

Developing Excellence in Healthcare

An NHS Wales Skills and Career Framework
for Healthcare Support Workers supporting
Nursing and the Allied Health Professions



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1. Purpose

The purpose of this Framework is to provide a governance mechanism to inform the skills and career development of the Healthcare Support Worker (HCSW) workforce in NHS Wales. This resource is relevant to all HCSWs in Nursing, Midwifery and Allied Health Professional (AHP) roles. It will support current and future role development by standardising the scope of these roles, and through the development of Learning Pathways it will provide the underpinning knowledge and skills to practice safely. This Framework will support HCSW careers and increase the professionalisation of this core workforce, building on the high quality services already delivered to individuals by this workforce.

2. Introduction

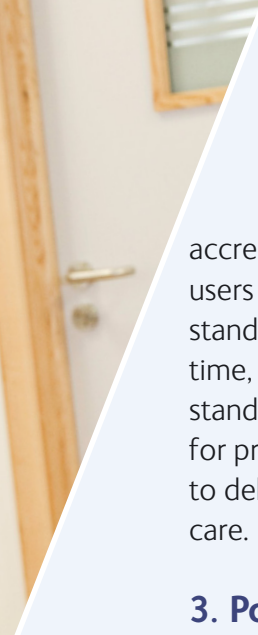
New roles are likely to emerge that use the skill mix of existing staff in different ways and achieving this will require the availability of an effective and engaged workforce. Changes to how and where health and social care services are delivered in the future will mean that employers are increasingly developing their support worker workforce to meet current and future service, financial and workforce challenges.

Employees can frequently feel hindered and disengaged from an organisation when development opportunities seem limited. The solution is for organisations to put in place realistic development and career-advancement pathways that are actively managed, and offer clear and genuine development opportunities for the workforce.

The adoption of an all Wales approach to development opportunities for the support worker workforce through the implementation

of this Framework will help deliver many benefits to individual support workers, organisations and service users. Using a career framework will enable transferability between employers, reflecting a prudent use of resources and make it easier for staff to understand the expectations and standards required of them. The identification of the all Wales education requirements for HCSWs as part of this Framework will provide a standardised programme of development. Wherever possible the education will be





accredited to provide NHS Wales and service users with an assurance of the quality and standard of that education. For the first time, these HCSWs in Wales will have their standards, competences and training required for practice set out as a national requirement to deliver safe and effective person centred care.

3. Policy Background

As in other developed countries, the healthcare system in Wales is facing many challenges: growing demand, health inequalities, increasing public expectations, an ageing workforce, staff shortages, budget pressures and the integration of health and social care. The Minister for Health and Social Care asked the Bevan Commission to consider how Wales is making the most effective use of available resources to ensure the provision of high quality and consistent care across Wales. The Commission responded that “circumstances will not allow the status quo to be maintained in NHS Wales”. It also recommended the adoption of prudent healthcare in order to deliver a cost effective health service.

Workforce ‘modernisation’ is one of the strategies for addressing the challenges of delivering prudent healthcare and driving the changes needed. There have been a range of workforce changes over the past decade but further change is necessary if new ways of delivering services and person centred care are to be introduced and sustained. Organisations will need to ensure that people with the right skills and competences, in the right numbers, are in the right roles. Strengthening workforce development through training and work based learning to ensure the provision of a competent, flexible and sustainable workforce is a key Welsh Government (WG) priority. (Welsh Government Policy Statement on Skills 2014).

Although the flexibility and variety of healthcare support worker roles is a great strength, widespread variation in job descriptions and titles make roles difficult to define. In addition, at present, across the UK healthcare support workers are not regulated. The WG has taken the view that primary responsibility for unregulated staff should lie with the employers

rather than suggesting regulatory reform and has advocated the need for adequate assurance systems. It is the responsibility therefore of employers to ensure that they have processes in place to deliver safe care.

The NHS Wales Strategy for a Flexible and Sustainable Workforce (2008) identified a number of specific recommendations for HCSWs including the development of career pathways, in order to provide a more standardised and consistent approach to the development and management of HCSWs. WG also issued a number of workforce resources to help organisations with their local healthcare support worker workforce modernisation initiatives. These include:

- **The Code of Conduct for Healthcare Support Workers in Wales (2011) and the Code of Practice for NHS Wales Employers (2011).** The Codes provide a national definition of HCSWs and set out the standards required by HCSWs and their employers. The Codes provide an assurance framework for public protection;

- **The All Wales Guidance for Delegation (2010)** provides a definition of delegation and clarifies in particular the responsibilities and accountabilities of both registered and non-registered staff involved in the delegation process;
- **Central funding** to support the training and development of bands 1-4 made available annually to organisations.

These workforce modernisation products together with this Framework provide organisations with a repository of resources to support the governance arrangements required for the management and safe practice of HCSWs.

4. Background

HCSWs make up 41% of the NHS Wales workforce and make a valuable contribution to service delivery in all settings with over half of this 41% working in roles supporting nurses and AHPs. Interest in their education, training and development has grown in recent years as a result of a number of high profile failures in the health sector. For this reason the first component of this Framework focuses on the HCSWs specifically working within these areas.

Workforce profiling suggests that 80% of tomorrow's NHS workforce is in post today. Much greater priority therefore needs to be given to developing the skills and competences of the current workforce, to better meet the needs of service users today and tomorrow. Without building capacities and capabilities in our workforce there is the risk of being perpetually out of step and continually training and developing a workforce

to address yesterday's and not tomorrow's healthcare needs. The most highly paid section of the workforce currently attracts most of the attention and the training budget. There is an urgent need, therefore, to develop and invest in HCSWs in primary, community and hospital services and care workers working across Health and Social Care in a more fitting and planned way.

This Framework has been developed primarily to support those HCSWs employed by NHS Wales' Health Boards and Trusts. However, the principles can be applied for HCSWs working within Primary Care and the Independent and Third Sectors.



5. Description of this Skills and Career Development Framework

A well-designed career framework provides a strategy for guiding and supporting career development. It is a workforce resource that sets the stages for an employee's preparation for development that corresponds with the organisation's priorities. The Framework is designed to make effective use of employees' capabilities in conjunction with the changing needs of the organisation, it is not however, a mechanism that guarantees an automatic route to promotion. This HCSW Career Framework is based on National Occupational Standards (NOS) and competences, placing the focus on the skills and knowledge rather than the job or the role. As a result this approach enables greater flexibility and transferability of staff. Individuals could move from working in one organisation to another, or alternatively individuals could move from one specialty/work area to another e.g. mental health to dietetic services.

This interactive online workforce resource will enable HCSWs and their managers to identify the development pathway for their current HCSW role, as required by the service. In addition, the resource will support an individual to develop further skills enabling transfer to another area should this be required by the service.

To ensure consistency with other workforce resources and to avoid any confusion in understanding, the meaning and definitions of key terms are provided in the Glossary at the end of this document.





6. Career Levels

This Framework will focus on Career Framework Levels 2-4 as detailed within The Skills for Health Career Framework and not on Agenda for Change Banding.

7. Benefits

The all Wales Skills and Career Framework will benefit both the organisation and its employees. Evidence shows the link between staff training and development and improved quality of care and outcomes. It must fit with the culture of the organisation, set realistic expectations for employees and help individuals develop their required competences for safe practice. The benefits will:

- Provide robust and consistent guidance for education and training to ensure future resources are targeted and utilised in line with the prudent healthcare agenda and meet future service needs more effectively;
- Help organisations to understand where the workforce talent is concentrated and how prepared, or ill-prepared, they are to meet future needs and challenges;

- Demonstrate how HCSWs can be developed and retained while simultaneously improving the performance of the organisation;
- Provide a mechanism for managers to determine how equipped current talent is to meet service needs. At its core, this Career Framework will assist in identifying the competences and skills and subsequently the roles required by the organisation;
- Provide an additional resource to facilitate the Personal Appraisal Development Review (PADR) process in supporting career development;
- Support NHS Wales overarching workforce agenda by having a more satisfied and engaged HCSW workforce;
- Support staff retention and succession planning, improve staff morale, uphold policy commitments, provide a career development pathway and a potential access route to a registered profession.

8. Components of the Skills and Career Development Framework

This next section will provide a description of each of the component parts of this Framework.

8.1 Role Definition and Scope of Practice Descriptors

NHS Wales established a definition for HCSW in 2011. The role definition within the Framework is based on that definition which is contained within the Code of Conduct for Healthcare Support Workers in Wales. This definition is broad by necessity to cover all HCSWs working at Career Framework Levels 2 to 4. In order to provide more specific detail which reflects what is expected, a scope of practice descriptor has been developed for each level, to include the required underpinning knowledge. These descriptors outline what tasks HCSWs undertake on a day to day basis. The table overleaf provides the role definition and scope of practice for each level for NHS Wales.

It should be noted that those HCSW at Level 3 will have all the attributes, skills and knowledge as those described for Level 2. Level 4 HCSWs will have all the attributes, skills and knowledge described for Level 2 and 3. This will assist organisations and individuals in the identification of career development routes.



Role Definition

Healthcare support workers provide a direct and indirect service to individuals in a variety of care settings. They undertake a range of delegated duties under appropriate supervision.

Level 2 Scope of Practice Descriptor

A Level 2 HCSW will at all times work under the delegation of a registered practitioner or assistant practitioner in the delivery of person centred care. They are expected to work as part of a team providing care within defined protocols, under supervision of and reporting to a registered practitioner/assistant practitioner. They will be responsible for following care plans and recording all personally generated observations and documenting care given in an individual's notes.

Education Requirement – Minimum of 46 credits from any pillar of the Credit and Qualifications Framework for Wales mapped to an individual's job role at Level 2 (60% of which must be at Level 2).

Level 3 Scope of Practice Descriptor

A Level 3 HCSW will have a greater degree of autonomy and may undertake a broader range of more complex interventions, problem solving and taking action on an individual's health and care in accordance with organisational policy and procedures. They will work on their own initiative, undertaking delegated tasks with appropriate supervision in place from a registered practitioner/assistant practitioner. They should contribute to assessment and assist in the development, implementation and evaluation of individualised care plans. They are able to supervise other staff and will promote the delivery of high quality individual care.

Education Requirement – Minimum of 58 credits from any pillar of the Credit and Qualifications Framework for Wales mapped to an individual's job role at Level 3 (60% of which must be at Level 3).

Level 4 (Assistant Practitioner) Scope of Practice Descriptor

A Level 4 Assistant Practitioner is expected to independently manage their own work and case load, undertaking tasks delegated by a registered practitioner with appropriate supervision in place. Having an understanding of evidence based practice and delivering care in line with current evidence, they will take responsibility for taking action relative to an individual's health and care in accordance with organisational policy and procedures. They will be responsible for some elements of assessment, implementing programmes of care and modifying individualised care plans, reporting back to the registered practitioner. They may delegate work to others and may supervise, teach and assess other staff.

Education Requirement – Minimum 120 credits at Level 4 (60% of which must be at Level 4).

8.2 Learning Pathways

Learning Pathways will be introduced into NHS Wales in order that all HCSWs are trained and developed in a consistent way relevant to their individual roles to provide safe and effective care. Whilst it is recognised that some HCSWs have achieved these pathways this is not the case for all. This will enable those HCSWs to be developed to the required standard ensuring consistency across Wales. Access to these clear development paths through recognised learning in the workplace for future employees provides an attractive opportunity for younger people wishing to enter the workforce, or for more experienced workers seeking a career change. Full use of these Pathways will enable NHS Wales to attract and recruit the best workforce for the future, whilst at the same time increasing the professionalisation of the current workforce.

HCSWs working within Nursing, Midwifery and AHP areas detailed in the table (right) will have Learning Pathways in place for their specific roles.

Nursing and Midwifery

Adult
Learning Disabilities
Mental Health
Midwifery
Paediatric

AHP

Arts Therapies
Clinical Psychology
Dietetics
Occupational Therapy (OT)
Operating Department Practice
Orthoptics
Paramedics
Physiotherapy
Podiatry
Orthotics
Radiography
Speech and Language Therapy (SLT)



These Learning Pathways identify the skills and knowledge that provide the complete development of HCSWs in their current roles. The pathways are also the route to progression should this be a requirement for services by the organisation or a career aspiration by individual HCSWs. The development will be demonstrated through a portfolio of evidence and reflective learning measured through the PADR process. Each HCSW will need to complete a minimum of 20 hours of personal development (CPD) over every 3 year period of employment. It will also enable them to progress their career within their chosen area of work or transfer to a different nursing or AHP service area. HCSWs will be supported by their organisations to achieve their Learning Pathway by providing appropriate opportunities for learning and development. The Core Competences should be achieved within the first six months of appointment, with the relevant role-specific skills being achieved, where possible within twelve months but no longer than eighteen months.

In summary these Learning Pathways:

- Are a continuum of learning from Induction through to achieving the skills relevant to the role
- Are the solution to the diversity of approaches to the development and delivery of training for HCSWs across Wales
- Will enable transferability and mobility of staff between different areas of the service.
- Will lead to greater assurance for service users and organisations with regard to the skills and competences of HCSWs.

Each Learning Pathway will comprise of four elements:

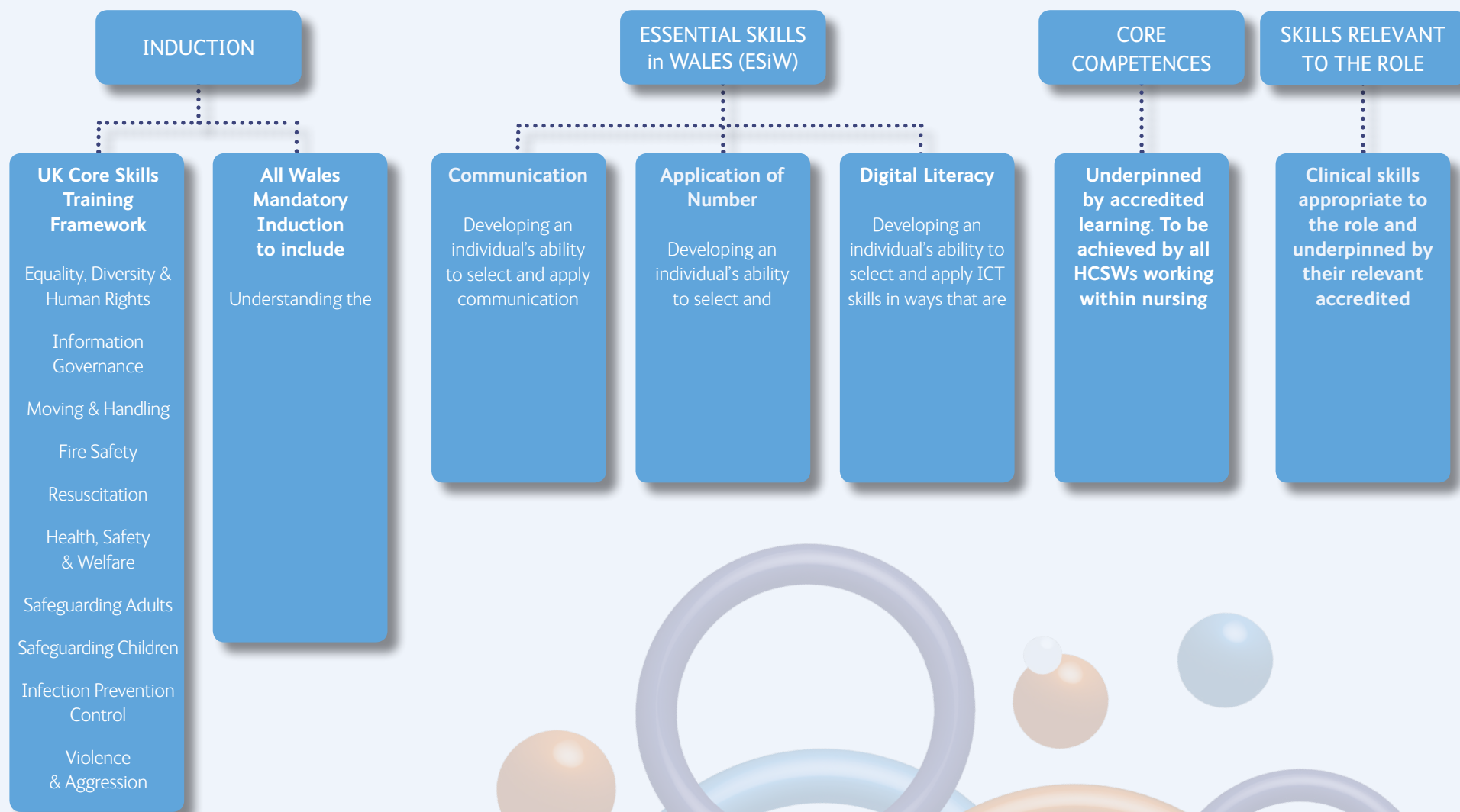
- Induction
- Essential Skills Wales
- Core Competences
- Skills relevant to each identified role

Recognition of Prior Learning

Organisations will need to undertake a review of any completed training and development of their HCSWs. This will identify the individual HCSW development need. Where an individual has already achieved the required education their success will be recognised and there

will be no requirement for them to repeat their training. Organisations should use their Recognition of Prior Learning Policies where HCSWs have undertaken non formal training and development to recognise their achievements and to reduce duplication and cost.

ALL WALES HCSW EDUCATION REQUIREMENTS



8.2.1 Induction

On appointment, every HCSW in Wales will complete a robust induction programme to include the UK Core Skills Training Framework (required by all staff working in NHS Wales) and an Induction Programme. This will be in addition to any corporate organisation induction. This will provide HCSWs with the foundation knowledge to practice in a safe, compassionate and dignified manner in their area of work and will include the following:

- Behaviour and conduct
- Dignity, respect and compassion
- Person centred care and awareness of an individual's needs
- Communication, active listening and responding
- Importance of noticing and responding appropriately
- Recognising the deteriorating patient
- Raising issues and concerns
- Organisational values
- Reflection on induction period.

NHS Wales organisations will ensure that all newly appointed HCSWs undertake this All Wales Mandatory Induction Programme within two weeks of commencement of employment

and before starting their practice. As part of the PADR process managers may identify current staff who may also be required to undertake the programme to enhance their knowledge. This Programme will be an accredited unit of learning with robust assessment thereby giving confidence in quality of the Programme from the outset and a solid foundation for ongoing development. Historically there has been no standard approach to relevant induction for this group of staff and this resource will rectify that.

8.2.2 Essential Skills Wales

The inclusion of Communication, Application of Number and Information Communication Technology (ICT) in the pathway will ensure that the learning needs of an individual are identified at the earliest opportunity and could be included as part of the Induction Programme. This will support the effectiveness of the learning and performance within a work based environment for those who require it.

“I welcome the training of HCSWs. Continual training is the key to high quality care. The Framework covers the necessary skills needed to be an effective and important member of the team and allows for the development of the HCSW making the role of the HCSW a career and not just a job.”

HCSW MANAGER, ANON

8.2.3 Core Competences

All HCSWs in Wales will be required to maintain the continuum of learning Core Competences that have been identified. These competences will also be underpinned by accredited units of learning at the appropriate educational level.



Work at an All Wales level to agree the core competences for HCSW at Levels 2, 3 and 4 has been completed. The identification of the relevant accredited education at the required level for each competency will ensure the attainment of a consistent level of skill for HCSWs across Wales. It provides a baseline

of competence underpinned by knowledge and quality assures the skills of staff in these core areas. The table below details those core competences that all HCSWs in NHS Wales will achieve in the future. Each competency is based on a National Occupational Standard (NOS) which provides the opportunity for

increased future working across health and social care. Each competency is also mapped to the relevant NHS Knowledge and Skills Framework (KSF) Dimension.

National Occupational Standards Competence Title	KSF Core Dimensions
Communicate effectively in a healthcare environment	1. Communication
Support effective communication	
Conduct handover between healthcare personnel	
Interact with individuals using telecommunications	
Collate and communicate health information to individuals	
Contribute to the discharge of an individual into the care of another service	
Receive transmit store and retrieve information	2. Personal and People Development
Develop your own knowledge and practice	
Manage yourself	

8.2.3 Core Competences (cont.)

National Occupational Standards Competence Title	KSF Core Dimensions
Comply with legal requirements for maintaining confidentiality in healthcare	3. Health, Safety and Security
Maintain health, safety and security practices within a health setting	
Maintain a safe and clean environment	
Disposal of clinical and non clinical waste within healthcare	
Minimise the risk of spreading infection by cleaning, disinfecting and maintaining environments	
Perform hand hygiene to prevent the spread of infection	
Clean, disinfect and remove spillages of blood and other body fluids to minimise the risk of infection	
Minimise the risk of spreading infection by cleaning, disinfection and storing care equipment	
Use personal protective equipment to prevent the spread of infection	
Safely dispose of healthcare waste, including sharps, to prevent the spread of infection	
Support the health and safety of yourself and individuals	
Protect yourself from the risk of violence at work	
Resolve and evaluate work-related violent incidents	
Contribute to moving and positioning individuals	4. Service Improvement
Prepare and dress for work in healthcare settings	
Contribute to the prevention and management of abusive and aggressive behaviour	
Work with others to improve customer service	
Contribute to improvement of services	
Promote continuous improvement	

8.2.3 Core Competences (cont.)

National Occupational Standards Competence Title	KSF Core Dimensions
Act within the limits of your competence and authority	5. Quality
Monitor your own work practices	
Contribute to the effectiveness of teams	
Promote the effectiveness of teams	
Uphold the rights of individuals	6. Equality and Diversity
Foster peoples equality, diversity and rights	
Support the safeguarding of individuals	
Communicate with individuals about promoting their health and wellbeing	7. Health & Wellbeing
Enable individuals to change their behaviour to improve their own health and wellbeing	
Support Individuals to manage their own health and social wellbeing	
Contribute to addressing situations where there is risk of danger, harm or abuse	
Develop effective relationships with individuals	
Move and position individuals	

8.2.4 Skills Relevant to the Role

For a number of HCSW roles specific education has been developed at an all Wales level. However, in a number of areas, education has been developed and delivered at a more local level. This has resulted in the development of a large number of bespoke units of learning which has the potential to result in different standards across Wales, cause confusion for service managers and cloud the clarity regarding HCSW development.

Where these Learning Pathways have been identified and implemented this Framework will bring them together into one resource to facilitate equality and transferability. For those roles where the learning pathway has not yet been identified NHS Wales will develop the appropriate level of education for the future. The tables opposite provide examples of educational pathways for HCSWs working within Radiology and Adult Acute or Community Nursing. The examples demonstrate the development pathway and the underpinning learning for each Level of the Framework.



Radiography Support Worker Career Development

Level 4 HCSW (Assistant Practitioner)

Higher level of knowledge and skill

Education Requirement

Certificate of Higher Education in Assistant Radiographic Practice

Level 3 HCSW

More advanced knowledge of facts, principles and processes of the field of work

Education Requirement

Level 3 Clinical Imaging Support (Health) Apprenticeship Framework or
CQFW Level 3 units

- Fundamentals of Care
- Radiation Protection and Awareness
- Anatomy and Terminology

Optional Unit – The Use of Contrast Media in Clinical Imaging

Level 2 HCSW

Basic factual knowledge of the field of work, effective support to others

Education Requirement

Level 2 Clinical Imaging Support (Health) Apprenticeship Framework or
CQFW Level 2 units

- Fundamentals of Care
- Radiation Protection and Awareness
- Anatomy and Terminology

Adult Acute or Community Nursing Support Worker Career Development

Level 4 HCSW (Assistant Practitioner)

Higher level of knowledge and skill

Education Requirements

Certificate in Higher Education or
Level 4 Modules

Optional – CQFW units mapped to the role e.g. Lymphoedema,
Tissue Viability, End of Life Care

Level 3 HCSW

More advanced knowledge of facts, principles and processes of the field of work

Education Requirements

Level 3 Diploma in Health and Social Care or
Level 3 Diploma in Clinical Healthcare Support

Optional – CQFW units mapped to the role e.g. Phlebotomy, Stoma Care

Level 2 HCSW

Basic factual knowledge of the field of work, effective support to others

Education Requirements

Level 2 Diploma in Health and Social Care or
Level 2 Diploma in Clinical Healthcare Support

Optional – CQFW units mapped to the role e.g. Nutrition, Continence Care

Any education that is developed could either be whole qualifications or units of learning. The education will be accredited and part of the Credit and Qualifications Framework for Wales (CQFW). In addition this education will facilitate progression between the levels and also for those HCSWs who wish to progress into a Registered Profession. This will provide the learners and NHS Wales with an assurance of the quality of both the qualification programme and the Awarding Body offering the qualification. Currently non accredited learning is being used to develop HCSWs in some organisations. Where this is the case it should supplement and not replace accredited learning. NHS Wales will develop a mechanism to provide assurance with regards to the standard of that learning for the future.

Assessment and Governance

For each area of the pathway there will need to be a robust assessment mechanism to ensure achievement of the relevant knowledge, understanding and skills. The learning outcomes and standard for achievement for each area of learning will need to be clearly articulated. The role of the Assessors will be vital to HCSWs achieving their learning pathway and ensuring that the required standard is attained.

“Welcome Framework into my practice, as it will ensure I am working safely and competently within my role. If all healthcare professionals are clear of their individual role and what is expected of them, it will make certain patients receive the best possible care and quickly identify any areas that require change.”

HCSW MANAGER, ANON

9. Conclusion

This document details the components of the Framework and provides the foundation for completing the online resource for NHS Wales. Work to identify the complete educational pathways that already exist will be undertaken and where gaps are identified education and training will be developed either at a national, regional or organisational level.

This complete resource will enable:

- Managers and staff, to support both immediate learning needs and longer-term career planning to meet future service standards;
- Workforce planners, to identify the levels and range of skills already existing in the workforce, and what learning is needed to address skills gaps;
- Learning providers, to help plan learning provision and achieve economies of scale;
- NHS Wales to maximise the opportunities to improve prudence through a model of collaborative development, commissioning and delivering of HCSW education.

The inclusion of all of these components within the Framework will give the assurance that all support workers have the knowledge and skills needed to carry out their roles, support both service and career development and continue to build on the high quality of person centred care delivered by HCSWs across Wales. In addition the identification of the relevant education will ensure that future resources are not only targeted to those areas of greatest impact, but also that any future educational needs which are identified will be mapped to this Framework, ensuring that the most appropriate training is developed. A process will need to be put in place to ensure that this happens in a timely manner and that the Framework is kept up to date and relevant to organisations.

At a strategic level this Framework will help to ensure that as the largest employer in Wales, the NHS has a clear understanding of what the development needs are of their HCSWs, and is committed to working in partnership with the Education Sector to meet those needs.

Supporting this part of the workforce in this way will help ensure recruitment and retention of staff and promote the NHS in Wales as the employer of choice.

In order to realise the full benefits of this Framework organisations will need to provide HCSWs with equity of opportunity for development and also support to attain the relevant learning and assessment.



Glossary

Accreditation

The process through which the qualifications regulators confirm that a qualification conforms to the requirements of the Credit and Qualifications Framework for Wales (CQFW) regulatory arrangements.

National Occupational Standards

National Occupational Standards are statements of the standards of performance individuals must achieve when carrying out functions in the workplace together with specifications of the underpinning knowledge and understanding.

Supervision

Supervision can vary in terms of what it covers. It may incorporate elements of direction, guidance, observation, joint working, discussion, exchange of ideas and co-ordination of activities. It may be direct or indirect, according to the nature of the work being delegated. The decision concerning the amount and type of supervision required by a support worker is based on the registered practitioner's judgement and is determined by the recorded knowledge and competence of the support worker, the needs of the patient/client, the service setting, and the delegated tasks.

Delegation

Delegation is the process by which the delegator allocates clinical or nonclinical treatment or care to a competent person (the delegatee). The delegator will remain responsible for the overall management of the service user, and accountable for the decision to delegate. The delegator will not be accountable for the decisions and actions of the delegatee.

Credit

Credit is an award made to a learner in recognition of the achievement of designated learning outcomes at a specified credit level.

Credit and Qualifications Framework for Wales

The Credit and Qualifications Framework for Wales was introduced in 2003 as a fully inclusive learning framework. The Levels capture

all learning from the very initial stages (Entry) to the most advanced (Level 8). It enables recognition and comparison of achievements from all types of education and training activity. The framework recognises full and partial completion of qualifications and the diverse range of education and training activity within and outside of the regulatory and funding arrangements.

Knowledge and Skills Framework

The NHS Knowledge and Skills Framework defines and describes the knowledge and skills which NHS staff need to apply in their work in order to deliver quality services. It provides a single, consistent, comprehensive and explicit framework on which to base review and development for all staff.

Awarding Body

Awarding bodies are organisations that develop and award qualifications to meet the needs of learners, employers and other stakeholders.

Assessor

The person who assesses a learner's work.

Recognition of Prior Learning

Recognition of Prior Learning enables the learner to transfer evidenced skills and knowledge from one area to another regardless of employer or assessment centre. It is a method of assessment, leading to the award of credit, "that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning". (Regulatory arrangements for the CQFW).

Office of Qualifications and Examinations Regulation (Ofqual)

Ofqual regulates qualifications, examinations and assessments in England and vocational qualifications in Northern Ireland. It is independent of government and reports directly to Parliament and the Northern Ireland Assembly.

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