Education and Development Framework for Senior Charge Nurses

Contents

1. Introduction

Education, learning and development are essential elements in developing a motivated and flexible workforce, where staff are supported to be effective in their jobs and committed to developing and maintaining high quality health care for the people of Scotland.

The aim of this education and development framework is:

- to facilitate and support the implementation of the Senior Charge Nurse (SCN) review

- to provide guidance for the education and development of SCNs.

The framework will assist SCNs to identify learning and development needs and support access to appropriate learning and development activities, and/or academic education.

This framework will compliment the advanced practice toolkit and will help ensure that continuing professional development activities are valued and embedded as a lifelong process.

Who is the framework for?

The framework is intended for SCNs, their immediate managers, e.g. clinical nurse managers/lead nurses, those aspiring to be a SCN in the future, NHS Boards and Higher Education Institutions (HEIs). It will also be of interest to providers of education and training. Within this document the term SCN encompasses all nursing and midwifery roles that describe the nurse or midwife who leads a team of staff within an NHS setting. Other titles may include Charge Nurse, Sister, Team Leader or Ward Manager.

Background and context

Delivering Care, Enabling Health (SEHD, 2006a) sets out the nursing, midwifery and allied health professionals (NMAHP) contribution to the wider policy agenda in Scotland. It highlights the importance of clinical leadership and workforce developments, and describes how NMAHP will work to enable continuing improvements in the experience and outcomes of patients, public, families and carers.

Clinical leadership

The key message in Delivering Care, Enabling Health is that clinical leadership is critical in ensuring the transformational change necessary to implement the policy vision of the Scottish Government, and that initiatives and role developments aimed at promoting NMAHP leadership must be progressed. One of the key initiatives is the review of the role of the SCN/Midwife in NHSScotland.

Workforce development

There is recognition of the need to modernise health care careers. A UK-wide initiative to develop a consistent approach across a wide range of health professions has resulted in the development of specific career frameworks for nurses, midwives, allied health professionals (AHPs) and health care scientists. Within Modernising Nursing Careers (SEHD, 2006b), Scotland is leading on specialist and advanced practice. Other related work includes clinical education career pathways, development pathways for consultant nurses, midwives and AHPs, and early clinical career fellowships for nurses and midwives.

The NHS career framework (appendix 1) includes senior/specialist at level 6 and advanced practitioners at level 7 of the framework. It is envisaged that SCNs will be working at senior/specialist practitioner with the aspiration that many can be supported towards, advanced practitioner level. The underpinning principles of advanced practice (autonomous practice, critical thinking, high levels of decision-making and problem-solving, values-based care and improving practice) are fundamental components of the SCN role.

A pilot advanced practice succession planning development pathway is currently being devised to provide a generic, flexible and sustainable framework supporting educational solutions for advanced practice. It is envisioned that this will enhance capability and capacity within the nursing profession, utilising a consistent approach nationally within Scotland.

NHS Knowledge and Skills Framework

The NHS Knowledge and Skills Framework (KSF) has been designed to support the development of individuals in their post and in their careers. It provides a single, consistent, comprehensive and explicit framework on which to base review and development of all staff. One of the stated purposes of the KSF is to support the effective learning and development of individuals and teams – with all members of staff being supported to learn throughout their careers and develop in a variety of ways, and being given the resources to do so. The KSF is about the application of knowledge and skills - not about the specific knowledge and skills that individuals need to possess.

2. Using this framework

This framework provides guidance and opportunities for SCN's to:

- assume responsibility for their own continuing professional development
- understand the SCN role and its links with the NHS KSF, and the contribution of nursing, midwifery and allied professionals to healthcare policy as outlined in Delivering Care, Enabling Health (SEHD, 2006a)
- continually reflect on practice and critically appraise own knowledge, skills and capabilities, and ability to demonstrate their application in own practice
- through critical appraisal and self-assessment, identify personal development needs and develop and agree realistic and appropriate personal development plans
- reflect on and feed back to manager/colleagues on the value, effectiveness and application of learning and development, or education attended/supported
- use own learning, audit, research information and reflective practice to initiate improvements in practice
- work towards advanced practitioner level if appropriate

Although the main purpose of the framework is to help SCNs plan their own learning and development, it can be used by anyone who is looking for ways to enhance or improve their level of knowledge, skills and capability, or by those responsible for planning , supporting or implementing learning and development or education for SCN's. Throughout the framework, links to the NHS KSF and advanced practice components are highlighted.

NHS Boards, organisations and line managers can use the framework:

- to encourage self-development of SCNs, giving them the opportunity to achieve their potential and have their achievements recognised
- to support the learning and development of their current and future SCNs as part of a continuous process of development
- to identify appropriate education and training for individuals
- to nurture a climate where learning and development are integral to service development
- where appropriate, help SCNs to work towards advanced practice level

Those responsible for developing and delivering education and training can use the framework:

- to inform the content of educational programmes
- to map content of existing educational programmes
- to develop programmes of education in partnership with local providers
- to identify appropriate education and training for individuals
- for quality assurance monitoring

How SCNs can use this framework

You may be a SCN with some years of experience and a wide range of development but wish to map your skills and knowledge against the new role framework, or you may have little or no previous development in all or some aspects of the role. You may be a new or aspiring SCN or one who aims to move to a more senior or strategic post. You may already have a feel for which areas of your practice you would like to be better at. Whatever your current needs are, you can use this framework:

- for self-assessment purposes
- to identify learning and development needs
- to plan personal and professional development
- as a guide to developing personal programmes of self-directed and work-based learning
- as a guide to education and training resources
- to support the personal development planning and review (PDPR) process

Learning and development is not just about going on courses. You can learn through study, experience, personal reflection and shared learning and you will be able to access a wide and flexible range of learning opportunities. The focus of this framework is on personal learning and development, a process where you have prime responsibility for and control over your own learning. To do this effectively you need to be able to:

- identify your learning and development needs
- set yourself goals and objectives or learning outcomes
- specify standards to measure your achievements
- choose the best learning methods and activities for you
- evaluate your progress and continually assess your performance

Managing your own continuing personal development is not always easy. It requires commitment, time and self-discipline. The rewards however are limitless and will last a lifetime.

Although the framework focuses on self-directed and work-based learning options, for those who wish to attend training courses or pursue more academic education, a list of education providers has been included in section 7. You are encouraged to speak to your professional development/learning and development department and your line manager, who will be able to advise on relevant internal and external education provision. You can use the framework to support your PDPR process.

Section 3 provides an outline of the SCN role profile and its links to the culture, context and capability aspects of Delivering Care, Enabling Health (SEHD, 2006a) and the NHS KSF.

Section 4 outlines 13 capabilities linked to the four dimensions of the SCN role. It also identifies key knowledge and skills – an outline of the knowledge and skills the SCN requires for the role, together with a development needs analysis tool to help identify and prioritise your learning and development needs.

Section 5 suggests ways in which you can use the framework to plan your learning and development.

Section 6 offers some suggested learning and development options.

Section 7 provides guidance of accessing training courses and academic education, and provides a directory of education providers.

Figure 1 (overleaf) shows a diagrammatic representation of how you can use this framework to plan your learning and development.

Figure 1:
Using the SCN education and development framework

Familiarise yourself with the SCN role profile and the related KSF dimensions

Review each capability and related knowledge and skills

Evaluate your learning and development and its application to your work

SCN Education and Development Framework

Review how you are able to apply your knowledge and skills to meet the demands of the SCN role

Develop a personal learning and development plan

Identify and prioritise your learning and development needs

Review the learning and development options and education provision in sections 6 and 7

3. The Senior Charge Nurse role

A national review of the role of the SCN is a key component of Scotland's nursing, midwifery and allied health profession's action plan, Delivering Care, Enabling Health (SEHD, 2006a). The aim of the SCN review is to create a modern role that will enable frontline leaders to maximise their contribution to delivering safe and effective care, within the context of current policy.

A national SCN role profile has been developed. The role components were generated through consultation with key stakeholders and patient interviews, and have been themed into four areas of responsibility:

1. To ensure safe and effective clinical practice

2. To enhance the patients experience

3. To manage and develop the performance of the team

4. To ensure effective contribution to the delivery of the organisation's objectives

The role components of each of the four dimensions outlined above were then divided into subgroups and 13 key result areas were developed, which informed the development of a SCN role framework (Figure 2).

To support the development of the newly defined SCN role and the development of current post holders, the four dimensions and role components were mapped with the NHS KSF in partnership with appointed clinical facilitators from each of the NHS Boards and in collaboration with the national KSF Implementation Lead in the Scottish Government Health & Wellbeing Department. The resulting KSF outline was agreed by the SCN Review Project Board.

Delivering Care, Enabling Health (SEHD, 2006a) considers the contribution of nursing, midwifery and AHPs to healthcare policy across three critical areas:

Culture and context
The underlying principles of nursing, midwifery and AHP practice are defined as caring, promoting individuals rights, working within multi-disciplinary and multi-agency teams, ensuring an education and research base for practice, and delivering high quality, safe and effective practice.

Capability
Describes the nursing, midwifery and AHP contribution to meeting the policy agenda, highlighting the need for clinical leadership and the need to use information to improve patients' experience of health services and improve health outcomes.

Capacity
Describes the need for an adequate and flexible workforce, educated to the right level, with the skills to perform the roles required to deliver the services anticipated in Delivering for Health (SEHD, 2005).

Figure 2: SCN Role profile

1. To ensure safe and effective clinical practice

1.1 Clinical leadership and team working

As clinical leader, promote teamwork within a multi-professional environment, demonstrating critical analysis and decision-making skills, leading the delivery of a clinically excellent, high quality service influencing and facilitating change within ward/department and where appropriate the organisation.

1.2 Evidence-based, clinically effective practice

Act as a change agent, developing clinically effective practice through the effective utilisation and integration of evidence, setting, implementing and monitoring evidence based policies, procedures and protocols.

1.3 Continuous quality improvement

Ensure a culture of continuous quality improvement through the use of audit, patient feedback and reflection on practice by self and other members of the team.

1.4 Patient safety

Promote a clean and safe environment for staff, patients and visitors by ensuring compliance with legislation, policies and protocols including health and safety, healthcare associated infection, risk management and critical incident reporting and analysis, assessing and managing actual and potential risks to health and well-being.

Ensure a high standard of record keeping in accordance with Nursing and Midwifery Council, national legislation and local standards, facilitating effective communication with multi-professional team regarding patient care.

2. To enhance the patients experience

2.1 Co-ordination of the patient journey

Ensure co-ordination of the patient's journey by planning and co-ordinating the episode of care including the smooth transition to other settings, promoting effective discharge and communication with interdisciplinary and interagency teams as required.

2.2 Clinical expertise

Co-ordinate nursing/midwifery interventions, influencing clinical decisions and monitoring the quality of patient care provided through using expert clinical knowledge relevant to their own field of practice, underpinned by theory and experience.

2.3 Promote a culture of person-centred care

Within a multidisciplinary team environment, develop a culture of person-centred care being highly visible within the ward/department, communicating regularly with patients, relatives and/or carers; promoting a caring environment where equality and diversity issues are respected and patients are enabled to be partners in their care.

Identify opportunities to develop care and services by ensuring that there are effective systems in place to ascertain patient and carer experience/feedback and ensure complaints are managed in line with organisational policy, including the dissemination of learning points.

3. To manage and develop the performance of the team

3.1 Role model

Act as a role model, creating a supportive ethos to empower staff to contribute to the delivery of high quality person-centred care.

3.2 Learning and development

Support the learning and development of all staff, creating a learning environment that ensures effective learning opportunities for staff and students including appropriate orientation and induction programmes, a range of clinical support strategies (mentoring, coaching, clinical supervision and action learning) and planning ongoing mandatory training and relevant education/development opportunities.

3.3 Managing the practice setting

Manage the practice setting, ensuring effective use of resources and workforce planning by monitoring workload and, through efficient rostering, maintain appropriate staffing levels and skill mix taking account of role and competence of staff when delegating work, contributing to the management of the ward/department budget.

Manage the nursing/midwifery team, ensuring compliance by self and others with professional standards, legislation, national and organisational policies, leading recruitment and selection, attendance management, ensuring grievance and disciplinary matters within own department are identified, actioned and reported to the appropriate manager.

4. To contribute to the delivery of the organisation's objectives

4.1 Networking

Network with peers across professional groups promoting the exchange of knowledge, skills and resources.

4.2 Service development

Work in partnership with a range of clinicians and managers in the planning or development of own service promoting the involvement of patients/public.

4.3 Political and strategic awareness

Develop and maintain a working knowledge of local, national and professional strategy and policy, ensuring that organisational goals are reflected in their personal objectives and in ward/department development plans and demonstrate the ability to contribute to policy and strategy development at a departmental and organisational level and, where appropriate, national level.

The NHS KSF is the overarching framework for reviewing the development of most staff groups in the NHS, as part of the Agenda for Change agreement. The KSF defines and describes the knowledge and skills that staff need to apply in practice to deliver quality services (DH, 2004a) and the review process is the means for providing evidence of continuing capability. Figure 3 demonstrates the relationships between the four dimensions and key result areas of the SCN role profile, the culture, context and capability aspects of Delivering Care, Enabling Health and the KSF.

Delivering Care, Enabling Health (SEHD, 2006).	SCN Role Profile	NHS KSF
• a team base for practice • leadership • a base for safe and effective practice • an education and research base for practice	1. To ensure safe and effective clinical practice 1.1 clinical leadership and teamwork 1.2 evidence-based, clinically effective practice 1.3 continuous quality improvement 1.4 patient safety	 1.1 Core 1, Core 4, Core 5 1.2 Core 4, Core 5 1.3 Core 5, IK2 1.4 Core 1, Core 3, HWB2
• a caring base for practice • a rights base for practice	2. To enhance the patient experience 2.1 co-ordination of the patient journey 2.2 clinical expertise 2.3 promote a culture of person centred care	 2.1 Core 1, HWB2 2.2 Core 2, Core 5 HWB2 2.3 Core 1, Core 4, Core 6, HWB2
• an education and research base for practice • continuing professional development and lifelong learning • developing workforce and workforce planning	3. To manage and develop the performance of the team 3.1 role model 3.2 facilitating learning and development 3.3 managing the practice setting	 3.1 Core 2, Core 5 3.2 Core 2 3.3 G4, G6, IK2
• capability – delivering policy aims and strategic objectives	4. To contribute to the organisation's objectives 4.1 networking 4.2 service development 4.3 political and strategic awareness	 4.1 Core 1, Core 4 4.2 Core 4 4.3 Core 2, Core 4

4. Capabilities, key knowledge and skills

This section outlines capabilities linked to the four dimensions of the SCN role. Capability is associated with the continuing development of the SCN's ability and potential and is an essential element of lifelong learning, and personal and professional development. Capabilities describe the extent to which an individual can apply, adapt and synthesise new knowledge from experience and continue to improve his or her performance (Fraser and Greenhalgh, 2001). Key knowledge and skills are identified in relation to each capability.

The 13 SCN capabilities are:

1. Providing clinical leadership

2. Promoting evidence-based, clinically effective practice

3. Promoting continuous quality improvement

4. Promoting patient safety

5. Ensuring co-ordination of patients journey

6. Maintaining clinical expertise

7. Promoting person-centred care

8. Role modelling

9. Facilitating learning and development

10. Managing the practice setting

11. Networking

12. Service development

13. Identifying political and strategic drivers

Links to the NHS KSF

Links to the KSF are given for each capability and appendix 2 details the KSF dimensions, levels, indicators and areas of application relevant to the SCN role.
Using the KSF in conjunction with the SCN role profile, capabilities and key knowledge and skills will help define and describe the knowledge and skills which SCNs need to apply in their work in order to deliver quality services.

Links to advanced practice

An advanced practice succession planning development pathway is currently being piloted as a means of providing a generic, flexible and sustainable framework supporting educational solutions for advanced practice. The pathway will help people to identify their development needs and support them in accessing the appropriate education through either work-based learning or academic education provision. Toolkits are currently being developed to support both advanced practice and implementation of the SCN role.

As a SCN you may be working at or towards advanced practice level. You can use this framework to help you but will also need to use the advanced practice succession planning development pathway to identify your development needs and access appropriate education through either work-based learning or academic education provision. To support your development, links to the four overarching themes of advanced practice are given for each SCN capability. Further information on advanced practice, including these overarching themes, and the main components and underpinning themes of advanced practice can be found on the NES website: www.nes.scot.nhs.uk/nursing/roledevelopment/advanced_practice

Links to the ten essential shared capabilities for mental health practice

The 10 Essential Shared Capabilities (ESC) Framework (Department of Health, 2004b) provides the basic building blocks for the education, training and continuing development of all mental health workers. The 10 ESCs are:

1. Working in partnership
2. Respecting diversity
3. Practising ethically
4. Challenging inequality
5. Promoting recovery
6. Identifying people's needs and strengths
7. Providing service user-centred care
8. Making a difference
9. Promoting safety and positive risk taking
10. Personal development and learning

Mental health practitioners can map the 10 ESCs to the 13 capabilities, and underpinning key knowledge and skills, for the SCN role and are encouraged to access the 10 Essential Shared Capabilities for Mental Health Practice: Learning Materials (Scotland) (NES 2007): www.nes.scot.nhs.uk/mentalhealth/publications

Development needs analysis tool

A development needs analysis tool is provided to help you reflect on each capability and identify areas where you may benefit from learning, education and development. In completing this tool, it is crucial that you are honest and provide an accurate account to help you to identify the appropriate learning and development and education required. You will be assessing yourself against SCN capabilities and related key knowledge and skills, as well as the indicators and related areas of application outlined in the KSF in appendix 2.

Following a review of the 13 capabilities and corresponding KSF application, identify what your current knowledge and skills are in relation to each capability. Identify your level of confidence in relation to each capability. Outline evidence to support your confidence level and how you have achieved that level of confidence in your ability. Then identify what further learning and development/education you might need in relation to this capability. Information on planning your learning and development can be found in section 5 of this framework.

Level of confidence

1. I require education, learning and development relating to most or all of this capability
2. I require education and development relating to some aspects of this capability
3. I am confident already and can effectively demonstrate my knowledge, skills and performance relating to this capability

Dimension 1: To ensure safe and effective clinical practice

Capability 1.1: Providing clinical leadership
The SCN provides effective clinical leadership to the nursing/midwifery team and to the wider multi-professional team, promoting teamwork and working in a way that demonstrates critical analysis and decision-making skills, and influencing and facilitating change where appropriate

KSF links	Advanced practice links
3 Core 1: Communication 3 Core 4: Service improvement 3 Core 5: Quality	3 Leadership

Key knowledge and skills
• creating and articulating a clear, shared vision for service delivery
• using highly developed leadership skills to communicate, motivate and mobilise people towards shared goals
• creating a culture of challenge and support where critical feedback is received positively and mistakes are regarded as learning opportunities
• using a positive leadership style to inspire and empower others to lead change
• providing leadership across professional and organisational teams
• influencing, facilitating, leading and managing change
• building strong working relationships with others, articulating own role and understanding the role of others, and treating people with dignity and respect
• solving problems by using critical analysis and logic in assessing and establishing the need for change
• generating imaginative ideas, original approaches and innovative solutions to challenges and or opportunities
• managing conflicts or disputes and other 'difficult situations'
• communicating across disciplinary, professional and organisational boundaries, listening and responding constructively to the needs of others
• understanding how you consult, involve, influence and lead your team and others, recognising personal impact on situations

Capability 1.1: Providing clinical leadership

Level of confidence		3	2	1
Evidence to support performance				

Learning and development needs

Dimension 1: To ensure safe and effective clinical practice

Capability 1.2: Promoting evidence-based, clinically effective practice
The SCN acts a change agent, developing clinical practice through the effective utilisation and integration of evidence into practice; setting, implementing and monitoring evidence-based policies, procedures and protocols

KSF links	Advanced practice links
3 Core 4: Service improvement 3 Core 5: Quality	3 Research[1] and development 3 Leadership

Key knowledge and skills
• accessing evidence from a variety of sources and critically appraising current evidence and its application where appropriate
• enabling and supporting others to source and use evidence to improve practice
• leading and promoting practice development in collaboration with the team and others
• knowledge and application of relevant national/local policies, procedures and protocols, including NHSQIS standards and SIGN guidelines
• promoting and ensuring evidence-based decision-making by self and team
• establishing evidence to underpin service/practice improvement
• knowledge of basic research methods and their application to clinical practice
• demonstrating effective transformational leadership, achieving team 'buy in' and supporting others in making agreed changes

1 Research in this context encompasses using an active evidence base, which includes activities such as audit, scoping, literature reviews, service evaluation and research

Capability 1.2: Promoting evidence-based, clinically effective practice

Level of confidence	3	2	1
Evidence to support performance			

Learning and development needs

Dimension 1: To ensure safe and effective clinical practice

Capability 1.3: Promoting continuous quality improvement
The SCN continually practices in a way that develops a culture of improved quality by ensuring continuous review and development of practice through the use of audit, patient feedback and reflection on practice and provides effective leadership to encourage such practice by team members

KSF links		Advanced practice links	
3	Core 5: Quality	3	Research[1] and development
3	IK2: Information collection and analysis	3	Leadership

Key knowledge and skills
• evaluating practice by monitoring and measurement, using Clinical Quality Indicators across six dimensions of quality and/or audit pertinent to area of practice
• using the model of improvement and PDSA (plan, do, study, act) cycles
• measuring for improvement and interpreting causes of variation, including run charts and control charts
• accessing and using information systems
• critical thinking and analytical skills incorporating critical reflection
• knowledge and application of methods for eliciting and responding to patient experience taking cognisance of ethical and legal issues
• knowledge and application of data protection policies
• identifying need for change, leading innovation and managing changes in practice and/or service

1 Research in this context encompasses using an active evidence base, which includes activities such as audit, scoping, literature reviews, service evaluation and research

Capability 1.3: Promoting continuous quality improvement

Level of confidence	3	2	1
Evidence to support performance			

Learning and development needs

Dimension 1: To ensure safe and effective clinical practice

Capability 1.4: Promoting patient safety
The SCN consistently takes responsibility for promoting a safe and clean environment for staff, patients and visitors by ensuring compliance with legislation, policies and protocols, assessing and managing actual and potential risks to health and well-being and ensuring a high standard of record keeping and effective communication with multi-professional team regarding patient care

KSF links		Advanced practice links	
3	Core 1: Communication	3	Advanced clinical/professional practice
3	Core 3: Health, safety and security		
3	HWB 2: Assessment and care planning to meet health and wellbeing needs		

Key knowledge and skills
• understanding and applying strategies for prevention of health care associated infections
• knowledge and application of standards for maintaining cleanliness
• knowledge and application of legislation, policies and protocols relating to health and safety of staff, patients and visitors
• knowledge and application of NMC code of professional conduct: standards for conduct, performance and ethics
• knowledge and application of standards for record keeping
• knowledge of clinical governance, risk assessment/management and adverse incident reporting structures and strategies
• knowledge of professional accountability relating to own practice and that of others
• understanding and applying local and national policy relating to patient/client group, e.g. mental incapacity, vulnerable adults, mental health, child protection, disability (physical and learning)
• knowledge and application of NMC Standards for Medicines Management
• knowledge and application of midwives roles and standards (if appropriate)

Capability 1.4: Promoting patient safety

Level of confidence	3	2	1
Evidence to support performance			

Learning and development needs

Dimension 2: To enhance the patients experience

Capability 2.1: Ensuring co-ordination of patients journey
The SCN takes responsibility for ensuring the planning and co-ordination of the patients episode of care including the smooth transition to other settings, promoting effective discharge and communication with inter-disciplinary and inter-agency teams as required

KSF links	Advanced practice links
3 Core 1: Communication 3 HWB 2: Assessment and care planning to meet health and wellbeing needs	3 Advanced clinical/professional practice

Key knowledge and skills
• ensuring provision of continuity of care and timely access to appropriate services
• working effectively as a member of the multi-professional/multi-agency team, contributing to evidence-based programmes of care and treatment that are sensitive to diversity
• identifying patient need through the evaluation of appropriate assessments, including community and public health information
• planning and co-ordinating packages of care, initiating referrals as required
• working collaboratively with other health professionals and agencies as appropriate
• knowledge and application of processes that ensures timely patient discharge and patient journey through the healthcare system at the pace appropriate to their needs
• providing relevant patient information, including appropriate materials that address language, disabilities and cultural beliefs
• analysing past patient experience and identifying any deficiencies in the patient journey
• being confident and proactive in investigating shortfalls in the service provision

Capability 2.1: Ensuring co-ordination of patients journey

Level of confidence	3	2	1
Evidence to support performance			

Learning and development needs

Dimension 2: To enhance the patients experience

Capability 2.2: Maintaining clinical expertise
The SCN develops and maintains expert clinical knowledge relevant to own field of practice and applies this knowledge in the co-ordination of nursing/midwifery interventions, influencing of clinical decisions and monitoring of quality of patient care provided

KSF links	Advanced practice links
3 Core 1: Communication 3 Core 2: Personal and people development 3 Core 5: Quality 3 HWB 2: Assessment and care planning to meet health and wellbeing needs	3 Advanced clinical/professional practice

Key knowledge and skills
• maintaining a high level of accountability in own practice
• demonstrating expert clinical knowledge relevant to own field of practice through knowledge and understanding of the pathophysiology of conditions commonly seen in own area of practice
• assessing and evaluating complex health needs including planning care appropriately to meet patient health and social care needs, involving other members of the multi-professional team as appropriate
• making sure each patient's treatment and care is based on best practice
• actively promoting health promotion, patient safety, recovery and disease prevention
• rapidly assessing the patient's unstable and complex health care problems through synthesis and prioritisation of historical and immediately derived data
• utilising critical thinking and reasoning in clinical decision-making and problem-solving
• ensuring safe transition to another care provider or independence
• using sound judgement in assessing and rationalising conflicting priorities and needs

Capability 2.2: Maintaining clinical expertise

Level of confidence	3	2	1

Evidence to support performance

Learning and development needs

Dimension 2: To enhance the patients experience

Capability 2.3: Promoting person-centred care
The SCN identifies opportunities to develop care and services, and practices in a way that demonstrates creditable and authoritative leadership in the promotion of person-centred care, within a caring multidisciplinary team environment that where appropriate enables patients to be partners in their care

KSF links		Advanced practice links	
3	Core 1: Communication	3	Advanced clinical/professional practice
3	Core 4: Service improvement	3	Leadership
3	Core 6: Equality and diversity		
3	HWB 2: Assessment and care planning to meet health and wellbeing needs		

Key knowledge and skills

- knowledge and application of local and national equality and diversity policies

- actively promoting, supporting and practising sound ethical decision-making

- developing practices which prompt choice, wellbeing and protection of all individuals

- ensuring that clinical governance is maintained

- using advanced communication strategies to develop and enhance therapeutic relationships

- creating a climate of mutual trust and establishing partnerships with patients, carers and families to encourage active choices and participation in care and treatment

- understanding and valuing cultural preferences, health beliefs and behaviours, challenging inequalities within the scope of NMC Code of Professional Conduct: standards for conduct, performance and ethics, Scottish Law and the Human Rights Act

- understanding the spiritual needs of patients and influence on their health care, behaviours and practices, particularly but not exclusively in relation to the provision of end-of-life care

- knowledge and application of methods for eliciting and responding to patient experience taking cognisance of ethical and legal issues

- ensuring self and others practice within NMC Code of Professional Conduct: standards for conduct, performance and ethics

Capability 2.3: Promoting person-centred care

Level of confidence	3	2	1
Evidence to support performance			
Learning and development needs			

Dimension 3: To manage and develop the performance of the team

Capability 3.1: Role modelling
The SCN acts a role model, creating a supportive ethos to empower staff to contribute to the delivery of high quality person-centred care

KSF links		Advanced practice links	
3	Core 2: Personal and people development	3	Facilitating learning
3	Core 5: Quality	3	Leadership

Key knowledge and skills
• enabling others to develop and apply their knowledge, evidence base and skill relevant to their area of practice
• expert knowledge and application of evidence base relevant to own area of practice
• knowledge and application of principles of facilitating learning in practice, mentoring and coaching, promoting a positive learning environment
• fostering a culture of enquiry that is supportive and facilitative, encouraging creativity and innovation
• enabling and developing leadership skills and qualities in other members of the team
• understanding and practising effective delegation
• understanding how you consult, involve and influence your team and others, recognising personal impact on situations
• articulating a vision, establishing values, goals and objectives relating to the purpose, function and practice of the team and motivating others to strive for that vision

Capability 3.1: Role modelling

Level of confidence	3	2	1
Evidence to support performance			

Learning and development needs

Dimension 3: To manage and develop the performance of the team

Capability 3.2: Facilitating learning and development
The SCN practises in a way that creates a positive learning environment, ensures effective learning opportunities for all staff and students and supports the career pathway of individual team members

KSF links	Advanced practice links
3 Core 2: Personal and people development	3 Facilitating learning

Key knowledge and skills
• knowledge and application of NMC standards to support learning and assessment in practice
• knowledge of the principles and application of NHS KSF processes – personal development planning, review and appraisal systems
• identifying and planning for team and individual learning needs applicable to care and service delivery
• knowledge and application of principles of facilitating learning in practice, mentoring and coaching, promoting a positive learning environment
• actively promoting reflective practice, formal and/or informal supervision and support structures
• knowledge and application of the audit cycle to develop the clinical learning environment
• maximising availability and access to resources to support learners and learning

Capability 3.2: Facilitating learning and development

Level of confidence	3	2	1

Evidence to support performance

Learning and development needs

Dimension 3: To manage and develop the performance of the team

Capability 3.3: Managing the practice setting
The SCN implements and maintains effective workload measurement and workforce planning, ensuring compliance by self and others with professional standards, legislation, national and organisational policies, contributing to the management of the ward/department budget

KSF links	Advanced practice links
3 G4: Financial management 3 G6: People management 3 IK2: Information collection and analysis	3 Leadership

Key knowledge and skills
• organising work flexibly and efficiently
• knowledge of the factors that influence nursing and/or midwifery workload and approaches to workload measurement appropriate to own area of practice
• interpreting and reporting workload data using information to guide effective decision-making in the development and implementation of workload and workforce planning
• knowledge and application of NMC Code of Professional Conduct; standards for conduct, performance and ethics
• knowledge and application of the principles of effective rostering and skill mix when planning, allocating and supervising the work of the team
• monitoring and managing the effects of planned time out (annual leave, study leave etc) and absenteeism
• knowledge and application of recruitment policies and procedures
• knowledge and application of HR policies/procedures and aspects of good practice in managing people
• effectively managing and developing the performance of individuals and the team
• knowledge of how budgets are set and own role in monitoring and managing the budget

Capability 3.3: Managing the practice setting

Level of confidence	3	2	1
Evidence to support performance			

Learning and development needs

Dimension 4: Ensure effective contribution to the delivery of the organisations objectives

Capability 4.1: Networking
The SCN promotes the exchange of knowledge, skills and resources through successful networking with peers

KSF links	Advanced practice links
3 Core 1: Communication 3 Core 4: Service improvement	3 Leadership

Key knowledge and skills
• actively participating in clinical forums or professional groups to forge sustainable partnerships, build on existing knowledge and increase resourcefulness
• engaging with the right people to ensure the success of service/practice improvements
• systematically capturing and disseminating learning and best practice at all levels of the service
• encouraging and participating in debriefing and discussion on service improvements at all levels
• encouraging and promoting activities for professional development
• developing a proactive and positive working relationship with partnership organisations and staff associations around change issues
• collaborating with other disciplines and agencies in the development of service plans

Capability 4.1: Networking

Level of confidence	3	2	1
Evidence to support performance			
Learning and development needs			

Dimension 4: Ensure effective contribution to the delivery of the organisations objectives

Capability 4.2: Service development
The SCN, working in partnership with a range of clinicians and managers, ensures that nursing/midwifery staff make a valuable contribution to the planning or development of their own service, promoting the involvement of patients/public

KSF links	Advanced practice links
3 Core 4: Service improvement	3 Leadership

Key knowledge and skills
• knowledge and application of patient focus, public involvement strategies
• knowledge of current Government and NHSScotland policy and how to apply this to own area of work and professional development, identifying areas for change, monitoring, supporting and guiding others in relation to service issues.
• creating and effectively communicating a vision for service development
• helping others to understand and see how your vision and plans link to the vision and plans of the organisation
• creating effective partnership working with key stakeholders
• challenging mindsets and working within allocated resources

Capability 4.2: Service development

Level of confidence	3	2	1
Evidence to support performance			

Learning and development needs

Dimension 4: Ensure effective contribution to the delivery of the organisations objectives

Capability 4.3: Identifying political and strategic drivers

The SCN practises in a way that demonstrates working knowledge of local, national and professional strategy and policy, contributing to policy and strategy development at a departmental and organisational level and, where appropriate, national level and ensures that organisational goals are reflected in the post-holder's personal objectives and that of the ward/department development plans

KSF links	Advanced practice links
3 Core 2: Personal and people development 3 Core 4: Service improvement	3 Leadership

Key knowledge and skills
• knowledge of current Government, NHSScotland and NMC policy and how to apply this to own area of work and professional development
• knowledge and application of local NHS objectives and local delivery plans*
• reviewing and evaluating the local implementation of policy initiatives, identifying areas for change
• understanding the broader influences and the relevant power bases within the organisation and the wider community
• representing the service perspective in discussions at all levels
• representing the organisation's perspective, policies and position with external agencies*
• keeping abreast of wider national, international and health service trends, and tapping into research sources
• articulating a vision, establishing values, goals and objectives relating to the purpose, function and practice of the team and motivating others to strive for that vision

* Please refer to local organisational priorities on page 42

Capability 4.3: Identifying political and strategic drivers

Level of confidence	3	2	1
Evidence to support performance			

Learning and development needs

Local organisational priorities

It is important that you are aware of your organisation's strategic objectives, local delivery plans and priorities. You are encouraged to record these below and take them into consideration when planning your learning and development.

Strategic objectives

Local delivery plans

Divisional/directorate priorities and objectives

Ward/department objectives

5. Planning your learning and development

As an SCN you will use different types of knowledge and skills in you daily practice. You will have learned some of these through formal education and training, but many will have been developed through experience – by 'just doing your job' and by working with others or finding things out for yourself. We all learn different things in different ways. Learning is not just about formal learning, going on courses or sitting in a classroom being taught things. Learning and development is a continuous, lifelong process. You can learn through study, experience, personal reflection and shared learning, and you will be able to access a wide and flexible range of learning opportunities. The aim of this framework is to help you plan your personal learning and development as a SCN, helping you identify your learning and development needs and choose the best learning options for you.

You can use the SCN role profile and associated capabilities, skills and knowledge in section 4 together with the KSF areas of application in appendix 2 to help identify your learning and development needs. Sections 6 and 7 will help you identify suitable learning and development options and formal educational programmes. You will then be able to formulate a learning and development plan and link this to your PDPR.

Once you have familiarised yourself with the SCN role profile and associated KSF dimensions and reviewed each capability, related knowledge and skills and how you are able to apply these to meet the demands of the SCN role (see Figure 1, page 6) you can use Figure 4 to guide you though the assessment, planning, implementation and evaluation stages.

Figure 4: Planning your learning and development

Review and assess
Use the development needs analysis tool to assess yourself against each of the SCN capabilities and related key knowledge and skills in section 4, as well as the indicators and related areas of application outlined in the KSF in appendix 2. Outline the evidence available to support your assessment.

Identify and prioritise learning and development needs
Carry out a 360º appraisal related to some or all areas of your role. Use the 360º appraisal and your self-assessment to identify and prioritise your overall learning and development needs using your organisation's proforma or the sample learning and development plan provided in appendix 3.

Consider your preferred learning styles and methods
Understanding your learning styles and skills, attitudes, preferences and strengths is an important part of becoming a more effective learner. For useful websites refer to section 6.

Identify education and development options
Review the learning and development options in section 6 and education provision in section 7. Can you achieve some or all of your learning outcomes through work-based or self-directed learning activities? Do you need to obtain an academic qualification?

Formulate a learning and development plan
Use your organisation's learning and development plan or the sample in appendix 3 to identify learning outcomes and plan your education and development activities. Discuss the plan with your line manager. Identify your support networks including a suitable mentor/coach.

Evaluate your learning and development
• reflect on the effectiveness of your learning in developing your knowledge and skills
• identify how your learning has improved your application of knowledge and skills
• maintain a reflective record of evidence, demonstrating the outcomes of learning
• collate evidence for your PDPR process (see pages 49-50)

6. Learning and development options

This section suggests a number of work-based and self-directed learning options, as well as a directory of useful resources. The list is not exhaustive, but rather provides examples of the range of learning options available. When considering your options, ask yourself the following questions:

- can I achieve some or all of my learning outcomes through work-based or self-directed learning activities?
- who can help me?
- what time do I have available?
- have I discussed my learning and development needs with my line manager, mentor or clinical supervisor?
- do I want to use this learning to help gain an accredited qualification?

To gain maximum benefit from a learning activity you need to decide what you want to learn from the activity and then review the outcome. If you can do this with a colleague or mentor then the opportunity to learn and develop from your experience will be greatly increased. You will also need regular support and commitment from your line manager. He/she may have ideas about specific tasks, projects or work-based activities you can do as well as being able to provide information about planned projects and forthcoming activities.

It will also be useful to discuss your learning options with those who have specific responsibilities for learning and development in your organisation such as:

- the human resource and/or the training department
- individuals who have responsibility for the development of particular staff groups (such as professional development leads)
- individuals who have statutory responsibility for maintaining standards
- organisational development staff
- trade union learning representatives

Once you have identified a learning activity you should:

- discuss with your line manager
- set review dates
- agree specific actions
- ask for feedback
- keep evidence of learning

Levels of evidence/learning outcomes

When choosing learning activities it is important to consider the level of the learning outcome and the evidence of learning you collect. As an SCN, your learning and development activities should be at level 9 or above in relation to the Scottish Credit and Qualifications Framework (SCQF).

The SCQF is a way of making sense of the numerous and varied Scottish academic and vocational qualifications. It is a single, unified framework providing a national vocabulary for describing all kinds of learning. As the SCQF focuses on the achievement of learning outcomes and awards credit where credit is due for such achievement, it is a robust mechanism for:

- learning progression towards a qualification (if desired);
- career progression;
- continuing professional development; and
- providing evidence for personal development planning and review/performance appraisal.

In so doing the SCQF emphasises;

- the transferability of learning; and
- the potential for reducing unnecessary duplication of learning.

The SCQF has the potential to recognise learning from a range of experiences; therefore it potentially reduces your dependency on courses or programmes of learning. However, where such courses and programmes are required, the SCQF accords a meaningful value to the learning achieved.

The SCQF will show you clearly how you can move up or across the qualifications framework. It will help you make comparisons between learning opportunities at different levels and help you to make decisions about the best way forward for achieving qualifications, for continuing professional development or for lifelong learning. SCQF also makes it possible to build up credit from a range of learning which may contribute towards qualifications: learning is not all course based…it could come from life and work experiences.

There are 12 levels in the framework. Each level increases with the complexity of learning and demand of the learning outcomes and this is described in the level descriptors that underpin each level, and relates to changes in characteristics such as:

- complexity and depth of knowledge and understanding
- links to associated academic, vocational or professional practice
- the degree of integration, independence and creativity required
- the range and sophistication of application/practice
- the role(s) taken in relation to other learners/workers in carrying out tasks

The SCQF descriptors set out the characteristic generic outcomes of each level. They are intended to provide a general, shared understanding of each level and to allow broad comparisons to be made between qualifications and learning at different levels. They are not intended to give precise nor comprehensive statements and there is no expectation that every qualification or programme should have all of the characteristics.

Appendix 4 gives the descriptors for levels 9, 10 and 11 of the SCQF framework. You will need to take these descriptors into account when deciding on your learning outcomes, activities and levels of evidence, especially if you wish to gain academic credit for your learning. Learning outcomes for advanced practitioner level should be at SCQF level 11. For more information on the SCQF visit the NES website www.nes.scot.nhs.uk/scqf/leaflets

Work-based learning options

Work-based learning offers you the opportunity to demonstrate learning outcomes that are achieved through workplace activities and from additional reading, and organisational and review tasks designed to help you link your work and academic learning experiences. Work-based learning delivers its intended outcomes by enabling you to provide evidence of practical experiences, for example through reflective accounts or learning logs, and assessing your ability to link these practical experiences to relevant theories and perspectives. There are a wide range of possible learning and development options which can be carried out within your work environment. For example:

- coaching from your line manager (internal)/or other (internal/external) expert
- mentoring – the mentor can facilitate personal and professional development through encouraging reflection, identifying gaps in knowledge and skills and providing structured feedback (see choosing a mentor below)
- peer-assisted learning groups (such as action learning sets or quality improvement groups) where you work in groups on real live organisation issues and problems
- job rotation – is it possible to move around and learn from this experience?
- project work – can you get involved in a particular project in your department/organisation?
- work shadowing – could you shadow someone who has a skill you want to develop?
- secondment and job rotation – secondments are a useful way for nurses and midwives to gain valuable experience without giving up their current post. They offer opportunities to acquire new skills, qualifications and facilitate professional development.
- teaching and training
- significant event analysis
- case review
- practice-based audit
- workshops and conferences
- policy development
- surveying or interviewing fellow learners, colleagues or experts about a particular issue

Self-directed learning options

Self-directed learning is a process whereby you take the initiative and responsibility for the learning process. It requires no formal teaching input and can be facilitated by a range of methods and resources. The internet provides a powerful resource for this purpose. A range of web-based educational resources that may be of interest to you is given at the end of this section. It is not exhaustive but provides a useful starting point for both reference and learning. The types of learning activities are only limited by your imagination but some ideas are:

- structured study materials
- written assignments
- 'active' reading of journals, books and articles
  – Survey Question Read Recall Review is a strategy to help you read more productively.
- writing about your learning and application to practice
- writing papers for journals
- e-learning materials
- searching the internet for specific information
- developing policies and procedures
- research
- evaluation
- compiling a portfolio of relevant writing about and reflecting on your own experiences and opinions about a central issue, and then comparing these to the views held by institutions, relevant leaders in the field, etc.
- completing tables or grids, for example, a table to compare similarities and differences from theoretical readings.
- keeping a learning journal, which might include notes on readings, ideas for assignments
- drawing flow charts, diagrams or concept maps to summarise content of readings

Reflective learning and practice

Reflection is the way that you turn your experience into meaningful learning. You can record and reflect on events or experiences and this will be a useful way of providing evidence of your learning as well as being a learning method in itself. "Reflection is a process of reviewing an experience of practice in order to describe, analyse and evaluate and so inform learning about practice." (Reid, 1993). There are many ways of reflecting on professional practice:

- describing and discussing in detail everyday aspects of practice either at the time or later
- selecting specific incidents or activities to reflect upon
- debriefing after significant events or events that match learning objectives/goals
- writing a detailed reflective account or bullet point notes for later discussion

Reflective notes may help you clarify what you have learned from an activity and what you can deliver in your practice. It may even surprise you when you see the learning or development you have undergone and the skills you have to offer. Reflection is a skill that can be learned through practise. The challenge is to keep doing it, so you regularly record your reflections on skills that you perform.

For more information visit the NES Flying Start website www.flyingstart.scot.nhs.uk/ReflectivePractice

Supervision

Supervision can be clinical, managerial or educational, all of which are closely linked. Clinical and educational supervision is about support, guidance and helping people to become more competent and you can use it to help your learning and development through reflection.

Choosing a mentor

Before approaching a potential mentor, you need to identify what you hope to gain from a mentoring relationship and what type of a mentor is best for helping you meet your objectives. Think about your learning and development plan and what you want to achieve. What knowledge, skills, and abilities do you need to get there? What key experiences could a mentor provide that would benefit you most? Depending on your goals, you may want to seek:

- a senior colleague whose career path you would like to learn from; or
- a mentor closer to your level of experience, but who you feel could help you in very specific areas of development.

Whichever approach is adopted, it is vitally important that the mentor is committed to the role. The best mentors are people who are excited about learning and who are continuing their own development. Also, good mentors will achieve a sense of personal satisfaction from seeing others succeed and have a desire to be active participants in others' learning and growth. You'll want to seek out someone who possesses such traits and who also sets high standards for his or her work and can set an example for you. If no potential mentors readily come to mind, ask your colleagues or managers if they know of anyone they think would make a good mentor for you. For more information on mentorship visit the Practice Education section of the NES website: www.nes.scot.nhs.uk/practice_education/work/mentorpreparation

Collecting evidence

It is important that you provide evidence to support the assessment of your capabilities as well the achievement of learning outcomes. Evidence is basically anything you want it to be and can take many different forms. It can come from a wide range of sources including:

Reflective writing
This can take the form of a diary or essay. It should demonstrate that you have:

- reflected on your clinical practice in the light of, for example, an experience a study day, course, specific learning activity or further reading
- analysed your reflections and used them to maintain or develop your practice

Practice-based assignments
Work that you have done for courses or programmes of study.

Reflective accounts or narrative stories
Analysis of things that you have done, or that have happened to you, which contains your thoughts and feelings about what went well or badly and why this might have been.

Literature searches and reviews
When you are reading or reviewing professional literature, note what you have learned from the activity. Keep a copy of any relevant articles together with your notes and reflections.

Diary entries
Keeping a regular record of things that are meaningful to you can provide useful insights into your practice and learning.

Independent witness testimony
This might involve the opinion of your line manager, colleagues or staff from other departments confirming what you claim to have done. Testimonies may also be from users of the service you provide.

Written articles

Material that you write, or in which you are featured, provides a useful external demonstration of your activity within your work role. Keep copies of anything you have written in a professional capacity including:

- journal articles
- presentations
- practice or ward leaflets
- protocols and procedures
- reports
- essays and assignments

Critical incidents

These are events that have significance for you that you observed or participated in, with details of actions taken and reactions to them. It should be written by you and may describe:

- something you observed
- actions taken by you
- something done by someone else or
- the reaction of a patient, client or colleague to a particular incident

Consider and document:

- your immediate reactions
- how your thoughts and feelings affected your behaviour
- how your actions, attitudes or feelings changed as a result of the incident
- what you learned from the experience in terms of knowledge and skills
- how the incident has changed you or the way you practice

Study days or short courses

You should try to make explicit what the outcomes were for you rather than the prescribed 'course outcomes'. Focus on your learning and development plan including your planned learning outcomes.

Product evidence

Product evidence should be specifically selected material that demonstrates your involvement in a particular area and can include:

- letters
- memos
- reports
- budgets
- development plans
- case studies

Adapted from RCN Return to Practice materials courtesy of Katie Rae, Head of Institute, RCN Scotland.

Useful resources

E-learning and library centres	
NHS e-Library Virtual Learning Centre • learning needs • KSF support • IT & information skills • management skills • core skills • life skills • sharing learning • libraries and learning centres	www.learningcentre.scot.nhs.uk/cmselib/vlc/index.aspx An athens password is required which gives free access to all NHS staff. Register on the e-Library home page
NHS Scotland e-Library • wide range of learning resources available. • particularly useful resources for SCN can be found by linking to 1st and good practice.net via the home page of the e-Library This gives access to three toolkits for – developing yourself – developing your organisation – continuous improvement toolkit	www.elib.scot.nhs.uk An athens password is required which gives free access to all NHS staff. Register on the e-Library home page.
SHOW Scottish Health on the Web	www.show.scot.nhs.uk
RCN Learning Zone	www.rcn.http://sen.skillnetonline.com/SabaWeborg.uk/development/learning/learningzone
Learn Direct Scotland	www.learndirectscotland.com
BMJ Learning Resources	www.bmjlearning.com
Inute (previously NMAP): Gateway on resources in Nursing Midwifery and Allied Health Care Professionals	www.inute.ac.uk/healthandlifesciences/nursing
Skills for Health	www.skillsforhealth.org.uk
OMNI UK gateway to biomedical internet resources	www.omni.ac.uk
Health Management Online	www.healthmanagementonline.co.uk

E-learning and library centres (continued)	
Flying Start • national resource to support newly qualified practitioners in their post qualifying year • wide range of learning activities/tool which SCN may find useful	www.flyingstart.scot.nhs.uk
NES Cleanliness Champion Programme	www.nes.scot.nhs.uk/hai/champions
E-health insider	www.e-health-insider.com
Training Zone	www.trainingzone.co.uk/index.html
National Library for Health	www.library.nhs.uk
Leadership development information including information around 360º feedback	www.nhsleadershipqualities.nhs.uk www.businessballs.com
NHS leadership development framework in Scotland	www.scotland.gov.uk/Resource/Doc/54357/0014334.pdf
NHS Scotland e-Library – management	www.elib.scot.nhs.uk/portal/workforce/Pages/SpecialistArea.aspx?nid=98068
The Health Sciences and Practice Subject Centre	www.health.heacademy.ac.uk
NHS Health Scotland	www.nhsscotland.com
BBC Learning Zone	www.bbc.co.uk/education

Standards/evidence/quality	
Cochrane Collaboration Library - Evidenced-based healthcare	www.cochrane.org
Medline bibliographic database	www4.ncbi.nlm.nih.gov/PubMed
Netting the Evidence	http://shef.ac.uk/~scharr/ir/netting
NHS Quality Improvement Scotland	www.nhshealthquality.org
Nursing and Midwifery Council (NMC)	www.nmc-uk.org
Nursing, Midwifery & Allied Health Professions Research Unit	www.nris.gcal.ac.uk
SIGN Scottish Intercollegiate Guidelines Network website	www.sign.ac.uk
National Institute for Clinical Excellence (NICE)	www.nice.org.uk
Institute for Healthcare Improvement.	www.ihi.org/ihi
Quality Assuring Continuing Professional Development (QA CPD)	www.qacpd.org.uk
Joanna Briggs Institute	www.joannabriggs.edu.au
Health and Social Care Data Dictionary	www.datadictionary.scot.nhs.uk
Standards for the Healthcare Workforce	www.healthworkerstandards.scot.nhs.uk
TRIP – Evidenced based sources of health care information	www.tripdatabase.com

NHS Policy	
NHS Education for Scotland	www.nes.scot.nhs.uk
Scottish Government Health Directorate Improvement and Support Team (IST)	www.scotland.gov.uk/Topics/Health/NHS-Scotland/Delivery-Improvement
Scottish Government	www.scotland.gov.uk
Care Commission	www.carecommission.com
Department of Health	www.dh.gov.uk/Home/fs/en
Agenda for Change	www.paymodernisation.scot.nhs.uk/afc/index.htm

Learning and development

Making practice-based learning work • wide range of learning resources available to support learning, teaching and assessment in practice	www.practicebasedlearning.org
NHS Employers • provides information about the process of KSF review	www.nhsemployers.org/pay-conditions/pay-conditions-2989.cfm
Information on learning styles • Support4learning website • Mind Tools website	www.support4learning.org.uk/education/learning_styles.cfm www.mindtools.com
Evaluating learning and CPD • Always learning website • Businessballs website • Learning Light website	www.allwayslearning.org.uk/fileadmin/user_upload/pdf/Effective_evaluation_techniques.pdf www.businessballs.com/kirkpatricklearningevaluationmodel.htm www.e-learningcentre.co.uk/eclipse/Resources/effective
Career management	www.nes.scot.nhs.uk/practice_education/work/toolkit/management
Coaching and mentoring	www.nes.scot.nhs.uk/practice_education/work/toolkit/coaching
National Approach to Mentor Preparation (NES)	www.nes.scot.nhs.uk/practice_education/work/mentorpreparation
Quality standards for practice placements	www.nes.scot.nhs.uk/practice_education/work/qualitystandards

Other useful websites

National Workforce Projects: workforce planning development menus	www.healthcareworkforce.nhs.uk/workforceplannermenus
Standards for the healthcare workforce	www.healthworkerstandards.scot.nhs.uk
Foundation of Nursing Studies	www.fons.org
Health and Safety Executive	www.hse.gov.uk

7. Education provision

Those who wish to pursue more structured education should contact their professional development/learning and development department who will be able to advise. Examples of the types of short courses, degrees and other academic courses are given below, although this list is not exhaustive. A list of Higher Education Institutions (HEIs) and other education providers has also been included. The range of courses offered by HEIs and others changes over time and is too great to include in this document. You are encouraged to access the most up to date information using the details provided and also via the NHSScotland e-Library www.elib.scot.nhs.uk and the other websites provided below.

Recognition of prior learning

HEIs or universities offer a system known as Recognition of Prior Learning (RPL), previously referred to as accreditation of learning. RPL can help you to gain entry to a programme at a college, university or other learning and training provider as an alternative to normal entry requirements. It enables you to demonstrate you have knowledge and skills that are equivalent to the entry requirements. This form of recognition can be described as RPL for entry and will involve some form of assessment, which may be written, or oral such as an interview. RPL for credit can also be used to gain credit within a learning programme or towards a qualification, at a college, university or other learning and training provider. Credit can either be for particular units or modules or towards entire levels of a programme or qualification. This form of recognition involves a formal assessment of your learning as part of the credit-rating process.

HEI's have individual systems in place in relation to this process. Some HEI's also offer customised degree solutions or/and work based learning degrees. It would be useful to contact your preferred HEI to obtain information on some of these options as they will be able to advise you on the best way to achieve academic credit.

For further information please contact your local university or access
www.qaa.ac.uk/scotland/default.asp

Examples of short courses	
• introduction to management	• motivation
• leadership	• communication
• project management	• critical appraisal
• conflict resolution	• workload and workforce planning
• change management	• supervision and mentorship
• continuing development	• audit
• research skills	• PDPR and KSF training
• assertiveness	• risk management
• building partnerships	• change management
• budget preparation and analysis	• negotiation skills
• data: gathering, analysing, using	• crisis management
• facilitation skills	• decision-making
• delegation skills	• health and safety
• interviewing skills	• writing skills
• mentoring skills	• presentation skills
• problem-solving	• stress management
• work-life balance	• managing workforce diversity
• team working and new team development	• time management

Examples of degrees courses available

- Business Administration (MBA)
- Advanced Studies in Midwifery (MSc)
- Advanced studies in Nursing (MSC)
- Quality Management (/MSc)
- MSc by Research
- MSc in Nursing, Midwifery, Public Health, Quality Management, Advanced Neonatal Nursing Practice, Midwifery, Nursing Studies, Social Development and Health, Infection Control, Health Studies, Advanced Practice (Nursing), Primary Care, Public Health Nutrition
- Occupational Health and Safety (BSc)
- Executive Masters in Public Services Management

Examples of other academic courses available

- RCN Clinical Leadership Programme
- Certificate in Fronline Management
- PgCert/PgDip in Nursing, Midwifery, Public Health, Quality Management, Advanced Neonatal Nursing Practice, Midwifery, Nursing Studies, Social Development and Health, Infection Control, Health Studies, Advanced Practice (Nursing), Primary Care, Public Health Nutrition
- Diploma in Management
- SVQ in Management

Education providers

Higher Education providers	Telephone	Website
University of Aberdeen	01224 272000	www.abdn.ac.uk
Glasgow Caledonian University	0141 331 3000	www.gcal.ac.uk
Napier University	0131 444 2266	www.napier.ac.uk
Queen Margaret University	0131 317 3000	www.qmu.ac.uk
The Robert Gordon University	01224 262000	www.rgu.ac.uk
University of Abertay Dundee	01382 308011	www.abertay.ac.uk
University of Dundee	01382 23181	www.dundee.ac.uk
University of Edinburgh	0131 650 1000	www.ed.ac.uk
University of Glasgow	0141 330 4246	www.gla.ac.uk
University of Stirling	01786 73171	www.stir.ac.uk
University of the West of Scotland	0141 848 3000	www.paisley.ac.uk
Heriot-Watt University	0131 449 5111	www.hw.ac.uk
The University of St Andrews	01334 76161	www.st-andrews.ac.uk
University of Strathclyde	0141 552 4400	www.strath.ac.uk
University of the Highlands and Islands Millennium Institute	01856 569000	www.orkney.uhi.ac.uk
The Open University in Scotland	0131 226 3851	www.open.ac.uk/near-you/scotland

Other training providers/portals	Website
Learn Direct Scotland	www.learndirectscotland.com
RCN Institute for Learning and Development	www.rcn.org.uk/development/learning/distancelearning
Careers Scotland including links to further education colleges	www.careers-scotland.org.uk
Charles Bloe Training Ltd	www.cb-training.com
M & K Update	www.mkupdate.co.uk

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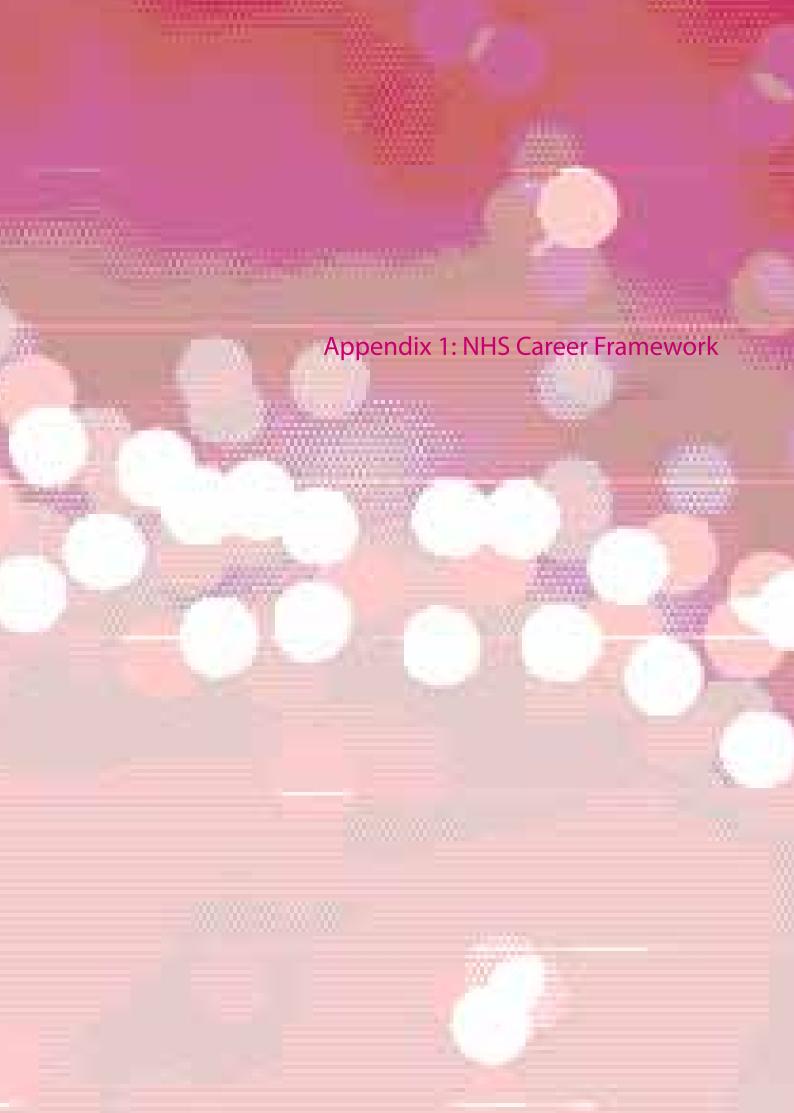
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Scottish Executive Health Department (2006c) Visible, Accessible and Integrated Care: Report on the Review of Nursing in the Community in Scotland. Edinburgh: SEHD.

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Appendix 1: NHS Career Framework

9	**More Senior Staff – Level 9** Staff with the ultimate responsibility for clinical caseload decision-making and full on-call accountability.
8	**Consultant Practitioner – Level 8** Staff working at a very high level of clinical expertise and/or have responsibility for planning of services.
7	**Advanced Practitioners – Level 7** Experienced clinical professionals who have developed their skills and theoretical knowledge to a very high standard. They are empowered to make high-level clinical decisions and will often have their own caseload. Non-clinical staff at Level 7 will typically be managing a number of service areas.
6	**Senior Practitioners/Specialist Practitioners – Level 6** Staff who would have a higher degree of autonomy and responsibility than 'Practitioners' in the clinical environment, or who would be managing one or more service areas in the non-clinical environment.
5	**Practitioners – Level 5** Most frequently registered practitioners in their first and second post-registration/professional qualification jobs.
4	**Assistant Practitioners/Associate Practitioners – Level 4** Probably studying for foundation degree, BTEC higher or HND. Some of their remit will involve them in delivering protocol-based clinical care that had previously been in the remit of registered professionals, under the direction and supervision of a state registered practitioner.
3	**Senior Healthcare Assistants/Technicians – Level 3** Have a higher level of responsibility than support worker, probably studying for, or have attained NVQ level 3, or Assessment of Prior Experiential Learning (APEL).
2	**Support Workers – Level 2** Frequently with the job title of 'Healthcare Assistant' or 'Healthcare Technician' - probably studying for or has attained NVQ Level 2.
1	**Initial Entry level Jobs – Level 1** Such as 'Domestics' or 'Cadets' requiring very little formal education or previous knowledge, skills or experience in delivering, or supporting the delivery of healthcare.

Appendix 2: NHS KSF indicators and areas of application

Core 1: Communication

Foundation Level 4 a, b, c (d and e to be developed over time):
Develop and maintain communication with people on complex matters, issues and ideas and/or in complex situations

SCN role profile:	3	1.1 Clinical leadership and teamwork	3	2.3 Promote a culture of person-centred care
	3	1.4 Patient safety	3	4.1 Networking
	3	2.1 Co-ordination of the patient journey		

KSF indicators		Areas of application for SCN
a	Identifies: • the range of people involved in the communication • potential communication differences • relevant contextual factors broader situational factors, issues and risks	Communicates with staff, service users and members of the public in a professional and courteous manner, communicating with a wide range of staff both internally and externally. This ranges from local to national level, which may include support services, clinical services and partner agencies. Potential communication differences include difficulties in understanding due to cultural differences, levels of understanding, language or hearing problems and communication with others with diverse views. Demonstrates awareness of the complexity of issues, both internal and external to the NHS, including potential political issues, historical issues relating to communication and the impact of these on organisational processes.
b	Communicates with people in a form and manner which: • is consistent with their level of understanding, culture, background and preferred ways of communicating • is appropriate to the purpose of the communication and its longer term importance • is appropriate to the complexity of the context • encourages effective communication between all involved • enables a constructive outcome to be achieved	Adapts methods and content of communication to meet the needs of peoples' different levels of understanding and varied cultural requirements. Demonstrates an ability to negotiate and influence decision-making and effective outcomes. Provides advice on complex issues, representing and articulating different viewpoints and testing general understanding.
c	Anticipates barriers to communication and takes action to improve communication	Demonstrates a high standard of communication by anticipating actual and potential barriers to communication.
d	Is proactive in seeking out different styles and methods of communicating to assist longer term needs and aims	Creates opportunities for people to communicate effectively, changing methods and approaches to communication where appropriate.
e	Takes a proactive role in producing accurate and complete records of the communication consistent with legislation, policies and procedures	Ensures such records and reports are created, shared and stored in line with current organisational policy and legislation, e.g. Data Protection Act.
f	Communicates in a manner that is consistent with legislation, policies and procedures	Acts as a role model demonstrating communicating approaches that are consistent with national legislation and local policy and guidance.

Core 2: Personal and people development

SCN role profile:
- 2.2 Clinical expertise — 3
- 3.1 Role model — 3

Foundation Level 3:
Develop oneself and contribute to the development of others

- 3.2 Facilitating learning and development — 3
- 4.3 Political and strategic awareness — ☒

	KSF indicators	Areas of application for SCN
a	Reflects on and evaluates how well s/he is applying knowledge and skills to meet current and emerging work demands and the requirements of the KSF outline for his/her post	Through the use of portfolios and critical appraisal skills reflect on own strengths and areas for improvement.
b	Identifies own development needs and sets own personal development objectives in discussion with his/her reviewer	Critically appraises own knowledge and skill competence in working towards achieving performance objectives and identifies own development needs through discussion with supervisor/line manager.
c	Takes responsibility for own personal development and maintains own personal development portfolio	Continually develops knowledge and skill competence in own work areas and meeting the organisation's objectives by a number of different methods; e.g. academic study, seminars, short courses, work shadowing, secondment, mentoring/coaching or literature reviews.
d	Makes effective use of learning opportunities within and outside the workplace evaluating their effectiveness and feeding back relevant information	Reflects on and feeds back to manager/peers and subordinates on the value, effectiveness and application of learning and development attended/supported.
e	Enables others to develop and apply their knowledge and skills in practice	Enables the development of others at a local level and organisational level to develop and apply knowledge and skills in practice. Examples include the acting as a role model and the mentoring/supervision of others, development and facilitation of teams, acting as a reviewer in the development review process, development and support of the learning environment.
f	Contributes to the development of others in a manner that is consistent with legislation, policies and procedures	Demonstrates continuous professional development systems are in place which are consistent with local and professional standards, policies and guidelines.
g	Contributes to developing the workplace as a learning environment	Contributes to the development and provision of education, learning and training for NHS and partner staff to meet identified needs through a range of learning and development options.

Core 2: Personal and people development

SCN role profile:
- 2.2 Clinical expertise — 3
- 3.1 Role model — 3

Second Gateway Level 4:
Develop oneself and others in areas of practice
- 3.2 Facilitating learning and development — 3
- 4.3 Political and strategic awareness — ☒

KSF indicators		Areas of application for SCN
a	Evaluates the currency and sufficiency of own knowledge and practice against the KSF outline for the post and identifies own development needs and interests	Identifies own development needs and interests, and continually develops knowledge and skills in their own work area and needs of the organisation. This includes: • self-led professional development by establishing the evidence necessary to underpin practice • analysing effectiveness, negotiating and implementing change where relevant.
b	Develops and agrees own personal development plan with feedback from others	Through critical appraisal and self-assessment identifies personal development needs, develops and agrees personal development plan.
c	Generates and uses appropriate learning opportunities and applies own learning to the future development of practice	Uses own learning, audit and research information and reflective practice to initiate improvements in practice.
d	Encourages others to make realistic self assessments of their application of knowledge and skills challenging complacency and actions which are not in the interest of the public and/or users of services	Promotes reflective practice with colleagues. Encourages others to work within the identified scope of practice through exploring with them their development needs and learning opportunities, agreeing objectives with them and monitoring outcomes in practice.
e	Enables others to develop and apply their knowledge and skills	Facilitates and promotes learning and development opportunities for others by supporting workplace opportunities for study, research, work placements etc.
f	Actively promotes the workplace as a learning environment encouraging everyone to learn from each other and from external good practice	Shares personal knowledge, personal skills and educational opportunities with colleagues. Enables colleagues to share new learning opportunities to ensure best practice.
g	Alerts managers to resource issues which affect learning, development and performance	Advises the appropriate managers of resource issues such as legislative, manpower and environmental issues as they arise.
h	Develops others in a manner that is consistent with legislation, policies and procedures	Facilitates and monitors the development of staff and delivery of service which encourages safe effective working within local and national policy guidelines.

Core 3: Health, safety and security

SCN role profile:　　3　　1.4 Patient safety

Foundation Level 3 a, b, d (c and e to be met over time):
Promote, monitor and maintain best practice in health, safety and security

KSF indicators		Areas of application for SCN
a	Identifies: • the risks involved in work activities and processes • how to manage the risks • how to help others manage risk	Aware of health and safety issues and actively promotes good working processes (clinical and non-clinical). Uses risk assessment skills to identify actual and potential risks and take appropriate action.
b	Undertakes work activities consistent with: • legislation, policies and procedures • the assessment and management of risk	Ensures that the health & safety legislation is complied with at all times including COSHH, workplace risk assessment and control of infection. Records attendance of appropriate health, safety and security training.
c	Monitors work areas and practices and ensures they: • are safe and free from hazards • conform to health, safety and security legislation, policies, procedures and guidelines	Reports accidents, complaints, defects in equipment, near miss, and untoward incidents, following NHS Board and departmental procedures and policies. Is responsible for maintaining the health & safety control book. Regularly attends Health & Safety education. Ensures that all team members attend NHS Board mandatory training courses, i.e. manual handling, management of aggression, fire safety, back awareness etc.
d	Takes the necessary action in relation to risks	Minimises risk through risk assessment and appropriate action with regard to: • individuals (e.g. personal health and well being) • physical interaction (e.g. aggression) • the environment (e.g. ventilation, lighting and heating) • psychological interactions (e.g. conflict with patients) • social interaction (mainly lone working, adhere to lone working policy)
e	Identifies how health, safety and security can be improved and takes action to put this into effect	Following risk assessments takes appropriate action regarding health and Safety at work, infection control & reports adverse risks, ensuring action is taken, alerting others of risk.

Core 4: Service improvement

SCN role profile:
- 3   1.1 Clinical leadership and teamwork
- 3   1.2 Evidence-based, clinically effective practice
- 3   2.3 Promote a culture of person-centred care

Foundation Level 2:
Contribute to the improvement of services

- 3   4.1 Networking
- 3   4.2 Service development
- 3   4.3 Political and strategic awareness

KSF indicators		Areas of application for SCN
a	Discusses and agrees with the work team • the implications of direction, policies and strategies on their current practice • the changes that they can make as a team • the changes s/he can make as an individual • how to take changes forward	Demonstrates an understanding of the implications of key Government/NHS policies and strategies aimed at improving patient care, e.g. NMC Code of Practice, Child Protection, Infection Control, Mental Health Act. Engages in service/practice development and embraces change as an individual practitioner and as a team member or with the team.
b	Constructively makes agreed changes to own work in the agreed timescale seeking support as and when necessary	Takes action to make agreed changes to improve practice positively and on time. Seek support from colleagues or manager. Participates in clinical supervision and peer review and addresses PDP.
c	Supports others in understanding the need for and making agreed changes	Provides support to others in making agreed changes by explaining the need and value of change, supporting them in making that change.
d	Evaluates own and other's work when required to do so completing relevant documentation	Evaluates patient's plan of care and local action plans, within a clinical governance framework, e.g. audit. Participates in reflective practice and assists others in doing so.
e	Makes constructive suggestions as to how services can be improved for users and the public	Makes constructive suggestions as to how services can be improved for users and the public through taking part in team meetings, case conferences, clinical audit and local clinical forums and professional groups.
f	Constructively identifies issues with direction, policies and strategies in the interests of users and the public	Identifies issues that influence/impact on person centred and clinically effective care within the context of team reviews and local governance mechanisms.

Core 4: Service improvement

SCN role profile:

	1.1 Clinical leadership and teamwork	3
	1.2 Evidence-based, clinically effective practice	3
	2.3 Promote a culture of person-centred care	3

Second Gateway Level 3:
Appraise, interpret and apply suggestions, recommendations and directives to improve services

☒ 4.1 Networking
☒ 4.2 Service development
☒ 4.3 Political and strategic awareness

KSF indicators		Areas of application for SCN
a	Identifies and evaluates areas for potential service improvement	Identifies the need and establishes evidence to support service development.
b	Discusses and agrees with others: • how services should be improved as a result of suggestions, recommendations and directives • how to balance and prioritize competing interests • how improvements will be taken forward and implemented	Discusses, negotiates and agrees, through involvement of key stakeholders, how services can be improved, ensuring that all concerns are addressed. Through effective change processes, agrees the priorities and resources required to implement service improvements.
c	Constructively undertakes own role in improving services as agreed and to time, supporting others effectively during times of change and working with others to overcome problems and tensions as they arise	Leads on the development of initiatives, facilitating and supporting the team in this process.
d	Maintains and sustains direction, policies and strategies until they are firmly embedded in the culture inspiring others with values and a vision of the future whilst acknowledging traditions and background	Demonstrates that policy and strategic direction are achieved by enabling their integration into practice.
e	Enables and encourages others to: • understand and appreciate the influences on services and the reasons why improvements are being made • offer suggestions, ideas and views for improving services and developing direction, policies and strategies • alter their practice in line with agreed improvements • share achievements • challenge tradition	Leads on nursing contribution to service improvement. Influences local, corporate and national agendas that relate to the provision of a clinical service, e.g. involvement with NHS QIS, staff and public consultation. Actively shares good practice locally and nationally.
f	Evaluates with others the effectiveness of service improvements and agrees that further action is required to take them forward	Reviews and evaluates the implementation of policy initiatives. Identifies areas for change. Ensures best practice and complies with relevant guidance and legislation. Proposes areas for development. Monitors, supports and guides others in relation to service issues.
g	Appraises draft policies and strategies for their effect on users and the public and makes recommendations for improvement	Links local objectives to corporate objectives, e.g. consultation exercises. Represents service perspective in discussions at all levels.

Core 5: Quality

SCN role profile:
- 1.1 Clinical leadership and teamwork — 3
- 1.2 Evidence-based, clinically effective practice — 3
- 1.3 Continuous quality improvement — 3

Level 3:
Contribute to improving quality

- 2.2 Clinical expertise — 3
- 3.1 Role model — 3

KSF indicators		Areas of application for SCN
a	Acts consistently with legislation, policies, procedures and other quality approaches and promotes the value of quality approaches to others	Works within NMC Code of Professional Conduct. Complies with legislation, policies and procedures. Promotes and ensures quality patient care through the use of evidence based information and quality indicators through effective leadership.
b	Understands own role in the organisation and its scope and identifies how this may develop over time	Works within the sphere of their role responsibilities. Seeks specialist advice from appropriate personnel. Continually reviews role and practice, ensuring continuous quality improvement.
c	Works as an effective and responsible team member and enables others to do so	Contributes towards building an effective team through developing a common vision, direction, recognising success and take informed decisions.
d	Prioritises own workload and organises and carries out own work in a manner that maintains and promotes quality	Plans, organises and manages a workload, where competing priorities exist. Continually reviews the care delivered to ensure a high quality service is provided, e.g. through audit, NHSQIS standards, benchmarks, financial monitoring and governance.
e	Evaluates the quality of own and others' work and raises quality issues and related risks with the relevant people	Identifies areas for improvement through continuous quality improvement measures. Raises quality issues through the appropriate channels and contributes to resolving issues raised, e.g. development of action plans and local solutions.
f	Supports the introduction and maintenance of quality systems and processes in own work area	Uses experiences of the patient's journey and other evaluations to improve the care pathway. Ensures resources and services are in place for safe and effective use by the team.
g	Takes the appropriate action when there are persistent quality problems	Identifies areas of the environment requiring improvement for both patients and staff in collaboration with senior colleagues. Analyses the evidence and identifies gaps in practice.

Core 6: Equality and diversity

SCN role profile: 3 2.3 Promote a culture of person-centred care

Foundation Level 3 a, c, e (b and d to be developed over time):
Promote equality and value diversity

KSF indicators		Areas of application for SCN
a	Interprets equality, diversity and rights in accordance with legislation, policies, procedures and relevant standards	Identifies with patients'/clients' relevant social, cultural and religious factors which may influence the patient/client and relatives.
		Accesses appropriate facilities for patients with specific cultural and religious beliefs in accordance with legislation, policies, and procedures.
b	Evaluates the extent to which legislation is applied in the culture and environment of own sphere of activity	Ensures the application of anti-discriminatory practices within own sphere of responsibility.
c	Identifies patterns of discrimination and takes action to overcome discrimination and promote diversity and equality of opportunity	Highlights discriminatory practice, e.g. recruitment and retention issues, uptake of opportunities for development etc.
		Reports issues raised with relevant parties, considers action to address discriminatory practices.
d	Enables others to promote equality and diversity and a non-discriminatory culture	Acts as a role model when working with others.
		Considers and supports the well being of other work team members. Identifies actual and potential training and development needs.
e	Supports people who need assistance in exercising their rights	Through effective leadership, advocates on behalf of those whose rights have been or may be compromised.
		Challenges attitudes which infringe on the rights of others.
		Guides and directs patients and users/staff to appropriate information and advice services, e.g. voluntary organisations, human resources.

HWB 2: Assessment and care planning to meet health and wellbeing needs

Foundation Level 4 a, b, c, d, e, f (g and h to be met over time):
Assess complex health and well being needs and develop, monitor and review care plans to meet those needs

SCN role profile:
- 3   1.4 Patient safety
- 3   2.1 Co-ordination of the patient journey
- 3   2.2 Clinical expertise
- 3   2.3 Promote a culture of person centred care

KSF indicators		Areas of application for SCN
a	Explains clearly to people: • own role, responsibilities and accountability • the information that is needed from the assessment of health and wellbeing needs and who might have access to it • the benefits and risks of the assessment process and alternative approaches • the outcomes of assessment • options within care plans and associated benefits and risks	Considers and applies legal, ethical and professional perspectives when planning care strategies. Ensures that others are aware of issues of accountability and responsibility as defined by regulatory bodies. Identifies risks related to assessment activities and documents through risk assessment procedures. Ensures any actions required are undertaken.
b	Respects people's dignity, wishes and beliefs; involves them in shared decision-making; and obtains their consent	Acts as a role model and challenge others to ensure dignity and respect are maintained. Demonstrates an understanding of clients needs in relation to their culture, beliefs and values and obtains informed consent for treatments/interventions. Ensures this is clearly documented.
c	Plans and uses assessment methods that are appropriate for complex needs, and uses processes of reasoning that: • are appropriate for the complex needs of the people concerned • s/he has the knowledge, skills and experience to use effectively • are based on available evidence • obtain sufficient information for decision-making including gaining assessment information from other practitioners	Uses holistic evidence-based practice knowledge to develop referral pathways for patients with complex needs requiring other interventions and enabling person centred approaches to be integrated into patient assessment and care planning processes.
d	Follows processes of reasoning which: • balance additional information against the overall picture of the individual's needs to confirm or deny developing hypotheses • are capable of justification given the available information at the time • are likely to result in the optimum outcome	Demonstrates the ability to critically appraise current evidence and its application where appropriate.

KSF indicators (continued)		Areas of application for SCN (continued)
e	Interprets all of the information available and makes a justifiable assessment of: • people's health and wellbeing • their related complex needs and prognosis • risks to their health and wellbeing in the short and longer term • transferring and applying her/his skills and knowledge to address the complexity of people's needs	Uses expert knowledge and information relevant to care provision to enhance the experience of the patient, e.g. liaises with all stakeholders to ensure that all information is used to plan the care provided.
f	Develops and records care plans that are appropriate to the people concerned and: • are consistent with the outcomes of assessing their complex health and wellbeing needs • identify the risks that need to be managed • have clear goals • involve other practitioners and agencies to meet people's complex health and wellbeing needs and risks • are consistent with the resources available • note people's wishes and needs that it was not possible to meet	Interprets all information in a knowledgeable way using skills of differferential diagnosis. Uses analytical skills and clinical reasoning to understand and use data in clinical practice.
g	Co-ordinates the delivery of care plans, feeding in relevant information to support wider service planning	Co-ordinates the delivery of care, e.g. care management or case load. Identifies trends in care delivery to support, profile and inform the development of services.
h	Monitors the implementation of care plans and makes changes to better meet people's complex health and wellbeing needs	Monitors and evaluates the quality and safety of care. Reviews care plans as required to enable complex health and wellbeing needs to be met e.g. case conferences, care discussion, multi-agency meetings.

IK2: Information collection and analysis

Foundation Level 2:
Gather, analyse and report a limited range of data and information

SCN role profile:
3 1.3 Continuous quality improvement
3 3.3 Managing the practice setting

	KSF indicators	Areas of application for SCN
a	Identifies and agrees: • the question/issue to be addressed by the data/information • the nature and quantity of data/information to be collected • the quality criteria which the data/information should meet	Identifies questions to be asked of the data, e.g. What is the patient's experience of care? What is the length of stay? What is the readmission rate? What are the standards to be audited? What is the workload and how is that impacting on staffing and quality? Identifies the type of data necessary to provide answers, e.g. quantitative data such as occupancy rate, length of stay, NHS surveys, audit data, workload data, staffing data. Examples of qualitative data, e.g. patient stories, lifestyle, observation data.
b	Effectively uses appropriate methods and sources for obtaining and recording the data/information	Effectively utilises data collected through appropriate methods to inform decision-making and develop practice. Establishes frameworks for enabling clinical audit across six dimensions of quality, e.g. patient focused benchmarking, infection and hygiene issues, documentation, efficient use of resources, discharge planning.
c	Confirms the data/information meets the agreed quality criteria and takes appropriate action if it does not	Obtains and uses data for audit/or research/workforce planning supporting governance within agreed quality standards and ethical principles. Acts on any sources of error that might influence the quality of the information used to inform decision-making.
d	Collates and analyses the data/information using methods appropriate to: • the initial questions which the data/information is intended to answer • the nature of the data/information	Critically evaluates the data/information arising from evidence based tools and clinical audit used to inform decision-making and quality improvement, e.g. PDSA cycles, root cause analysis, clinical governance framework. Collects, collates and reports a range of data according to best practice, and other electronic information.
e	Reports the data and information at the agreed time using presentation, layout, tone, language, content and images appropriate to: • its purpose • the people for whom it is intended • agreed formats and protocols	Presents information/data to relevant stakeholders, e.g. case conferences, clinical governance mechanisms, other members of the healthcare team. Presents data/information on aspects of work, e.g. PDSA cycles, workforce plans etc. to local and directorate/divisional meetings.
f	Complies with relevant legislation, policies and procedures throughout	Complies with legislation, policies and procedures in relation to the management of information, confidentiality, privacy and dignity, equality and diversity, anonymity and informed consent.

IK2: Information collection and analysis

SCN role profile: 3   1.3 Continuous quality improvement
                     3   3.3 Managing the practice setting

KSF indicators	Areas of application for SCN
a Formulates and agrees with others: • the questions to be answered and issues to be addressed by the data/information • the concepts to be used for data and information collection, management, analysis, interpretation and reporting	Participates in practising research/audit arising from questions asked, e.g. following action learning, policy directives, implementation plans. Undertakes small local evaluation/research/audit projects in the workplace. Considers how data and information will be collected, analysed and interpreted.
b Identifies appropriate and valid sources which can provide data and information of sufficient quality and quantity	Links to others who can provide information, e.g. cross organisational links, ISD, PACS, Patient information systems, IT, eQIPS.
c Identifies, develops and implements a range of valid, reliable, cost-effective and ethical methods for addressing the agreed questions and issues, minimising disruption to the people providing the data/information and complying with relevant legislation, policies and procedures	Identifies, develops and uses evaluative processes, e.g. audit tools, data collection tools, research proposals and processes, CORREC to ensure ethical methods of information collection comply with data protection and confidentiality policies.
d Defines and implements search strategies for reviewing data and information and summarizing the results	Maintains local action plans for reviewing actions from audit and evaluation, reporting results of processes to the appropriate forums.
e Monitors the quality and quantity of the data and information and takes the necessary action to deal with any problems and maintain data quality	Identifies current data and addresses issues surrounding poor quality information. Assess information for validity, reliability and accuracy, through a variety of methods – e.g. triangulation of data, external review, peer review.
f Collates and analyses data and information using methods appropriate to: • the initial questions/issues to be addressed • the nature of the data and information	Keeps systematic records of data, research and audits undertaken, analyses processes, activity diaries, research/audit trails.
g Interprets, appraises and synthesises data and information appropriately and identifies: • consistency and inconsistency in outcomes • any limitations in the analyses used and continually holds issues raised open to question	Examines and evaluates data. Ensures data is consistent with agreed research and audit protocols. Challenges the care provided if felt to be inappropriate and when there is evidence to support the challenge. Seeks continuous quality improvement through the use of data.
h Develops justifiable and realistic conclusions and recommendations to time and presents them using format, layout, images and structure appropriate to: • the needs and interests of the intended audience(s) • accepted conventions and protocols • the intended purpose of the presentation	Presents data in an appropriate way as required by the target audience and local/national guidelines, highlighting recommendations to inform future practice. Uses information relevant to the purpose and of the presentation, providing information in a format, layout and structure relevant to the presentation of findings.

G4: Financial management

Foundation Level 1 a, c (b to be developed over time):
Monitor expenditure

SCN role profile: 3   3.3 Managing the practice setting

KSF indicators		Areas of application for SCN
a	Monitors expenditure against agreed budgets to support effective financial management and consistent with legislation, policies and procedures	Demonstrates understanding of ward-based budgets.
b	Identifies any actual or potential deviations from budgets and reports these to the appropriate person	Is able to identify and provide rationale for deviations in the budget.
		Investigates unexplained deviations and provides information to support.
c	Provides information to the relevant person on the current spend against budget	Is able to raise concerns and report budget information to appropriate people, e.g. management accountant, line manager, service manager or equivalent.

G6: People management

Foundation Level 3 b, c, d (a, e, f, g to be developed over time):
Co-ordinate and delegate work and review people's performance

SCN role profile: 3   3.3 Managing the practice setting

KSF indicators		Areas of application for SCN
a	Suggests workforce requirements to meet team and organisational objectives.	Identifies workforce requirements / establishments within clinical area identifying gaps and shortfalls and reviewing how these can be resolved.
b	Selects individuals for posts using agreed methods and based on objective assessments against agreed criteria.	Responsible for the recruitment of staff as per legislative and NHS XXX requirements /guidelines eg PIN guidelines, disability, discrimination act, equal opportunity policy.
c	Gives team members clear information on, and opportunities to influence, work objectives, planning and organisation, in a way which inspires commitment and enthusiasm.	Meets formally and informally with team members to plan, organise and review their work, inspiring and motivating staff to meet agreed national and local standards.
d	Plans and coordinates work: • prioritising and reprioritising activities to respond to changing circumstances • managing multiple processes simultaneously whilst enabling teams and individuals to focus on their own specific objectives	Demonstrates flexibility in coordinating work activities, using interpersonal, informational and decision making skills effectively. Ensure that there is safe and effective roster planning and skills mix in.
e	Delegates authority to people and monitors them against the required outcomes, agreeing with them: • clear, explicit and achievable targets and timescales • ways in which their development will be supported • how progress and performance will be monitored and reviewed	Delegates and reviews work to make best use of the abilities of different team members and to enable individuals and the team to meet agreed objectives and facilitates by allocating available resources.
f	Allocates and provides sufficient resources and support for delegated work and reviews progress and outcomes with people as agreed.	Ensures sufficient resources are available to provide safe and effective patient care. Supports others in delegated work and ensures sufficient resources are available to achieved outcomes as agreed.
g	Gives people support and opportunities to meet their personal development objectives.	Through the use of the KSF and PDPR processes, motivates and encourages staff to develop special interests relating to work practices.
h	Agrees with people appropriate courses of action to address any issues with their work.	Identifies and effectively takes action in relation to performance issues. Works within HR policies relating to staff management e.g performance issues, sickness absence management. Identifies and agrees goals and actions plans.

Appendix 3: Sample learning and development plan

Capability/KSF	Learning and development needs	Learning activity	Planned learning outcome	Support required	Time frames

Name of individual: .... Signature: .... Date: ....

Name of line manager: .... Signature: .... Date: ....

Appendix 4: Scottish Credit and Qualifications Framework (SCQF)

NB: The descriptors set out the characteristic generic outcomes of each level. They are intended to provide a general, shared understanding of each level and to allow broad comparisons to be made between qualifications and learning at different levels. They are not intended to give precise nor comprehensive statements and there is no expectation that every qualification or programme should have all of the characteristics. The descriptors have been developed through a series of consultations and are offered as a first working guide and will be revised in the light of feedback on their use.

SCQF Level 9 – (SHE level 3)
(e.g. ordinary degrees and graduate certificates)

Characteristic outcomes of learning at each level include the ability to:

Knowledge and understanding	Practice: applied knowledge and understanding	Generic cognitive skills	Communication, ICT and numeracy skills	Autonomy, accountability and working with others
Demonstrate and/or work with: • a broad and integrated knowledge and understanding of the scope, main areas and boundaries of a subject/discipline • a critical understanding of a selection of the principal theories, principles, concepts and terminology • knowledge that is detailed in some areas and/or knowledge of one or more specialisms that are informed by forefront developments	Use a selection of the principal skills, techniques, practices and/or materials associated with a subject/discipline Use a few skills, techniques, practices and/or materials that are specialised or advanced Practice routines methods of enquiry and/or research Practice in a range of professional level contexts which include a degree of unpredictability	Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues Identify and analyse routine professional problems and issues Draw on a range of sources in making judgements	Use a range of routine skills and some advanced and specialised skills in support of established practices in a subject/discipline, for example: • make formal and informal presentations on standard/mainstream topics in the subject/discipline to a range of audiences • use a range of IT applications to support and enhance work • interpret, use and evaluate numerical and graphical data to achieve goals/targets	Exercise autonomy and initiative in some activities at a professional level Take some responsibility for the work of others and for a range of resources Practice in ways which take account of own and others' roles and responsibilities Work under guidance with qualified practitioners Deal with ethical and professional issues in accordance with current professional and/or ethical codes or practices, seeking guidance where appropriate

SCQF Level 10 – (SHE level 4)
(e.g. Honours Degrees and Graduate Diplomas)

Characteristic outcomes of learning at each level include the ability to:

Knowledge and understanding	Practice: applied knowledge and understanding	Generic cognitive skills	Communication, ICT and numeracy skills	Autonomy, accountability and working with others
Demonstrate and/or work with: • knowledge that covers and integrates most of the principal areas, features, boundaries, terminology and conventions of a subject/discipline • a critical understanding of the principal theories, concepts and principles • detailed knowledge and understanding in one or more specialisms some of which is informed by or at the forefront of a subject/discipline • knowledge and understanding of the ways in which the subject/discipline is developed, including a range of established techniques of enquiry or research methodologies	Use a range of the principal skills, practices and/or materials associated with a subject/discipline Use a few skills, practices and/or materials which are specialised, advanced, or at the forefront of a subject/discipline Execute a defined project of research, development or investigation and identify and implement relevant outcomes Practice in a range of professional level contexts which include a degree or unpredictability and/or specialism	Critically identify, define, conceptualise, and analyse complex/professional level problems and issues Offer professional level insights, interpretations and solutions to problems and issues Critically review and consolidate knowledge, skills and practices and thinking in a subject/discipline Demonstrate some originality and creativity in dealing with professional level issues Make judgements where data/information is limited or comes from a range of sources	Use a wide range of routine skills and some advanced and specialised skills in support of established practices in a subject/discipline, for example: • make formal presentations about specialised topics to informed audiences • communicate with professional level peers, senior colleagues and specialists • use a range of software to support and enhance work at this level and specify refinements/improvements to software to increase effectiveness • interpret, use and evaluate a wide range of numerical and graphical data to set and achieve goals/targets	Exercise autonomy and initiative in professional/ equivalent activities Take significant responsibility for the work of others and for a range of resources Practice in ways which show a clear awareness of own and others' roles and responsibilities Work effectively under guidance in a peer relationship with qualified practitioners Work with others to bring about change, development and/or new thinking Deal with complex ethical and professional issues in accordance with current professional and/or ethical codes or practices Recognise the limits of these codes and seek guidance where appropriate

SCQF Level 11 – (SHE level 5)
(e.g. PG 1, PG Dip, PG Cert, MA, MSc, SVQ 5)

Characteristic outcomes of learning at each level include the ability to:

Knowledge and understanding	Practice: applied knowledge and understanding	Generic cognitive skills	Communication, ICT and numeracy skills	Autonomy, accountability and working with others
Demonstrate and/or work with: • knowledge that covers and integrates most, if not all, of the main areas of a subject/discipline – including their features, boundaries, terminology and conventions • a critical understanding of the principal theories, principles and concepts • a critical understanding of a range of specialised theories, principles and concepts • extensive, detailed and critical knowledge and understanding in one or more specialisms, much of which is at or informed by developments at the forefront • critical awareness of current issues in a subject/discipline and one or more specialisms	Use a significant range of the principal skills, techniques, practices and/or materials which are associated with a subject/ discipline Use a range of specialised skills, techniques, practices and/or materials which are at the forefront or informed by forefront developments Apply a range of standard and specialised research or equivalent instruments and techniques of enquiry Plan and execute a significant project of research, investigation or development Demonstrate originality or creativity in the application of knowledge, understanding and/or practices Practise in a wide and often unpredictable variety of professional level contexts	Apply critical analysis, evaluation and synthesis to issues which are at the forefront or informed by developments at the forefront of a subject/ discipline Identify, conceptualise and define new and abstract problems and issues Develop original and creative responses to problems and issues Critically review, consolidate and extend knowledge, skills practices and thinking in a subject/discipline Deal with complex issues and make informed judgements in situations in the absence of complete or consistent data/ information	Use a range of advanced and specialised skills as appropriate to a subject/discipline – for example: • communicate, using appropriate methods, to a range of audiences with different levels of knowledge/ expertise • communicate with peers, more senior colleagues and specialists • use a wide range of software to support and enhance work at this level and specify new software or refinements/improvements to existing software to increase effectiveness • undertake critical evaluations of a wide range of numerical and graphical data	Exercise substantial autonomy and initiative in professional and equivalent activities Take responsibility for own work and/or significant responsibility for the work of others Take responsibility for a significant range of resources Demonstrate leadership and/or initiative and make an identifiable contribution to change and development Practise in ways which draw on critical reflection on own and others' roles and responsibilities Deal with complex ethical and professional issues and make informed judgements on issues not addressed by current professional and/or ethical codes or practices

This document is intended to be used as a learning resource in conjunction with your PDP. It will be reviewed and therefore we welcome your feedback. If you would like to comment, please write to NHS Education for Scotland, Thistle House, 91 Haymarket Terrace, Edinburgh, EH12 5HE or email enquiries@nes.scot.nhs.uk

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