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

Career Framework Levels 2 - 4
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INTRODUCTION

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

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

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

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

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

Updated March 2016.
STRUCTURE

Levels of Practice

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

Pillars of Practice

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

• Clinical Skills
• Facilitation of Learning
• Leadership
• Service Improvement

Each of these pillars is divided into Aspects of Practice:

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<th>Pillar of Practice</th>
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<td>Clinical Skills</td>
<td>• Safe, Effective &amp; Person-Centred Care</td>
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<td>• Decision Making</td>
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<td>Facilitation of Learning</td>
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Sphere of responsibility, key knowledge, skills and behaviours and opportunities for educational development are outlined for each aspect of practice. Healthcare Support Workers working in neonatal hospital settings provide care to babies delegated to them and/or undertake other duties working within the scope of their job description under direct or indirect supervision of a Registered Practitioner. Educational requirements and development resources suggested within the framework are examples to prepare the Healthcare Support Worker in the aspects specific to their role, as defined in their job description.
Some Healthcare Support Workers have specific roles within their job description such as undertaking elements of newborn screening programmes or administering defined oral and topical medication checked by a Registered Practitioner and governed within local policies. In order to be competent in their defined role, Neonatal Healthcare Support Workers require to have the appropriate educational preparation and support and examples are provided in the overview pages.

The framework is cumulative in that those working at level 4 would be expected to have achieved the criteria stated at the lower levels in addition to the criteria for their current level of practice. The framework has been mapped against “Working to Standard: a Code of Conduct for Healthcare Support Workers” (Paragraph 3) and suggested mapping against NHS KSF Core and Specific Dimensions is also provided.
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<th>Career Framework Levels</th>
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<th>Educational Requirements</th>
<th>Examples of Development Resources</th>
<th>Sphere of responsibility</th>
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</table>
| **LEVEL 2**             | Previous relevant experience desirable but not essential | All staff joining NHS Scotland in a Healthcare Support Worker (HCSW) role as described in CEL 23 (2010) will be required to meet national mandatory induction standards within three months of joining NHS Scotland. The HCSW will possess, or have the opportunity to attain within an agreed timeframe, education at SCQF level 6. | • A guide to Healthcare Support Worker Education and Role Development which sets out the nationally agreed generic principles on education and role development for HCSW  
• Healthcare Support Worker Toolkit  
Following publication of the above guide, an on-line toolkit resource which provides guidance and educational resources for both clinical and non-clinical HCSW roles  
Induction and orientation programmes  
Role specific in-house education e.g. Cleanliness Champion, breast feeding support training, child protection, basic life support | Care of the well baby under the direction and supervision of a Registered Practitioner or Level 4 Healthcare Support Worker supported by a Registered Practitioner. Work within local guidelines as instructed. |
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<th>Career Framework Levels</th>
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<th>Educational Requirements</th>
<th>Examples of Development Resources</th>
<th>Sphere of responsibility</th>
</tr>
</thead>
</table>
| LEVEL 3                 | The Senior HCSW can evidence previous experience and/or consolidation of practice as a HCSW or can evidence an appropriate level of knowledge and skill to care for babies requiring special care. | The Senior HCSW will possess, or have the opportunity to attain within an agreed timeframe, education at SCQF Level 7. | • Healthcare Support Worker Toolkit  
Role specific in-house education | Care of babies requiring special care under direction and supervision of a Registered Practitioner or Level 4 Healthcare Support Worker supported by a Registered Practitioner.  
Work within local guidelines as instructed. |
| LEVEL 4                 | The Assistant Practitioner can evidence previous experience and consolidation of practice as a Senior HCSW and/or has the appropriate skills and knowledge and demonstrates the depth of understanding and ability to care for babies requiring special care. | The Assistant Practitioner will possess, or have the opportunity to attain within an agreed timeframe, education at SCQF Level 8.  
Will have the opportunity within an agreed timeframe to attain neonatal specific education at SCQF Level 8. | • Healthcare Support Worker Toolkit  
Role specific in-house education  
Early Years Capability Framework and Education at SCQF Level 8 | Assessment, planning, provision, and evaluation of aspects of care of a baby requiring special care under direct or indirect supervision of a Registered Practitioner.  
Work within local guidelines reporting to a Registered Practitioner.  
Ability to assess and support level 2 & 3 HCSWs with the assistance of a Registered Practitioner. |
### PILLAR OF PRACTICE: CLINICAL PRACTICE

#### ASPECT OF PRACTICE: SAFE, EFFECTIVE AND PERSON-CENTRED CARE

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<th>Sphere of responsibility</th>
<th>Key Knowledge, Skills and Behaviours</th>
<th>Mapping against “Working to Standard”</th>
</tr>
</thead>
</table>
| Suggested NHS KSF Dimensions | Core 1,2,3,5,6 - Specific HWB 2,3,5; IK1; EF2 | 3.2.1 Accountability  
3.2.2 Awareness  
3.2.3 Integrity  
3.2.13 Alertness |

<table>
<thead>
<tr>
<th>Sphere of responsibility</th>
<th>Career Framework Level 2</th>
<th>Career Framework Level 3</th>
<th>Career Framework Level 4</th>
</tr>
</thead>
</table>
| Nutrition and elimination | Develop knowledge of normal baby feeding behaviour in order to:  
- Inform and advise on storage of breast milk, breast feeding, hand and mechanical expression of breast milk  
- Assist the mother to breast feed according to evidence based/unit guidelines  
- Sterilise equipment and prepare formula feeds  
- Assist parents/carers in bottle feeding techniques  
- Measure and weigh babies, record and report findings  
- Monitor and record input and output and report findings  
- Support a baby requiring phototherapy | Develop knowledge of feeding behaviour of a baby requiring special care in order to:  
- Give supplemental feeding e.g. cup feed, gastric feeding  
- Verify intake requirements for enteral feeding according to guidelines  
- Setup and record measurements from enteral feeding pumps  
- Administer feeds via gastric tubes including gastrostomy tubes  
- Administer oral nutritional supplements which have been checked by a Registered Practitioner according to local policy  
- Monitor and record input and output, adjusting approach to feeding as per guidelines  
- Monitor growth e.g. weight, length, head circumference through measurement and record and report findings  
- Initiate phototherapy as directed by a Registered Practitioner | Apply knowledge of the feeding behaviour of a baby requiring special care in order to:  
- Recognise normal gastrointestinal function, urinary tract function and bilirubin elimination  
- Document findings, report deviations and take appropriate action  
- Inform and advise on all aspects of enteral feeding methods  
- Pass gastric feeding tubes via nose and mouth  
- Assess enteral feeding needs, devise plan and review appropriately  
- Advise on the need for nutritional supplements as appropriate  
- Anticipate and monitor babies at risk of hypoglycaemia and implement preventive and where necessary corrective management strategies |
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<tr>
<th>Sphere of responsibility</th>
<th>Key Knowledge, Skills and Behaviours</th>
<th>Career Framework Level 2</th>
<th>Career Framework Level 3</th>
<th>Career Framework Level 4</th>
<th>Mapping against “Working to Standard”</th>
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</thead>
</table>
| Infant Behaviour         | Develop knowledge of normal baby behaviour in order to: -  
• Use developmental care strategies: including environmental aspects, positioning and handling to optimise development  
• Record and report observations of behavior  
• Recognise and respond to the wellbeing needs of a baby | Develop knowledge of behaviour of a baby requiring special care in order to: -  
• Recognise normal behaviour in babies of different gestations, including sleep/awake states  
• Complete available/appropriate assessment tools and report findings e.g. Neonatal Abstinence Syndrome (NAS) and pain assessments  
• Adapt developmental care strategies according to the needs of individual babies e.g. babies with NAS, in pain | Apply knowledge of behaviour of a baby requiring special care in order to:  
• Recognise the need for assessment, interpret outcomes and implement strategies e.g. containment, swaddling, sucrose, non-nutritive sucking, environmental modification  
• Recognise limits of above strategies and seek review | 3.2.1 Accountability  
3.2.2 Awareness  
3.2.3 Integrity  
3.2.13 Alertness |
| Vital Signs              | Develop knowledge of observing and measuring vital signs in order to:  
• Undertake temperature, heart rate, respiratory rate measurements  
• Observe baby’s colour  
• Record and report measurements and observations of vital signs  
• Recognise need for, request assistance and initiate basic life support measures | Develop knowledge to modify care according to vital signs in order to:  
• Measure and record vital signs by intermittent and/or continuous methods, reporting deviations  
• Adjust supplemental oxygen according to local guidelines, reporting changes in oxygen concentration delivered  
• Perform oral suction as directed | Apply knowledge to modify care in response to vital signs in babies requiring special care in order to:  
• Recognise the need for and/or modify vital sign monitoring including blood pressure according to baby’s condition and local guidelines  
• Implement strategies to maintain and normalise vital signs within accepted parameters  
• Initiate safe and effective oral and nasal/pharyngeal suction as clinically indicated | 3.2.1 Accountability  
3.2.2 Awareness  
3.2.3 Integrity  
3.2.13 Alertness |
<table>
<thead>
<tr>
<th>Sphere of responsibility</th>
<th>Key Knowledge, Skills and Behaviours</th>
<th>Career Framework Level 2</th>
<th>Career Framework Level 3</th>
<th>Career Framework Level 4</th>
<th>Mapping against “Working to Standard”</th>
</tr>
</thead>
</table>
| Hygiene Needs            | Develop knowledge of hygiene needs in order to assist the mother/practitioner to: -  
• Perform basic care of skin; “top and tail”, bed bath and bath  
• Perform basic care of eyes and umbilical cord  
• Advise parents on skin care and bathing techniques | Develop knowledge of skin integrity of a baby requiring special care in order to:  
• Apply strategies to maintain and manage skin integrity, including stoma care, application and removal of tapes and topical applications | Apply knowledge of skin integrity of a baby requiring special care in order to:  
• Adapt strategies to assess, maintain and manage skin integrity  
• Implement strategies to manage skin injury | 3.2.1 Accountability  
3.2.2 Awareness  
3.2.3 Integrity  
3.2.13 Alertness |
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</table>
| Infection Prevention and Control| Develop knowledge of infection prevention and control in order to assist the mother/practitioner to: -  
  - Comply with standard infection control precautions and NHS Board policies  
  - Perform correct hand hygiene procedure and other infection prevention and control measures as per local policies  
  - Advise visitors, staff and members of public about hygiene and visiting restrictions | Apply knowledge of infection prevention and control in order to: -  
  - Lead by example and support others to comply with infection prevention and control policies  
  - Participate in audit activities through observing practice and monitoring compliance | 3.2.1 Accountability  
  3.2.2 Awareness  
  3.2.3 Integrity  
  3.2.13 Alertness |
| Temperature Control             | Develop knowledge of temperature control in order to assist the mother/practitioner to: -  
  - Adjust environment, clothing and equipment for babies as directed to achieve/maintain normothermia  
  - Use specialist equipment e.g. incubator, radiant warmer, heated cot to maintain neutral thermal environment as directed by a Registered Practitioner or Level 4 Healthcare Support Worker supported by a Registered Practitioner | Develop knowledge of thermoregulation in babies requiring special care in order to: -  
  - Initiate use of specialist equipment e.g. incubator, radiant warmer, heated cot to maintain neutral thermal environment based on temperature assessment and following discussion with a Registered Practitioner | Apply knowledge of thermoregulation in babies requiring special care in order to: -  
  - Understand the physiological impact and possible cause of temperature instability  
  - Anticipate the baby’s risk of temperature deviations  
  - Use strategies to prevent temperature deviation | 3.2.1 Accountability  
  3.2.2 Awareness  
  3.2.3 Integrity  
  3.2.13 Alertness |
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<th>Sphere of responsibility</th>
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</table>
| Family centred care      | Develop knowledge of family centered care principles in order to: -  
                           - Work in partnership with parents/families/carers to provide optimum care  
                           - Be sensitive to the needs of parents/families/carers  
                           - Recognise and respect diversity, individual differences and perspectives  
                           - Be aware of role and responsibilities, seeking support as required in relation to child protection, vulnerable adults and domestic violence  
                           - Be able to recognise Wellbeing needs of the baby and in the parents/carers, which may impact on the baby’s wellbeing and know how to respond to these. | 3.2.3 Integrity  
3.2.4 Advocacy  
3.2.5 Sensitivity  
3.2.6 Objectivity  
3.2.7 Consideration and Respect  
3.2.8 Consent |
|                          | Develop knowledge of family centered principles in babies requiring special care in order to: -  
                           - Be proactive in involving parents/families/carers in all aspects of care e.g. kangaroo care  
                           - Support preparation for discharge | |
|                          | Apply knowledge of family centered principles in babies requiring special care in order to: -  
                           - Act as an advocate for babies’ rights  
                           - Follow procedures and seek support as required in relation to child protection, vulnerable adults, domestic violence  
                           - Undertake elements of discharge procedure | |
<table>
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<tr>
<th>Sphere of responsibility</th>
<th>Key Knowledge, Skills and Behaviours</th>
<th>Career Framework  Level 2</th>
<th>Career Framework  Level 3</th>
<th>Career Framework  Level 4</th>
<th>Mapping against “Working to Standard”</th>
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<tr>
<td>Investigations and procedures</td>
<td>Develop knowledge of investigations and procedures in order to: -  • Assist with investigations e.g. newborn blood spot screening, venepuncture</td>
<td>Develop knowledge of investigations and procedures in babies requiring special care in order to: -  • Assist with and/or perform routine screening including obtaining consent where this is a defined role in the HCSW job description e.g. hearing screening  • Assist with and/or perform routine investigations e.g. blood glucose estimation, x-rays, skin swabs according to protocols and guidelines  • Implement prescribed management plans in response to findings e.g. blood glucose estimation  • Escort babies undergoing procedures out-with neonatal unit e.g. ultrasound</td>
<td>Apply knowledge of investigations and procedures in babies requiring special care in order to: -  • Administer medicines specified within local policy which have been checked by a Registered Practitioner, via oral and topical routes  • Be aware of adverse reactions to clinical investigations and procedures and report appropriately  • Assist with, and as directed undertake specific complex procedures e.g. wound care, long term tracheostomy care, urinalysis</td>
<td>3.2.1 Accountability  3.2.2 Awareness  3.2.3 Integrity  3.2.4 Advocacy  3.2.8 Consent  3.2.13 Alertness</td>
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<tr>
<td>Equipment</td>
<td>Develop knowledge of standard operating procedures in order to: -  • Clean and store equipment used in the care of the baby in accordance with local and manufacturer’s instructions  • Set up and use equipment in the care of babies e.g. apnoea monitors, cots, phototherapy units</td>
<td>Develop knowledge of equipment used for babies requiring special care in order to: -  • Set, check and interpret significance of equipment alarms in babies requiring special care and respond appropriately  • Set up and use equipment in the care of babies requiring special care e.g. vital signs monitors, incubators, phototherapy units</td>
<td>Apply knowledge of equipment used for babies requiring special care in order to: -  • Check emergency resuscitation equipment</td>
<td>3.2.1 Accountability  3.2.2 Awareness  3.2.3 Integrity  3.2.13 Alertness</td>
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<tr>
<td>Sphere of responsibility</td>
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| Health and Safety        | Develop knowledge of health and safety in order to:-  
                          • Assess risk and report findings  
                          • Act on findings within role boundaries  
                          • Demonstrate understanding of:  
                          › health and safety  
                          › COSHH regulations  
                          Develop knowledge of health and safety of babies requiring special care in order to:-  
                          • Recognise risk in relation to care provision and further develop risk assessment skills  
                          • Act on findings within role boundaries to ensure patient safety  
                          Apply knowledge of health and safety of babies requiring special care in order to:-  
                          • Demonstrate risk assessment skills in relation to care  
                          • Support standards of care by adhering to defined guidelines, policies, standards and protocols to support the delivery of safe, effective and person centred care in conjunction with Registered Practitioners (Scottish Government 2010)  
|                          |                                      | 3.2 Awareness  
                          |                                      | 3.2.11 Protection  

### ASPECT OF PRACTICE: DECISION MAKING

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

<table>
<thead>
<tr>
<th>Examples of Sphere of responsibility/role</th>
<th>Key Knowledge, Skills and Behaviours</th>
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<th>Career Framework Level 3</th>
<th>Career Framework Level 4</th>
<th>Mapping against “Working to Standard”</th>
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</thead>
</table>
| Responsibility and Accountability        | • Deliver delegated care/tasks within boundaries of role, knowledge and skills under the direction and supervision of a Registered Practitioner or Level 4 Healthcare Support Worker supported by a Registered Practitioner  
• Problem solve related to the task at hand (NES 2010)  
• Maintain clear and concise communication and documentation  
• Comply with appropriate standards for confidentiality, records and record keeping (Code of Conduct 4.1.6)  
• Comply with the Data Protection Act  
  • Comply with the Children and Young People (Scotland) Act 2014 by understanding your responsibilities as a healthcare worker to: respond to a babies/parents wellbeing need by sharing your concern with a registered practitioner, respond to a Named Person’s request for information and share information that is relevant, appropriate and in a timely manner.  | • Contribute to the assessment, planning and delivery of care within the boundaries of role, knowledge and skills under the direction and supervision of a Registered Practitioner or Level 4 Healthcare Support Worker supported by a Registered Practitioner  
• Problem solve and take action regarding patient/client care through an awareness of policy and legislation (NES 2010) | • Assess, plan, deliver and evaluate care within the boundaries of role, knowledge and skills, reporting to, and under direct or indirect supervision, of a Registered Practitioner  
• Problem solve related to needs and tasks and take action within the agreed parameters of the role (NES 2010) | 3.2.1 Accountability  
3.2.9 Confidentiality |
# PILLAR OF PRACTICE: FACILITATION OF LEARNING

## ASPECT OF PRACTICE: LEARNING, TEACHING AND DEVELOPMENT

<table>
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<th>Suggested NHS KSF Dimensions</th>
<th>Core 1,2,5</th>
<th>Mapping against “Working to Standard”</th>
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<tbody>
<tr>
<td><strong>Examples of Sphere of responsibility/role</strong></td>
<td><strong>Key Knowledge, Skills and Behaviours</strong></td>
<td></td>
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<tr>
<td><strong>Career Framework Level 2</strong></td>
<td><strong>Career Framework Level 3</strong></td>
<td><strong>Career Framework Level 4</strong></td>
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</tbody>
</table>
| **Personal development** | • Develop and maintain own knowledge and skills to provide safe and effective care with direction from a Level 4 Healthcare Support Worker or Registered Practitioner  
• Learn from experience through observation, supervision, feedback, reflective practice techniques and evaluation | • Develop and maintain own knowledge and skills to provide safe and effective care with support from a Level 4 Healthcare Support Worker or Registered Practitioner | • Be responsible and accountable for keeping own knowledge and skills up to date through continuing development |
| **People development** | • Within the boundaries of role, facilitate the learning of parents/families/carers of well babies  
• Identify and report where additional support is required | • Within the boundaries of role, facilitate the learning of parents/families/carers of babies who require special care  
• Support and act as a role model to Level 2 Healthcare Support Workers | • Support and act as mentor and role model to Level 3 Healthcare Support Workers (NES 2010)  
• Assess parental/family/carer confidence and competence to carry out baby care interventions  
• Contribute to multi-professional working actively participating and respecting the contribution of others |

3.2.12 Development
# PILLAR OF PRACTICE: LEADERSHIP

## ASPECT OF PRACTICE: TEAM WORK

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<th>Suggested NHS KSF Dimensions Core 1,2,4,5,6</th>
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<td>Key Knowledge, Skills and Behaviours</td>
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<tr>
<td>Contribution to teams’ purpose and objectives</td>
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<tr>
<td>Career Framework Level 2</td>
</tr>
<tr>
<td>• Act as a positive role model</td>
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<td>• Support the neonatal/multidisciplinary team in the delivery of high quality care (NES 2010)</td>
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Mapping against “Working to Standard”
## Pillar of Practice: Evidence Based Practice

### Aspect of Practice: Supporting Evidence Based Practice

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<th>Suggested NHS KSF Dimensions</th>
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<tbody>
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<td>Examples of Sphere of responsibility/role</td>
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<tr>
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<th>Career Framework Level 3</th>
<th>Career Framework Level 4</th>
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</thead>
</table>
| Guidelines and evidence based practice | • Follow guidelines under the direction of a Registered Practitioner or Level 4 Healthcare Support Worker supported by a Registered Practitioner  
• Perform simple audits or surveys relevant to own work area (Skills for Health 2008)  
• Develop knowledge and skills in using information technology systems to access resources e.g. clinical guidelines and policies, relevant publications | • Contribute to guideline development  
• Perform simple audits or surveys  
• Assist with clinical projects or research e.g. specimen collection | • Recognise the need for evidence based practice, access, assess and apply relevant guidelines  
• Apply knowledge and skills in using information technology systems | 3.2.12. Development |
APPENDIX 1

Career Framework Model


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.
APPENDIX 2

Articulation of Career Framework with Scottish Credit and Qualifications Framework


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/

<table>
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<th>Career Framework Level</th>
<th>Indicative SCQF Levels</th>
<th>Example Qualifications</th>
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<td>LEVEL 9</td>
<td>Level 11/12</td>
<td>• Masters Degree</td>
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<tr>
<td></td>
<td></td>
<td>• Doctorate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• SVQ5</td>
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<tr>
<td>LEVEL 8</td>
<td>Level 11/12</td>
<td>• Masters Degree</td>
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<td>• SVQ5</td>
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<td>LEVEL 7</td>
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<td>• Post Graduate Certificate/Diploma</td>
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<td>• Graduate Diploma</td>
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<td>• SVQ4</td>
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<td>• SVQ4</td>
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<td>Level 6/7</td>
<td>• SVQ3</td>
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<td>Level 5/6</td>
<td>• SVQ2</td>
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<td>• Induction Standards</td>
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### APPENDIX 3

#### Working Group Membership

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Organisation</th>
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<tbody>
<tr>
<td>Elizabeth Callander</td>
<td>Lead Midwife – Neonatology</td>
<td>NHS Greater Glasgow &amp; Clyde</td>
</tr>
<tr>
<td>Dr Yvonne Freer</td>
<td>Clinical Reader</td>
<td>Edinburgh Napier University</td>
</tr>
<tr>
<td>Marie Gardiner</td>
<td>Network Manager</td>
<td>North of Scotland Managed Clinical Network for Neonatology</td>
</tr>
<tr>
<td>Denise Gray</td>
<td>Educational Projects Manager</td>
<td>NHS Education for Scotland</td>
</tr>
<tr>
<td>Dr Claire Greig</td>
<td>Lecturer</td>
<td>Edinburgh Napier University</td>
</tr>
<tr>
<td>Lynne Kerr</td>
<td>Clinical Manager, Neonatal Services</td>
<td>NHS Lothian</td>
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<tr>
<td>Caroline Mearns</td>
<td>Educational Projects Manager</td>
<td>NHS Education for Scotland</td>
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<tr>
<td>Iona Philp</td>
<td>Network Manager</td>
<td>South East and Tayside Managed Clinical Network for Neonatology</td>
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<tr>
<td>Fiona Tait</td>
<td>Network Manager</td>
<td>Managed Clinical Network for Neonatology, West of Scotland</td>
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<tr>
<td>Alison Will</td>
<td>Nurse Manager, Neonatal Services</td>
<td>NHS Grampian</td>
</tr>
<tr>
<td>Alison Wright</td>
<td>Senior Nurse/Chair</td>
<td>NHS Tayside/Scottish Neonatal Nurse Group</td>
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The group would like to thank colleagues in Neonatal Services throughout Scotland and The Royal College of Midwives (Scottish Board) for their comments and contributions.

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

Review date for this document: March 2019.
This framework has been endorsed by the Royal College of Nursing.

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