursing, health care and/or management

Career & Development Framework Level 7 - Advanced Practitioner level

Central Pillar **1** Clinical Practice **Aspects of practice** 1.1 Demonstrate advanced competence, innovation and clinical leadership in learning disability nursing	Examples of sphere of responsibility/role	Key knowledge, skills and behaviours	Examples of educational and professional development
	Develop and evaluate care pathways in relation to specific health needs Develop and lead initiatives to improve access to health services, utilising multidisciplinary and multi-agency team working and partnerships where appropriate Monitor and evaluate public health approaches to ensure the needs of people with learning disabilities are recognised, addressing health inequalities while contributing to wider strategic initiatives Develop, use and support the use of outcome measures that demonstrate the effectiveness of learning disability nursing	Ability to: ▪ demonstrate an advanced knowledge and understanding of health improvement methodologies and how they contribute to the delivery of improved health outcomes for people with learning disabilities across the lifespan ▪ display advanced skills in risk assessment, risk management and risk enablement ▪ demonstrate an advanced knowledge and understanding of the diverse health needs of people with learning disabilities, supporting mainstream services across all tiers in the development of relevant knowledge, skills and clinical competences	

Career & Development Framework Level 7 - Advanced Practitioner level

Central Pillar ① Clinical Practice	Examples of sphere of responsibility/role	Key knowledge, skills and behaviours	Examples of educational and professional development
Aspects of practice 1.2 Promote and influence others to incorporate non-judgemental, values-based care into practice	Promote and encourage positive working as a result of leading by example Ensure the nursing team negotiates care with people with learning disabilities, their families and carers and puts the values, views and understanding of individuals at the centre of care	Ability to: ■ display a high level of awareness of own values and beliefs ■ comply with the NMC Code (5) in demonstrating personal and professional commitment to equality and diversity	
Aspects of practice 1.3 Work autonomously with the freedom to exercise judgement about actions while accepting professional and organisational accountability and responsibility	Utilise critical thinking and reflection and evidence-informed care delivery, enabling a high level of judgement and decision-making Freedom to act, but is guided by precedent and clearly defined policies, procedures and protocols Manage case load/service/team and resources to provide a quality service that is person-centred, safe and effective Statutory responsibility to risk-assess and safeguard by working in partnership with multidisciplinary agencies as current legislation dictates to risk-manage, support and protect vulnerable people	Ability to: ■ demonstrate advanced knowledge of legislation and national and local policies and procedures ■ search, review, analyse, critically appraise and apply relevant literature effectively to influence policy and practice development	Critical thinking and reflective practice Ethical decision making *Living and Dying Well* (6)

Career & Development Framework Level 7 - Advanced Practitioner level

Central Pillar 2 Facilitation of Learning	Examples of sphere of responsibility/role	Key knowledge, skills and behaviours	Examples of educational and professional development
Aspects of practice 2.1 Learning, teaching and assessment	Advance practice through educational development and delivery

Act as an experienced work-based learning educator/assessor by providing advice and support to other practitioners

Design, plan, implement and evaluate learning and development programmes

Engage with education providers to contribute to curriculum development and teaching

Take a lead role in ensuring the application of standards and guidelines that underpin a quality learning experience | Ability to:

■ develop and facilitate use of educational materials for students, staff and service users, linking to local and national strategies

■ role-model skills in assessment of competence

■ support others to appraise and modify care in relation to equality, diversity and values-based care | Participate in formal and work-based learning

PGCE

Formal preparation for educational supervision

Support others to develop teaching, supervision and mentoring skills |

Career & Development Framework Level 7 - Advanced Practitioner level

Central Pillar **2** Facilitation of Learning **Aspects of practice** 2.2 Creation of the learning environment	Examples of sphere of responsibility/role	Key knowledge, skills and behaviours	Examples of educational and professional development
	Analyse the range of factors that influences learning and reflect through planning and managing learning experiences Build capability and capacity to support learning in practice settings Advise service/education providers on capability and capacity for student experience in placements	Ability to: ■ act as an experienced mentor/clinical coach/supervisor ■ encourage and support teaching, supervising and mentoring skills in others ■ apply quality improvement cycle and implement findings ■ act on intelligence from education audits to strengthen the workplace as a positive learning environment	Knowledge of quality improvement cycle

Career & Development Framework Level 7 - Advanced Practitioner level

Central Pillar **3** Leadership **Aspects of practice** 3.1 Team work and development	Examples of sphere of responsibility/role	Key knowledge, skills and behaviours	Examples of educational and professional development
	Provide strong and effective leadership across professional and organisational teams/boundaries Create a culture of support and empowerment for the team Critically review team performance and use results to enhance self and team-member working and development to promote person-centred care Monitor the delivery of high-quality, person-centred care within the team and act on results Provide timely feedback to team to recognise good performance and identify areas for improvement Critically review skill mix and apply workload assessment tools, using results to build a business case	Ability to: - apply models of team building and group working - use conflict management and resolution strategies - apply knowledge, understanding and utilisation of NHS KSF to enhance team performance - apply workforce and workload assessment tools	Advanced Nursing Practice Toolkit Further development of: - organisational skills - critical thinking - analytical skills - leadership skills - management skills - appraisal skills - problem-solving skills - reflective skills - clinical supervision models and processes - communication skills - lobbying skills *Education and Development Framework for Senior Charge Nurses/Midwives and Team Leaders in All Areas of Practice (13)* Releasing Time to Care

Career & Development Framework Level 7 - Advanced Practitioner level

Central Pillar **3** Leadership **Aspects of practice** 3.2 Professional and organisational leadership	Examples of sphere of responsibility/role	Key knowledge, skills and behaviours	Examples of educational and professional development
	Lead and monitor clinical effectiveness to enhance management of resources Actively encourage involvement of people with learning disabilities, their families and carers to influence and improve person-centred care Lead the development, delivery, monitoring and evaluation of standards of care and act on the results Lead innovation and quality improvement and promote the input of others Identify poor performance and take responsibility for ensuring appropriate development opportunities are available to address concerns Assess, lead, manage and monitor the effectiveness and impact of change	Ability to: ▪ role-model excellent organisational skills ▪ be creative and innovative in exploring and implementing possible solutions ▪ role-model management and leadership skills that contribute to successful change ▪ support implementation of local and national professional strategy and policy ▪ demonstrate partnership working ▪ lead, negotiate and influence others effectively by responding appropriately to queries and complaints, negotiating assertively and presenting a positive self-image ▪ use advanced written and oral communication skills ▪ use technology competently and confidently ▪ present complex information effectively in written and oral reports	*Information Governance in NHSScotland: a competency framework* (14) Political leadership courses Work shadowing of consultant-level nurses Employment and equality law *Education and Development Framework for Senior Charge Nurses/Midwives and Team Leaders in All Areas of Practice* (13) Advanced management and leadership programmes NES Skills Maximisation Toolkit[8] Further development of specific knowledge and skill in: ▪ mentoring ▪ coaching ▪ change management

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8   See: http://www.nes.scot.nhs.uk/education-and-training/by-discipline/allied-health-professions/about-nes-ahp/resources-and-publications/publications/skills-maximisation-toolkit-volume-1-workbook.aspx

Career & Development Framework Level 7 - Advanced Practitioner level

Central Pillar ③ Leadership	Examples of sphere of responsibility/role	Key knowledge, skills and behaviours	Examples of educational and professional development

Aspects of practice 3.2 Professional and organisational leadership	Ensure that organisational goals are reflected in personal and team objectives
	
	Participate and influence local and, where appropriate, national policy and strategy development by supporting and developing lateral thinking in self and others
	
	Work in partnership with a range of clinicians, managers and people with learning disabilities, their families and carers in planning development of specific areas of work and health services
	
	Establish, lead and support a variety of professional networks with peers across professional groups, promoting exchange of knowledge, skills and resources
		Ability to:
		
		■ engage with colleagues using a person-centred critical approach by:
		  - listening to, and appreciating, the complexity of a range of views and adopting effective questioning techniques
		  - displaying a sensitive manner and using appropriate language within a range of situations	

Career & Development Framework Level 7 - Advanced Practitioner level

Central Pillar ④ Evidence, Research and Development **Aspects of practice** 4.1 Evidence into practice	Examples of sphere of responsibility/role	Key knowledge, skills and behaviours	Examples of educational and professional development
	Role model for the wider team by creating a positive research culture within the workplace Identify and utilise staff skills and knowledge to support or undertake research-related activity such as audit, evaluation and wider research to promote person-centred health care Develop clinically effective practice through effective utilisation and integration of evidence Monitor impact of evidence utilisation Contribute to the development of policies, procedures and protocols Contribute to the wider research agenda through initiating or supporting research activity Identify, promote, embed and monitor the measurement of outcomes relevant to practice, using findings to inform and enhance future activity	Ability to: ■ further enhance knowledge of research approaches ■ demonstrate an understanding of proposal application development, ethical approval process and funding sources ■ utilise knowledge of research and information governance to support others in research ■ gather, collate and communicate appropriate clinical data to enable audit and service evaluation	

Level 8 Consultant Practitioner

Career & Development Framework Level 8 - Consultant Practitioner level

Overview

Central pillars: **1** Clinical Practice **2** Facilitation of Learning **3** Leadership **4** Evidence, Research and Development			
Broad sphere of responsibility/role	**Minimum professional/education requirements**	**Examples of core educational themes**	**SCQF**
Act as a highly specialist clinical expert in advanced roles within learning disability nursing	Registered on Part 1 of the NMC register	Care governance	11-12
Provide expert advice nationally, regionally and locally	Master's-level degree	Strategic leadership	
Lead on nursing research	Specialist Practitioner Qualification or equivalent	Legal and ethical issues	
Establish and maintain relationships across NHS partnership agencies	Evidence of further study and advanced clinical skills	NHS mandatory training	
Take a lead role in implementing regional and national strategy	Working towards doctorate		
Establish professional networks with allied professions, groups, statutory bodies and third-sector partners	Approved teaching qualification		

Career & Development Framework Level 8 - Consultant Practitioner level

Central Pillar **1** Clinical Practice **Aspects of practice** 1.1 Demonstrate expert competence, innovation and clinical leadership in learning disability nursing	Examples of sphere of responsibility/role	Key knowledge, skills and behaviours	Examples of educational and professional development
	Provide leadership, clinical and professional advice in relation to learning disability nursing Provide and enhance highly specialist clinical care to individuals, families, carers and communities Provide and advance clinical leadership at strategic and practice levels, using evidence-based practice to promote effective health outcomes Provide and supervise advanced high-level assessments to address highly complex health needs of individuals, families, carers and communities by using expert knowledge and clinical judgement to diagnose, intervene and refer appropriately Provide an expert level of risk management and provide leadership for the delivery of effective and efficient services that correspond to predetermined clinical performance targets	Ability to: ■ demonstrate expert knowledge, expertise and understanding in the specific area of practice, underpinned by theoretical knowledge and relevant clinical experience and competence required to work at Career Level 8 (Appendix 3) ■ display expert knowledge of the range and needs of people who require additional support and protection ■ utilise expert knowledge of health needs and health inequalities experienced by people with learning disabilities to deliver safe, effective and person-centred nursing care ■ display advanced communication and interpersonal skills and empowerment, facilitation and influencing skills ■ display presentation skills ■ utilise strategic and corporate-working skills ■ work effectively with and across agencies ■ demonstrate expert knowledge related to people with learning disabilities ■ lead on the development of clinical governance frameworks	Appropriate and relevant work-based learning/accredited courses at advanced level Advanced Nursing Practice Toolkit web-based resource Advanced critical thinking Doctorate

Career & Development Framework Level 8 - Consultant Practitioner level

Central Pillar **1** Clinical Practice **Aspects of practice** 1.1 Demonstrate expert competence, innovation and clinical leadership in learning disability nursing	Examples of sphere of responsibility/role	Key knowledge, skills and behaviours	Examples of educational and professional development
	Scrutinise and hold responsibility for clinical governance within a defined setting and assume accountability and responsibility for delivery of whole episodes of care, including: assessment and diagnosis; intervention; referral; transition; and discharge or transfer of care Monitor and evaluate public health approaches to ensure the needs of people are recognised, addressing health inequalities while influencing and contributing to wider strategic initiatives Improve health outcomes for individuals, families and communities and address health inequality Practice with autonomy by virtue of advanced knowledge and skills Provide consultancy in area of clinical practice	Ability to: ■ contribute to policies impacting on learning disabilities nursing ■ contribute to the operational aspect of service delivery ■ provide ongoing specialist advice ■ develop additional relevant clinical competences as required	

Career & Development Framework Level 8 - Consultant Practitioner level

Central Pillar **1** Clinical Practice	Examples of sphere of responsibility/role	Key knowledge, skills and behaviours	Examples of educational and professional development
Aspects of practice 1.2 Demonstrate advanced understanding and competency in areas of legal and ethical complexities relating to care of people with learning disabilities	Work in partnership with others to protect individuals from harm and abuse Develop clinical and professional networks Utilise evidence-based practice to guide the interpretation of statutory and advisory guidance Generate effective management reports and other forms of verbal, written and visual communication relating to the ethical and legal considerations of managing care for people with learning disabilities	Ability to: ■ play a key role as part of a multidisciplinary/interagency team in developing, implementing and monitoring ethical and legal strategies and policies at departmental, corporate and national levels ■ display in-depth knowledge of new and emerging guidance and legislation that governs legal and ethical aspects of care ■ consistently utilise expert knowledge about professional, ethical, clinical and legislative frameworks in relation to health care of people with learning disabilities and contribute to the development of national policy and legislation	

Career & Development Framework Level 8 - Consultant Practitioner level

Central Pillar **1** Clinical Practice	Examples of sphere of responsibility/role	Key knowledge, skills and behaviours	Examples of educational and professional development
Aspects of practice 1.3 Promote and influence others to incorporate non-judgemental, values-based care into practice	Act as a champion and role model for values-based care and ensure that professional development and quality improvement plans reflect the importance of this approach	Ability to: ▪ display critical awareness of own values and beliefs	
Aspects of practice 1.4 Practice autonomously, have freedom to exercise judgement about actions while accepting professional and organisational accountability and responsibility	Model and promote critical thinking to explore and analyse evidence, cases and situations in clinical practice, enabling a high level of judgement and decision-making Manage and lead case load, team and resources to provide a quality service that is person-centred, safe and effective Has freedom to act, guided by precedent and expert understanding of policies, guidelines, protocols and procedures	Ability to: ▪ demonstrates ability to exercise advanced levels of clinical decision-making ▪ display in-depth knowledge of legislation, policies, procedures, protocols, professional regulation and codes of practice ▪ develop, lead and establish national and local protocols at operational and strategic levels ▪ innovate, develop and lead on safe and competent practice	

Career & Development Framework Level 8 - Consultant Practitioner level

Central Pillar **2** Facilitation of Learning **Aspects of practice** 2.1 Learning, teaching and assessment	Examples of sphere of responsibility/role	Key knowledge, skills and behaviours	Examples of educational and professional development
	Contribute to the strategic development of education for students, staff and service users at local and national levels Work collaboratively with HEIs, Scotland's colleges and stakeholders to review, develop and implement appropriate programmes/training for own organisation Plan, deliver and evaluate educational interventions at local and national levels, informed by training needs analysis and in response to strategy, policy and client need Promote motivational ways to influence and optimise learning Use evaluation findings to improve future programmes	Ability to: ■ transform health care practice through evidence-informed educational and curriculum development and delivery ■ demonstrate sound educational governance skills ■ demonstrate expert consultation skills ■ utilise evaluative approaches	Enhancement of teaching and assessing skills through, for example, PGCE

Career & Development Framework Level 8 - Consultant Practitioner level

Central Pillar **2** Facilitation of Learning **Aspects of practice** 2.2 Creation of the learning environment	Examples of sphere of responsibility/role	Key knowledge, skills and behaviours	Examples of educational and professional development
	Communicate scholarly activity, research and new developments to support the integration of evidence-based practice and influence the development of the learning environment Evaluate the effectiveness of educational/training interventions	Ability to: ■ model behaviours that value diversity, individual differences and perspectives ■ influence and implement organisational learning and development strategies	

Central Pillar **3** Leadership **Aspects of practice** 3.1 Team work and development	Examples of sphere of responsibility/role	Key knowledge, skills and behaviours	Examples of educational and professional development
	Provide leadership to influence the strategic direction across professional and organisational teams/boundaries. Support team development by developing networks and sharing information	Ability to: ■ model behaviours that value diversity, individual differences and perspectives	Appropriate and relevant work-based learning/accredited courses in leadership/management

Career & Development Framework Level 8 - Consultant Practitioner level

Central Pillar ③ Leadership	Examples of sphere of responsibility/role	Key knowledge, skills and behaviours	Examples of educational and professional development

Aspects of practice
3.2 Professional and organisational leadership
	Accept responsibility for business planning and demonstrate people-management skills, including workforce development and succession planning
	
	Contribute to the strategic review of clinical effectiveness and management of resources
	
	Provide strong and effective leadership across professional and organisational boundaries, with a focus on quality improvement and service excellence
	
	Ensure provision of clinical supervision
	
	Ensure delivery of, and accountability for, a clinically excellent, high-quality service that meets the requirements of the *Healthcare Quality Strategy for NHSScotland* (12)
	
	Act as an expert resource for patient care and decision-making
		Ability to:
		■ apply skills in:
		  - strategic management
		  - advanced project planning and management
		  - financial management
		  - stakeholder involvement
		  - impact assessment
		  - development of an outcomes-focused business case
		  - critical thinking, analysis and synthesis
		■ report effectively on a range of complex situations and contexts
		■ readily use highly specialist theoretical and practice knowledge to think, gain and share information, solve problems and make decisions (Employability Level 8 (15))
		■ assess situations and identify the root cause of a complex problem in environments that are unfamiliar, complex and unpredictable and have many interacting factors (Employability Level 8 (15))
		■ lead and implement local, national and professional strategy and policy
			Advanced Nursing Practice Toolkit web-based resource
			
			Marketing and business case management
			
			Experience of contribution at Board level
			
			Participation in peer review
			
			Strategic contribution at local and national level

Career & Development Framework Level 8 - Consultant Practitioner level

Central Pillar **③** Leadership **Aspects of practice** 3.2 Professional and organisational leadership	Examples of sphere of responsibility/role	Key knowledge, skills and behaviours	Examples of educational and professional development
	Influence practice development by supporting and developing innovative and lateral thinking in self and others Initiate, influence and lead new developments in services Monitor and demonstrate how organisational goals are reflected in own and others' objectives Act as a change agent at organisational level through identifying, challenging and managing poor performance Work collaboratively across boundaries to develop and raise awareness of relevant policies, guidelines and strategies and influence change at local and national level Identify and act on opportunities to influence and develop policy and guidelines at national level	Ability to: ■ use critical reading skills to analyse and synthesise information ■ Interpret health information, statistics and research data. ■ use highly developed influencing and political leadership and influencing/lobbying skills ■ model advanced communication and interpersonal skills ■ display a high level of presentation and report-writing skills ■ use technology competently and confidently	

Career & Development Framework Level 8 - Consultant Practitioner level

Central Pillar ③ Leadership **Aspects of practice** 3.2 Professional and organisational leadership	Examples of sphere of responsibility/role	Key knowledge, skills and behaviours	Examples of educational and professional development
	Respond to national and local requests for review of documents such as strategies, policies and guidelines Lead and manage change at local and national levels Initiate communities of practice/networks to disseminate resources and practice initiatives Network with a wide range of organisations and individuals to shape and respond to policy and strategy at national and local levels		

Career & Development Framework Level 8 - Consultant Practitioner level

Central Pillar **4** Evidence, Research and Development **Aspects of practice** 4.1 Evidence into practice	Examples of sphere of responsibility/role	Key knowledge, skills and behaviours	Examples of educational and professional development
	Ensure that services are based on high-quality evidence Identify gaps in the evidence base in relation to work and health and communicate findings to appropriate clinical, policy and research communities Understand the responsibilities of research governance Collaborate with appropriate research partners and build links with research forums and universities Initiate, facilitate or undertake appropriate high-quality research, acting as principal investigator where appropriate Contribute to development and implementation of a NMAHP research strategy	Ability to: ■ critically review literature ■ understand advanced research methods ■ understand the responsibilities of a principal investigator ■ present information clearly and concisely ■ write critically, including analysis, synthesis and interpretation of the evidence base to underpin practice ■ write for publication and contribute to peer review ■ establish appropriate policies and ensure support for clinical research activity	Research governance Advanced research methods

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).

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

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

Key Elements of the Career Framework

Skills for Health

9 People working at level 9 require knowledge at the most advanced frontier of the field of work and at the interface between fields. They will have responsibility for the development and delivery of a service to a population, at the highest level of the organisation. **Indicative or Reference title: Director**

8 People at level 8 of the career framework require highly specialised knowledge, some of which is at the forefront of knowledge in a field of work, which they use as the basis for original thinking and/or research. They are leaders with considerable responsibility, and the ability to research and analyse complex processes. They have responsibility for service improvement or development. They may have considerable clinical and/or management responsibilities, be accountable for service delivery or have a leading education or commissioning role. **Indicative or Reference title: Consultant**

7 People at level 7 of the career framework have a critical awareness of knowledge issues in the field and at the interface between different fields. They are innovative, and have a responsibility for developing and changing practice and/or services in a complex and unpredictable environment. **Indicative or Reference title: Advanced Practitioner**

6 People at level 6 require a critical understanding of detailed theoretical and practical knowledge, are specialist and /or have management and leadership responsibilities. They demonstrate initiative and are creative in finding solutions to problems. They have some responsibility for team performance and service development and they consistently undertake self development. **Indicative or Reference title: Specialist/Senior Practitioner**

5 People at level 5 will have a comprehensive, specialised, factual and theoretical knowledge within a field of work and an awareness of the boundaries of that knowledge. They are able to use knowledge to solve problems creatively, make judgements which require analysis and interpretation, and actively contribute to service and self development. They may have responsibility for supervision of staff or training. **Indicative or Reference title: Practitioner**

4 People at level 4 require factual and theoretical knowledge in broad contexts within a field of work. Work is guided by standard operating procedures, protocols or systems of work, but the worker makes judgements, plans activities, contributes to service development and demonstrates self development. They may have responsibility for supervision of some staff. **Indicative or Reference title: Assistant/Associate Practitioner**

3 People at level 3 require knowledge of facts, principles, processes and general concepts in a field of work. They may carry out a wider range of duties than the person working at level 2, and will have more responsibility, with guidance and supervision available when needed. They will contribute to service development, and are responsible for self development. **Indicative or Reference title: Senior Healthcare Assistants/Technicians**

2 People at level 2 require basic factual knowledge of a field of work. They may carry out clinical, technical, scientific or administrative duties according to established protocols or procedures, or systems of work. **Indicative or Reference title: Support Worker**

1 People at level 1 are at entry level, and require basic general knowledge. They undertake a limited number of straightforward tasks under direct supervision. They could be any new starter to work in the Health sector, and progress rapidly to Level 2. **Indicative or Reference title: Cadet**

Appendix 2
Articulation of Career Framework with Scottish Credit and Qualifications Framework

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

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

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

The learning required for each role should be considered in conjunction with the Career Framework level descriptors:
http://www.skillsforhealth.org.uk/workforce-transformation/customised-career-frameworks-services/

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

Appendix 3
Suggested matching of central themes against NHS KSF[9]

Central themes of Career & Development Framework for Learning Disability Nursing	Core and specific dimensions of the NHS Knowledge and Skills Framework
Clinical Practice	**Core 1** Communication
	Core 2 People and personal development
	Core 3 Health, safety and security
	Core 4 Service improvement
	Core 5 Quality
	Core 6 Equality and diversity
	HWB1 Promotion of health and wellbeing and prevention of adverse effects on health and wellbeing
	HWB2 Assessment and care planning to meet health and wellbeing needs
	HWB3 Protection of health and wellbeing
	HWB4 Enablement to address health and wellbeing needs
	HWB5 Provision of care to meet health and wellbeing needs
	HWB6 Assessment and treatment planning
	HWB7 Interventions and treatments
	IK2 Information collection and analysis
Facilitation of Learning	**Core 1** Communication
	Core 2 People and personal development
	Core 5 Quality
	Core 6 Equality and diversity
	G1 Learning and development
	G2 Development and innovation
	HWB1 Promotion of health and wellbeing and prevention of adverse effects on health and wellbeing

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[9] Post outlines based on the KSF will set out the actual requirements of a post with the dimensions and levels required.

Central themes of Career & Development Framework for Learning Disability Nursing	Core and specific dimensions of the NHS Knowledge and Skills Framework
Leadership	**Core 1** Communication **Core 4** Service improvement **Core 5** Quality **Core 6** Equality and diversity **G5** Services and project management **G6** People management **G7** Capacity and capability
Evidence, Research and Development	**Core 1** Communication **Core 6** Equality and diversity **IK1** Information processing **IK2** Information collection and analysis **IK3** Knowledge and information resources

Appendix 4

The development group for the Career & Development Framework for Learning Disability Nursing was facilitated by the Scottish Government and NHS Education for Scotland.

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