



Nursing, Midwifery and Allied Health Professions (NMAHP) Development Framework for Major Trauma Care in Scotland

Introduction 3

Level 5 – Practitioner 8

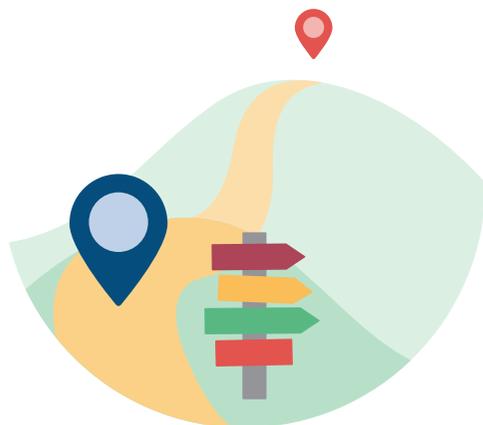
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The Nursing, Midwifery and Allied Health Professions (NMAHP) development framework for major trauma care in Scotland aims to provide an infrastructure to support the learning and development needs of nurses, midwives and allied health professionals (NMAHPs) working in a range of practice settings that provide major trauma care.

This NMAHP development framework for major trauma care is underpinned by the [NHS Education for Scotland \(NES\) Nursing, Midwifery and Allied Health Professional \(NMAHP\) development framework](#) which aims to maximise potential and impact at every level of practice.

The framework combines the content from the NES NMAHP development framework with specific content for NMAHPs working in major trauma care.

It supports the development of core knowledge, skills and behaviours in the four pillars of practice for registered NMAHPs working at education Levels 5-8 which correspond to the broadly defined roles of Practitioner, Senior Practitioner, Advanced Practitioner and Consultant Practitioner (Skills for Health 2006, Scottish Government 2009). You can identify your own role and title under one of these levels. Additional content for education levels 2-4 (non-registered staff/Healthcare Support Workers) is currently being developed and will be part of this framework. There will also be a corresponding education framework which identifies learning opportunities relevant to education level, NMAHP role and setting.

The framework for major trauma care is intended to capture the collaborative approach taken by NMAHPs to deliver high-quality, integrated, multi-specialty care to severely injured patients. Roles in major trauma are diverse and are found across multiple care settings. For some practitioners, major trauma care will make up only part of their role. They can use this framework to recognise and support this.

There will be a supplementary NMAHP education framework for major trauma care which outlines the specific learning and development opportunities for the NMAHP major trauma workforce according to education level and the practice setting they work in.



Practitioners may use this framework to:

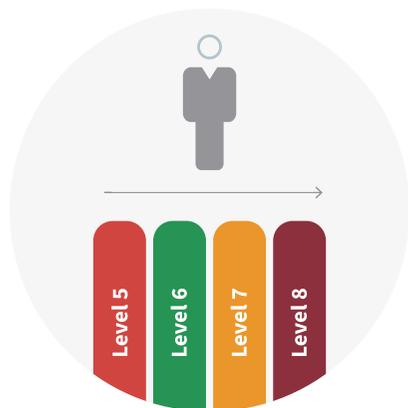
- + benchmark current level of practice
- + guide professional development, moving from pre-registration roles to newly qualified novice practice, towards experienced and expert practice
- + identify evidence to support personal development planning, or re-validation with the Nursing and Midwifery Council (NMC) or Health and Care Professions Council (HCPC)
- + continue to develop within their current level of practice



Managers may use this framework to:

- + support discussions that take place as part of professional development reviews
- + inform development opportunities
- + inform succession planning
- + support workforce forecasting, service redesign and skill mix

Section 1: Registered practitioners



Levels of practice

NMAHP development framework for major trauma care is based on Level 5 (Practitioner) to Level 8 (Consultant Practitioner) of the Career Framework for Health (Skills for Health 2006, Scottish Government 2009).

The knowledge, skills and behaviours of each level of practice build on the level before. Moving through the levels is associated with increasing breadth and depth of knowledge, skills and behaviours across the **four pillars of practice**, widening engagement, increased responsibility and experience.

The levels expressed are those of the NHS career framework for health (Skills for Health 2006, Scottish Government 2009) and the aligned academic levels of the Scottish Credit and Qualifications Framework (SCQF). This reflects development and progression, and not the bands of Agenda for Change which are related to remuneration and the consideration of employers.

Pillars of practice

The NMAHP development framework for major trauma care recognises specialist trauma-specific knowledge, skills and behaviours which is supplementary or an “add on” to the NES NMAHP development framework.



Major trauma through a trauma informed lens

A commonly used definition of trauma is ‘an event, a series of events or a set of circumstances that is experienced by an individual as physically or emotionally harmful or life threatening’ (SAMHSA (2014) p. 7) This definition includes physical and psychological trauma. Language in this area can be complex and overlapping.

Seeing major trauma through a trauma informed lens or being ‘trauma informed’ means being ‘capable of recognising where people are affected by trauma and adversity’ and ‘able to respond in ways that prevent further harm and support recovery.’ (National Trauma Training Programme (2017). Available at [NES National Trauma Training Programme website](#))

Trauma is ‘everyone’s business. It’s important to include psychological trauma and trauma informed practice in the NMAHP development framework for major trauma care to recognise the learning needs of practitioners in major trauma who care for people who have experienced or witnessed traumatic events.



Major trauma practitioners are exposed to other people's trauma which is known as vicarious trauma. They need the knowledge and skills to be able to care for people affected by trauma but also to care for themselves and their peers.

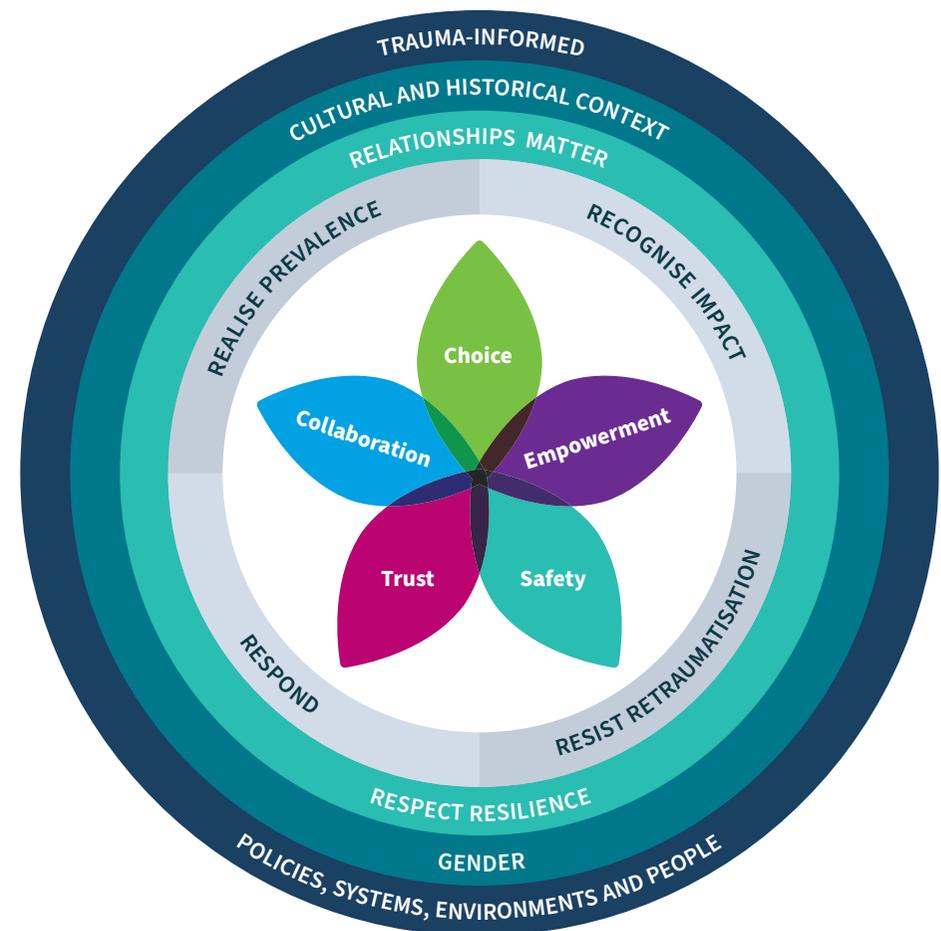
Most major trauma falls into the category of Type 1 trauma. These events are usually single incident events such as rapes, assaults or serious accidents such as road traffic accidents, terrorist attacks or other types of major emergencies.

Major trauma practitioners may also encounter people who are affected by Type 2 or (complex trauma). This is usually experienced interpersonally, persists over time and is difficult to escape from. Examples include childhood and domestic abuse ([National Trauma Training Programme \(2017\)](#)).

Working collaboratively with the [National Trauma Training \(NTT\) Programme](#) upholds the relationship between major and psychological trauma and supports the well-being and outcomes of practitioners and the people in their care.

Throughout the NMAHP development framework for major trauma care there will be references to trauma informed behaviours across all education levels. The practitioner should feel the framework itself is trauma informed and supports their development and self-care, references to trauma informed behaviours across all education levels which are highlighted by the NTT logo

There is also the opportunity to consider if you are trauma informed, trauma skilled, trauma enhanced or trauma specialist as outlined in the [National Trauma Training Framework](#).





Level 5 - Practitioner

Professionals working at Level 5 will have a comprehensive factual and theoretical knowledge within a field of work and awareness of the boundaries of that knowledge.

They can use knowledge to solve problems creatively, make judgements which require analysis and interpretation and actively contribute to service and self-development.

They may have responsibility for supervision of staff or training.

 **Clinical practice**

 **Facilitating Learning**

 **Leadership**

 **Evidence, research and development**

Qualifications expected for practitioners at Level 5 (SCQF Level 8-10):

- + registered as a Nurse or Midwife with the Nursing and Midwifery Council or registered with the Health and Care Professions Council
- + successful completed degree level pre-registration programme as a minimum
- + working at degree level



Clinical practice pillar

Major trauma specific knowledge, skills and behaviours:

- + demonstrate knowledge and understanding of local, regional and national major trauma pathways network system and the centralisation of major trauma services at the Major Trauma Centres (MTC)
- + promote and deliver safe, effective and person-centred care as part of the Multi-Disciplinary Team (MDT). Demonstrate knowledge of the principles of MDT working and the role of MDT members in the major trauma pathway
- + promote early rehabilitation for the seriously injured person while understanding the importance and positive impact of early rehabilitation. Support specialist rehabilitation for patients with complex needs.



- + be a trauma informed practitioner and take responsibility for responding to the needs of a person affected by major trauma and psychological trauma by:
 - ▶ demonstrating understanding of the significant impact that major traumatic injury has on the injured person, the person's support network and society
 - ▶ use a range of skills and strategies to communicate with people about difficult matters/situations and assist the injured person and their support network in coping with the stress and emotional devastation that accompany a sudden traumatic event including;
 - ▶ processing and synthesising critical information from multiple sources
 - ▶ communicating at the appropriate speed and often at distance
 - ▶ rapid decision-making
 - ▶ referrals to third sector
 - ▶ trauma informed practice



Clinical practice pillar

- + develop knowledge and skills appropriate to major trauma care underpinned by theory, relevant clinical experience and specific clinical competence including:
 - ▶ a systemic approach to fundamental assessment of the injured person and their rehabilitation needs
 - ▶ relevance of the Mechanism of Injury
 - ▶ impact of injury on body systems
 - ▶ emergency interventions
 - ▶ pain, trauma wound, fluid and nutritional assessment and management
 - ▶ safe patient transfer between local, regional and national settings





 Clinical practice

Key knowledge, skills and behaviours:

5C1 – use a range of skills and strategies to communicate with people about difficult matters/situations

5C2 – act and influence others to incorporate non-judgemental, value-based care into practice

5C3 – maintain and apply knowledge of relevant guidance, policies and legislation that govern legal and ethical aspects of service provision

5C4 – maintain and apply knowledge of relevant guidance, policies and legislation that govern legal and ethical aspects of service provision

5C5 – use and contribute to the development, implementation and review of local policies, guidelines and protocols

5C6 – monitor and maintain health, safety and security of self and others, by applying knowledge of health and safety legislation and infection control policies. Raise concerns and/or report serious incidents in accordance with local reporting procedures

5C7 – use skills of critical thinking, analysis and evaluation to make justifiable and timely clinical judgement utilising a range of appropriate information and sources to assess, diagnose, plan, implement or direct care/interventions and evaluate effectiveness

5C8 – demonstrate the ability to use technology and information systems and resources

5C9 – provide and share information effectively and concisely for a range of situations and contexts to ensure safety and continuity of care

5C10 – practice in ways which recognise and respond to health inequalities, respect diversity, protect against discrimination and support others to do the same

5C11 – apply a range of skills to promote health and well-being, improve health literacy and empower patient to share decision-making

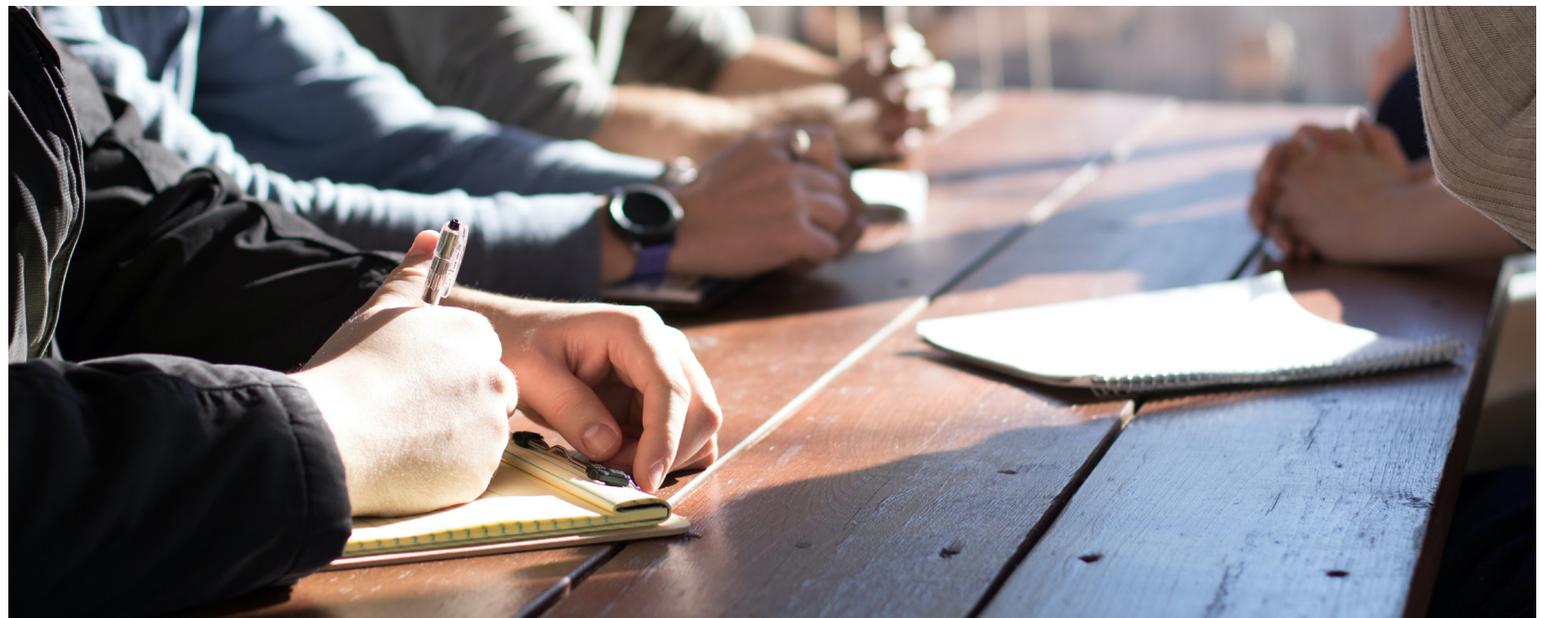
5C12 – develop and apply clinical knowledge, skills and behaviours appropriate to specific area of practice



Facilitation of learning pillar

Major trauma specific knowledge, skills and behaviours:

- + show awareness of and actively participates in Scottish Trauma Network and Regional Trauma Network activity that promotes shared learning across professions and major trauma settings
- + access, use and promote the NMAHP Education Framework for Major Trauma and other major trauma resources
- + take responsibility for own and others induction to major trauma care and for ongoing continuing professional development





Facilitating Learning

Key knowledge, skills and behaviours:

5F1 – demonstrate facilitation and teaching skills and behaviours including supervising, teaching and maintaining the learning environment

5F2 – apply the skills of facilitation, teaching and assessment to practice

5F3 – evidence learning from experience through supervision, feedback, reflective practice techniques and evaluation

5F4 – evidence reflection on own and others experiences of the workplace to develop a positive learning environment

5F5 – contribute to the supervision and mentorship of pre-registration practitioners and healthcare support workers

5F6 - actively participates in clinical supervision, practice supervision and facilitation of learning

5F7 – Source and evidence use of a range of educational materials to support own development

5F8 – Motivate, stimulate and encourage others to facilitate the learning process

5F9 – Develop and apply knowledge of andragogy appropriate to specific role.



Leadership pillar

Major trauma specific knowledge, skills and behaviours:

- + build interdisciplinary professional relationships in major trauma, leading excellent care
- + identify and establish relationships with their Regional Trauma Network and the Scottish Trauma Network



- + care for themselves and others, taking a trauma informed approach to recognising the impact of caring for people who have experienced major trauma



 Leadership

Key knowledge, skills and behaviours:

5L1 – demonstrate leadership qualities and behaviours including skills in motivating, influencing and negotiation

5L2 – communicate effectively verbally/non-verbally and in writing to a range of people

5L3 – seek, receive and provide feedback in an open, honest and constructive manner

5L4 – identify and analyse problems and recommend solutions

5L5 – respond pro-actively to own and others concerns and know how to escalate ongoing issues

5L6 – demonstrate the ability to work well within a team and in collaboration with others

5L7 – demonstrate accountability for own work and responsibility for delegation to others

5L8 – engage in own personal and professional development planning and review and support others to develop personally and professionally

5L9 – contribute to effective management of resources including workforce resources within own area of practice

5L10 – develop and apply leadership skills and behaviours appropriate to specific role



 Evidence, research and development pillar

Major trauma specific knowledge, skills and behaviours:

- + demonstrate understanding of audit for major trauma in Scotland and contributes to data collection
- + respond and support changes in major trauma and as a result of local, regional and national data analysis





Evidence, research and development

Key knowledge, skills and behaviours:

5E1 – consolidates understanding and application of different research approach. Identifies and explores ideas for research/development activity from own practice

5E2 – demonstrates the ability to search and critically appraise evidence to inform practice

5E3 – shares with others good practice and the lessons learned from audit, research and quality improvement activity

5E4 – adheres to research governance, including good clinical practice, ethics, data protection and confidentiality

5E5 – demonstrates the ability to undertake quality improvement, clinical audit and research activity to inform practice for self and others

5E6 – critically analyses and evaluates information

5E7 – identifies and analyses professional issues

5E8 – develop and apply knowledge of research and development appropriate to specific role



Level 6 – Senior Practitioner

Professionals working at Level 6 require a critical understanding of detailed theoretical and practical knowledge within their field and/or have management or leadership responsibilities.

They demonstrate initiative and are creative in finding solutions to problems.

They have some responsibility for team performance and service development and consistently undertake self-development.

 **Clinical practice**

 **Facilitating Learning**

 **Leadership**

 **Evidence, research and development**

Qualifications expected for practitioners at Level 6 (SCQF Level 9-10):

- + registered as a Nurse or Midwife with the Nursing and Midwifery Council or registered with the Health and Care Professions Council
- + Ordinary or Honours degree
- + Graduate Diploma
- + Scottish Vocational Qualifications (SVQ 4)
- + postgraduate expertise within speciality/area of practice that demonstrates the required breadth of knowledge to lead safely, effectively and efficiently



Clinical practice pillar

Major trauma specific knowledge, skills and behaviours:

- + apply knowledge and raise awareness of the local, regional and national major trauma pathways network system and the centralisation of major trauma services at the Major Trauma Centres (MTC). Lead and support the implementation of trauma standards, protocols, procedures and guidelines
- + promote and deliver safe, effective and person-centred care for the severely injured person as a fully integrated part of the multi-disciplinary team, collaborating with the roles of the multi-disciplinary team in the major trauma pathway
- + integrate principles of early rehabilitation, including specialist rehabilitation of people with complex needs



- + be a trauma informed practitioner and take responsibility for responding to the needs of a person affected by major trauma and psychological trauma by:
 - ▶ applying knowledge and understanding of the significant impact that traumatic injury has on the injured person, their support network and society and lead on good practice in this area
 - ▶ using and supporting a wide range of skills and strategies, communicate with people about difficult matter/situations and assist the injured person’s support network in coping with the stress and emotional devastation that accompany a sudden traumatic event including;
 - ▶ processing and synthesising critical information from multiple sources
 - ▶ communicating at the appropriate speed and often at distance
 - ▶ rapid decision-making
 - ▶ referrals to third sector
 - ▶ trauma informed practice



 **Clinical practice pillar**

- + use skills of critical analysis and evaluation to make justifiable and timely clinical judgement. Continue to develop specialist clinical knowledge skills and behaviours appropriate to major trauma care, including:
 - ▶ a systematic approach to more complex patient assessment including rehabilitation needs
 - ▶ relevance of the mechanism of Injury
 - ▶ impact of injury on body systems
 - ▶ emergency interventions
 - ▶ pain, trauma wound, fluid and nutritional assessment and management
 - ▶ safe patient transfer between local, regional and national setting





Clinical practice

Key knowledge, skills and behaviours:

6C1 – work autonomously and as part of a team, assuming accountability and responsibility to facilitate the delivery of safe, effective and person-centred care.

6C2 – use a wide range of skills and strategies to communicate with people about difficult matters/situations.

6C3 – act and influence others to incorporate non-judgemental, value-based care into practice.

6C4 – apply knowledge, and raise awareness of relevant guidance, policies and legislation that govern legal and ethical aspects of service provision.

6C5 – lead and support the implementation of local policies, guidelines and protocols, ensuring they reflect national policy, legislation and current evidence.

6C6 – monitor and maintain health, safety and security of self and others, by applying knowledge of health and safety legislation and infection control policies and advising others. Raise concerns and/or report serious incidents in accordance with local reporting procedures

6C7 – use skills of critical analysis and evaluation to make justifiable and timely clinical judgement utilising appropriate and sometimes limited information from a wide range of sources to access, diagnose, plan, implement or direct complex care/intervention and evaluate effectiveness

6C8 – draw on a range of sources in making judgement, including clearly defined policies, procedures and protocols

6C9 – select and use technology and information systems to inform and support practice

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Clinical practice

Key knowledge, skills and behaviours:

6C10 – provide and share complex information effectively and concisely for a range of situations and contexts, ensuring safety and continuity of care

6C11 – practice in ways which recognise and respond to health inequalities, respect diversity, protect against discrimination and support others to do the same

6C12 – apply a wide range of skills to promote health and well-being, improve health literacy and empower patients to share decision-making

6C13 – assess, investigate and communicate/act on risk

6C14 – apply and continue to develop specialist clinical knowledge, skills and behaviours appropriate to specific area of practice





Facilitating learning pillar

Major trauma specific knowledge, skills and behaviours:

- + actively participate in Scottish Trauma Network and Regional Trauma Network activity that promotes shared learning across professions and major trauma settings
- + access, promote and use NMAHP Education Framework for Major Trauma Care and other major trauma resources
- + take responsibility for own and others induction to major trauma care in their own and wider settings and for ongoing continuing professional development
- + contribute to the development and delivery of major trauma resources





Facilitating Learning

Key knowledge, skills and behaviours:

6F1 – use learning theories to plan, implement and evaluate learning in the local environment

6F2 – create an effective learning environment that ensures learning opportunities for staff and students

6F3 – apply a wide range of facilitation, teaching and assessment skills to develop and improve practice

6F4 – identify and support the achievement of learning needs of individuals/teams in response to service need and personal development planning

6F5 – demonstrate ongoing reflection on practice and support reflection in others

6F6 – demonstrate knowledge and use of a range of information to review/ evaluate and enhance the learning environment

6F7 – participate in learning needs analysis, educational audit and evaluation of educational interventions

6F8 – contribute to the supervision of undergraduate/ pre-registration healthcare professionals and support workers within the team

6F9 – actively participate in clinical supervision, practice supervision and facilitation of learning and support others to participate

6F10 – source and evidence use of a range of educational materials to support own and others' development

6F11 – evidence use of a wide range of skills to motivate, stimulate and encourage others to facilitate the learning process

6F12 – apply and continue to develop specialist knowledge of andragogy appropriate to specific role



Leadership pillar

Major trauma specific knowledge, skills and behaviours:

- + role model collaboration and positive relationship building across professions in major trauma, leading excellent care.
 - + identify and establish relationships with their Regional Trauma Network and the Scottish Trauma Network
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- + care for themselves and the well-being of their colleagues, taking a trauma informed approach to recognising and responding to the impact of caring for people who have experienced major trauma





Leadership

Key knowledge, skills and behaviours:

6L1 – use national leadership frameworks to access and develop self-leadership and leading others

6L2 – communicate complex information at an appropriate level to range of audiences, adapting to context and purpose

6L3 – actively promote a support culture, where constructive feedback is received positively and regarded as a learning opportunity

6L4 - display creativity and innovation in exploring and implementing possible solutions to problems and evaluating their effectiveness

6L5 – provide leadership for quality improvement and service development to

enhance people’s well-being and experiences of healthcare

6L6 – support others to take responsibility for ensuring concerns are addressed in a timely manner applying relevant policies such as whistleblowing and complaints

6L7 – demonstrate the ability to form, contribute and lead a team by sharing information and expertise

6L8 – contribute to and manage other members of a team by sharing information and expertise

6L9 – demonstrate leadership behaviours when managing people applying human resources, policies and processes

6L10 – recognise early signs of poor performance and take appropriate measures to address concerns

6L11 – respond to early signs of poor performance and take appropriate measures to address concerns

6L12 – contribute to workforce development through personal and professional development of individuals and teams aligned to organisational priorities

6L13 – demonstrate the ability to use recognised workload assessment and skill mix tools to manage resources and budgetary demands including workforce resources

6L14 – apply and continue to develop leadership skills and behaviours appropriate to specific role



 Evidence, research and development pillar

Major trauma specific knowledge, skills and behaviours:

- + contribute to the achievements and evaluation of relevant audits for major trauma in Scotland
- + respond to and support changes in major trauma as a result of regional and national data analysis





 Evidence, research and development

Key knowledge, skills and behaviours:

6E1 – use a range of research approaches to assess how evidence is being used by self and others, to inform and develop practice improving quality of care

6E2 – demonstrate the ability to search and critically appraise evidence to inform and develop practice supporting audit, research and quality improvement activity

6E3 – participate in research related activity, including analysis of information

6E4 – share with others good practice and the lessons learned from audit, research and quality improvement activity to enhance practice locally

6E5 – identify and disseminate information on NHS board/university programmes of research/forums/special interest groups/networks relevant to area of practice

6E6 – use understanding of research governance including good clinical practice, ethics, data protection and confidentiality, to support self and others in the research process

6E7 – demonstrate the ability to use a wide range of quality improvement/clinical audit/research skills to inform and develop practice of self and others

6E8 – ability to critically identify, define and analyse complex professional problems and issues

6E9 – apply and continue to develop specialist knowledge of research and development appropriate to specific role



Level 7 – Advanced Practitioner

Professionals working at Level 7 of the career framework have a critical awareness of issues in the field and at the interface between different fields.

Level 7 practitioners are innovative and have responsibility for developing and changing practice and/or services in complex, unpredictable environments.

 **Clinical practice**

 **Facilitating Learning**

 **Leadership**

 **Evidence, research and development**

Qualifications expected for practitioners at Level 7 (SCQF Level 11):

- + registered as a Nurse or Midwife with the Nursing and Midwifery Council or registered with the Health and Care Professions Council
- + post-registration qualifications
- + evidence of operating/thinking at Master's level
- + evidence of working towards relevant Master's level award



Clinical practice pillar

Major trauma specific knowledge, skills and behaviours:

- + use in-depth knowledge and understanding of local, regional and national major trauma pathways network system to lead the development, embedding and evaluation of major trauma standards, protocols, procedures and guidelines at operational level
- + promote and deliver safe, effective and person-centred care for the severely injured person as a fully integrated part of the multi-disciplinary team, collaborating with the roles of the multi-disciplinary team in the major trauma pathway
- + take action to influence others to ensure the incorporation of early rehabilitation for the injured person, including specialist rehabilitation for people with complex needs



- + be a trauma informed/skilled practitioner and take responsibility for responding to the needs of a person affected by major trauma and psychological trauma using a wide range of advanced, specialist skills and strategies to communicate with people about difficult matters/situations. Assist the injured person's support network in coping with the stress and emotional devastation that accompany a sudden traumatic event. Oversee and support team with the development, quality and application of these skills (see Levels 5 and 6)

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 **Clinical practice pillar**

- + use skills of critical analysis, evaluation and synthesis to make justifiable and timely clinical judgements when assessing, diagnosing, planning, directing or implementing and evaluating highly complex care and interventions for people with specific traumatic injuries and multi organ damage
- + apply advanced clinical knowledge, skills and behaviours as part of the multi-disciplinary teams and to specific areas of practice including:
 - ▶ a systematic approach to advanced patient assessment
 - ▶ pain assessment and management
 - ▶ co-ordinates safe patient transfer between local, regional and national settings
 - ▶ clinical interventions for patients with specific injuries
 - ▶ trauma wound assessment and management
 - ▶ fluid and nutritional assessment and management





 Clinical practice

Key knowledge, skills and behaviours:

7C1 – develop advanced competence, innovation and leadership in the management and delivery of safe, effective person-centred care within own area of practice

7C2 – promote and act to influence others to incorporate non-judgemental, values-based care into practice

7C3 – use a wide range of skills and strategies - including advanced or specialist skills - to communicate with people about difficult matters/situations

7C4 – use in-depth knowledge of legislation, professional regulation and codes of practice to lead the development, embedding and evaluation of protocols, guidelines and policies at operational level

7C5 – promote, monitor and maintain best practice in health, safety and security, in accordance with health and safety legislation and infection control policies, acting on concerns and/or reporting incidents in line with local reporting procedures

7C6 – use skills of critical analysis, evaluation and synthesis to make justifiable and timely clinical judgements when assessing, diagnosing, planning, directing or implementing and evaluating highly complex care/interventions - sometimes where information is not available or is incomplete

7C7 – demonstrate the ability to use and evaluate technology and information system to inform and improve health outcomes

7C8 – identify and share more complex information effectively and concisely for a range of situations and contexts to ensure patient safety and continuity of care

7C9 – promote equality and value diversity, challenging discriminatory behaviours and acting to improve inclusion

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 Clinical practice

Key knowledge, skills and behaviours:

7C10 – apply a significant range of skills to promote health and well-being, improve health literacy and empower patients to share decision-making

7C11 – contribute to the development of organisational objectives and create opportunities to involve other practitioners

7C12 – apply advanced clinical knowledge, skills and behaviours appropriate to specific area of practice





Facilitating learning pillar

Major trauma specific knowledge, skills and behaviours:

- + actively participate in Scottish Trauma Network and regional network activity that promotes shared learning across professions and major trauma settings
- + access, promote and use the NMAHP Education Framework for Major Trauma Care and other major trauma resources
- + take responsibility for own and others induction to major trauma in their own and wider settings and for ongoing continuing professional development
- + lead on the development, delivery and review of major trauma resources across a range of settings, including Higher Education





Facilitating learning

Key knowledge, skills and behaviours:

7F1 – role model exemplary facilitation and teaching skills and develop those skills in others

7F2 – demonstrate and understand the key theories of adult learning and apply a wide range of facilitation, teaching and assessment skills to practice

7F3 – lead on strategies that enable effective reflective practice

7F4 – review data collected from educational audits and other feedback to plan and lead change at a local level to enable a positive learning environment

7F5 – act as an experienced supervisor, mentor, facilitator and supports others to take on these roles

7F6 – develop and facilitate the use of educational materials for students, staff and service users

7F7 – develop, lead and support teaching, supervision and assessment skills in others

7F8 – engage with education providers to contribute to curriculum development and delivery

7F9 – apply advanced knowledge of andragogy appropriate to specific role



Leadership pillar

Major trauma specific knowledge, skills and behaviours:

- + develop and demonstrate innovation and leadership in the management and delivery of safe, effective person-centred care for people who have experience of major trauma
- + identify and establish relationships with their Regional Trauma Network and the Scottish Trauma Network



- + care for themselves and the well-being of their colleagues, applying a trauma informed approach to recognising and responding to the impact of caring for people who have experienced major trauma



Leadership

Key knowledge, skills and behaviours:

7L1 – provide strong and effective leadership across professional and organisational teams/ boundaries

7L2 – evidence a positive impact of own exemplary leadership qualities and behaviours

7L3 – role model highly developed verbal, non-verbal and written communication skills

7L4 – demonstrate how feedback is used by organisation to positively improve services

7L5 – use creative and innovative solutions to address complex problems

7L6 – promote a culture of empowerment to enable and promote involvement of others

7L7 – lead innovation and quality improvement and promote involvement of others

7L8 – build and lead teams, engage stakeholders and work in collaboration with others

7L9 – demonstrate and support others to manage people effectively using organisational policies and exemplary leadership qualities

7L10 – progress workforce development plans aligned to organisational priorities

7L11 – demonstrate effective financial and workforce planning, delivery and reporting

7L12 – apply advanced leadership skills and behaviours appropriate to specific role



 **Evidence, research and development pillar**

Major trauma specific knowledge, skills and behaviours:

- + contribute to the achievement and evaluation of relevant audits for major trauma in Scotland
- + respond and support changes in major trauma as a result of data analysis, incorporating principles of quality improvement
- + engage with the national audit process for major trauma and the relevant organisations involved in collecting and reporting data
- + demonstrate the ability to use and evaluate relevant quality indicators and major trauma audits to ensure best major trauma care locally, regionally and nationally





 Evidence, research and development

Key knowledge, skills and behaviours:

7E1 – acts as a role model for the wider team by promoting a positive research culture

7E2 – further enhance knowledge of research approaches including advanced evaluation methods to promote and embed evidence in practice

7E3 – identify and apply impact measures and use finding to enhance practice

7E4 – demonstrate the ability to search, critically appraise and synthesise evidence to inform practice and to underpin audit/research/quality improvement activity

7E5 – share good practice and the lessons learned from audit, research and quality improvement activity locally and nationally through professional and peer reviewed processes

7E6 – utilise appropriate policies to ensure support for clinical research activity and adherence to research governance, including good clinical practice, ethics, data protection and confidentiality

7E7 – demonstrate the ability to use a wide range of quality improvement/clinical audit/research skills to improve practice and supports others to do so

7E8 – critically analyse, evaluate and synthesise complex/professional problems and issues and help others do the same

7E9 – develop original and creative solutions to problems and support others to do so

7E10 – contribute to the wider research agenda through initiating or supporting NMAHP led research activity

7E11 – apply advanced knowledge of research and development appropriate to role

Level 8 – Consultant Practitioner



Level 8 – Consultant Practitioner

Professionals working at Level 8 of the career framework require highly specialised knowledge -some of which is at the forefront of knowledge in a field of work - which they use as the basis for original thinking and/or research.

They are leaders with considerable responsibility, with the ability to research and analyse complex processes. They have responsibility for service improvement or development.

They may have clinical and/or management responsibilities, be accountable for service delivery or have a leading education or commissioning role.

 **Clinical practice**

 **Facilitating Learning**

 **Leadership**

 **Evidence, research and development**

Qualifications expected for practitioners at Level 8 (SCQF 11-12):

- + registered as a Nurse or Midwife with the Nursing and Midwifery Council or registered with the Health and Care Professions Council
- + educated to a minimum of Master's level
- + working towards a Doctorate qualification
- + Specialist Practitioner
- + advanced leadership/management skills



Clinical practice pillar

Major trauma specific knowledge, skills and behaviours:

- + use expert knowledge of local, regional and national major trauma pathways network system to lead the development, implementation and evaluation of major trauma standards, protocols, procedures and guidelines at operational and levels
- + promote and deliver safe, effective and person-centred care for the seriously injured person as a fully integrated part of the multi-disciplinary team, collaborating with the roles of the multi-disciplinary team in the major trauma pathway
- + set, promote, monitor, evaluate and maintain standards of care for the early rehabilitation of the seriously injured person, including specialist rehabilitation for those with complex needs



- + be a trauma informed/skilled practitioner and take responsibility for responding to the needs of a person effected by major trauma and psychological trauma using a wide range of advanced and specialist skills and strategies including emotional intelligence to communicate with people about difficult matters/situations. Assist the injured person and all involved in coping with the stress and emotional devastation that accompany a sudden traumatic event. Oversee and ensure skill development, governance and positive outcomes in this area

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 **Clinical practice pillar**

- + use expert clinical knowledge, skills and behaviours of major trauma care to innovate and lead within a multi-disciplinary trauma team including;
 - ▶ negotiating
 - ▶ representing and being the voice of NMAHPs
 - ▶ influencing
 - ▶ building relationships
- + be the eyes and ears of major trauma, promoting the NMAHP roles and skills available to ensure best outcomes for the injured person
- + support the launch, distribution and implementation of major trauma guidelines, promoting and taking part in consultation processes





Clinical practice

Key knowledge, skills and behaviours:

8C1 – use a wide range of skills and strategies, including a significant range of advanced or specialist skills, to communicate with people on complex matters or in complex situations

8C2 – act as a champion and role model for values-based care and professionalism

8C3 – innovate, develop and role model safe, effective and person-centred practice within area of practice and wider organisation

8C4 – influence and contribute to the development of guidance and legislation that governs the legal and ethical aspects of service provision

8C5 – use expert knowledge of professional regulation and codes of practice and legislation to lead the development, implementation and evaluation of protocols guidelines and policies at operational and strategic levels

8C6 – use clinical data to drive improvement through review and interdisciplinary collaboration

8C7 – promote, monitor and maintain best practice in health, safety and security in accordance with health and safety legislation and infection control policies. Where appropriate, lead on development/ implementation

8C8 – act on concerns and/or report serious incidents in line with local reporting procedures

8C9 – model and promote expert level critical thinking by applying a constant, integrated approach to critical analysis, evaluation and synthesis to manage highly complex and/or novel issues. Make informed judgements in the absence of complete or consistent data/information

8C10 – contribute to the development and/or implementation of health-related technology and information systems

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Clinical practice

Key knowledge, skills and behaviours:

8C11 – provide and share complex information effectively and concisely for a range of situations and contexts to ensure safety and continuity of care

8C12 – develop a culture that promotes equality, values, diversity and protect people from discrimination

8C13 – develop innovative ways to promote health and well-being, improve health literacy and empower patients to share decision-making

8C14 – lead of the promotion, development and application of expert clinical knowledge, skills and behaviours appropriate to own area of practice and the wider service





Facilitating learning pillar

Major trauma specific knowledge, skills and behaviours:

- + design and innovate education and learning in major trauma care and facilitates others to develop and deliver programmes of education
- + promote major trauma development and education frameworks to meet the needs of major trauma practitioners across all education levels and professions
- + contribute to interdisciplinary major trauma curriculum across range of settings (including Higher Education) which could be accredited or non-accredited and will be delivered to pre-registrants, medical and non-registered practitioners working in hospitals or pre-hospital settings





Facilitating learning

Key knowledge, skills and behaviours:

8F1 – evidence positive impact of own facilitation and teaching skills across organisations

8F2 – demonstrate a critical understanding of the principle pedagogical theories and apply a wide range of facilitation, teaching and assessment skills to practice

8F3 – evaluate reflection on practice and facilitate reflection in others

8F4 – influence and implement organisational learning and development strategy in partnership with key stakeholders

8F5 – frequently act as an experienced facilitator, supervisor, assessor and/or support others to take on these roles

8F6 – evaluate, develop, lead and facilitate use of educational materials for students, staff and service users

8F7 – engage with education providers to lead and contribute to curriculum development and delivery

8F8 – create opportunities for motivating others to learn and develop their teaching and assessment skills across the organisations

8F9 – lead on the promotion, development and application of expert knowledge of andragogy appropriate to own role and the wider service



Leadership pillar

Major trauma specific knowledge, skills and behaviours:

- + build multidisciplinary teams within major trauma, creating a service with a common vision. Develops skills to work strategically to scope needs in major trauma care
 - + lead by example - live the values, ethos and culture of providing excellent care which integrates people and professions
 - + set the direction of a major trauma service and moves this forward as part of a senior/ executive team
-
- + take responsibility for caring for themselves and the well-being of their colleagues applying a trauma informed approach to recognising and responding to the impact of caring for people who have experienced major trauma. Liaise with relevant professionals such as psychologists and promote trauma informed practice through their networks





Leadership

Key knowledge, skills and behaviours:

8L1 – evidence leadership skills and behaviours that have a positive impact across organisations

8L2 – communicate effectively at a strategic level through presentations, reports and policies to demonstrate organisational leadership

8L3 – embed the use of feedback in organisational learning policies

8L4 – demonstrate expertise in developing original and creative solutions to highly complex problems

8L5 – demonstrate organisational learning from concerns raised/escalated

8L6 – collaborate across stakeholder groups and organisations to lead services

8L7 – promote a culture where people are managed effectively, using organisational policies and exemplary leadership qualities

8L8 – lead the development of the workforce in alignment with national priorities

8L9 – provide strategic direction to ensure efficient delivery of financial targets, including workforce planning

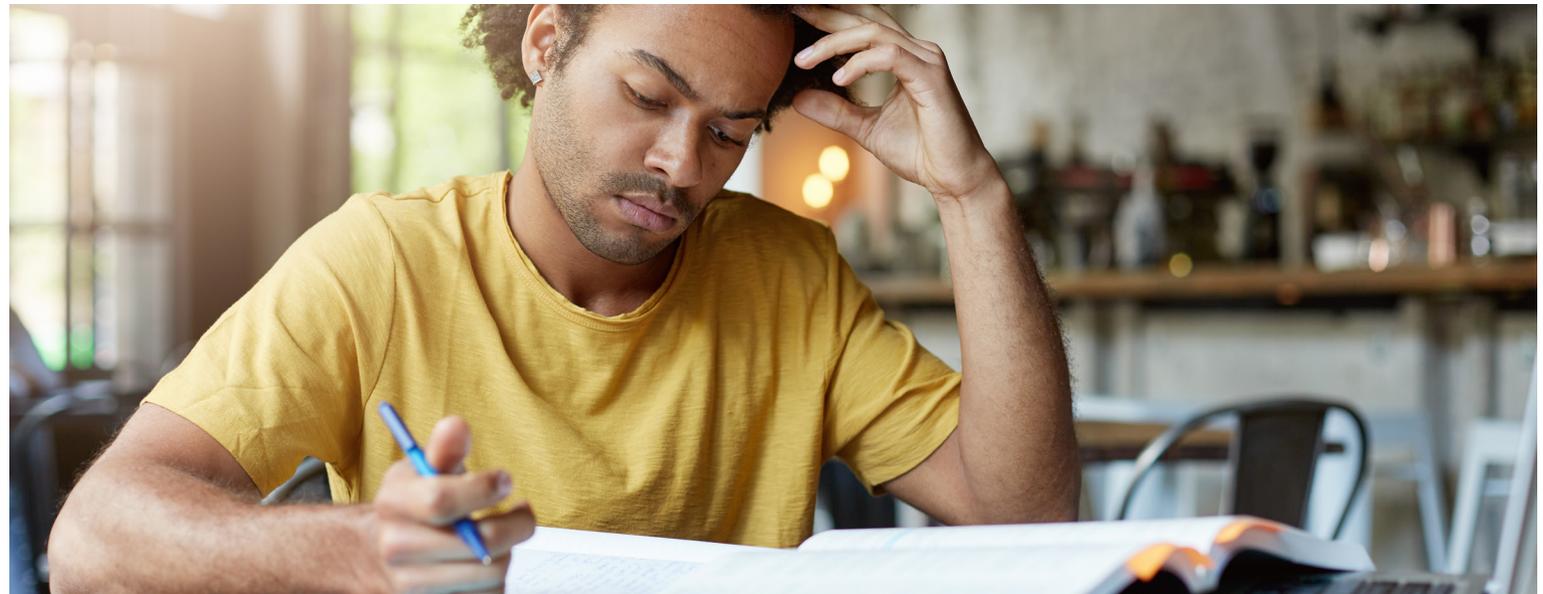
8L10 – lead on the promotion, development and application of expert leadership skills and behaviours appropriate to own role and the wider service



 Evidence, research and development pillar

Major trauma specific knowledge, skills and behaviours:

- + use improvement methodology to collect clinical data for relevant quality indicators in major trauma. Work with internal and external audit groups to drive improvement through review, interdisciplinary collaboration and implementation
- + facilitate others to use and evaluate relevant quality indicators and trauma audits to ensure best trauma care locally, regionally, nationally and beyond
- + create, generate and manage evidence and research in major trauma e.g. clinical trials and collaborate with other institutions e.g. Higher Education to publish and disseminate findings





 Evidence, research and development

Key knowledge, skills and behaviours:

8E1 – demonstrate a critical understanding of different research approaches, methods and analysis and support others to develop and apply these practice

8E2 – lead by example and develop the capability of others to critically appraise and synthesise evidence to inform practice. Create a culture in which audit, research and quality improvement thrives

8E3 – lead by example and develop a supportive culture to promote the sharing of good practice and lessons learned from audit, research and quality improvement activity locally and nationally through professional and peer reviewed processes

8E4 – use highly specialised theoretical and practical knowledge to develop original and creative solutions to problems and make decisions (and assist others to do so)

8E5 – ensure self and others are able to use a wide range of quality improvement/ clinical audit/research skills and actively contribute quality improvement, audit or research projects to inform and enhance practice

8E6 – apply a consistent, integrated approach to critical analysis, evaluation and synthesis of new and complex ideas, information, research data, statistics and issues and help others do the same

8E7 – lead and commission projects and encourage involvement of all staff

8E8 – take strategic responsibility to develop, revise and embed research governance including good clinical practice, ethics, data protection and confidentiality in practice and promotes a strong research culture at service and organisational levels

8E9 – lead on the promotion, development and application of research and development appropriate to own role and the wider service

Career Framework Model

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

The diagram outlines the Career Framework Levels, a brief clinical level descriptor and, for illustration, some possible non-clinical role examples.



National Trauma Training Programme

The key trauma training resources from the National Trauma Training Programme are openly available to support all members of the Scottish workforce.



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