



# Healthcare Support Worker (HCSW) Nursing, Midwifery and Allied Health Professions (NMAHP) development framework for major trauma care in Scotland

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The Healthcare Support Worker (HCSW) 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 all NMAHP HCSWs working in a range of practice settings that provide major trauma care.

This NMAHP development framework for major trauma care is underpinned by the [NES development and education framework for levels 2-4 NMAHP HCSWs](#) which aims to maximise potential and impact at every level of practice. It supports the development of core knowledge, skills and behaviours in the four pillars of practice for NMAHP HCSWs working at education Levels 2-4 which correspond to the broadly defined roles of Healthcare Support Worker, Senior Healthcare Support Worker and Associate or Assistant Practitioner (Skills for Health 2006, Scottish Government 2009). You can identify your own role and title under one of these levels. 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.

## Important!

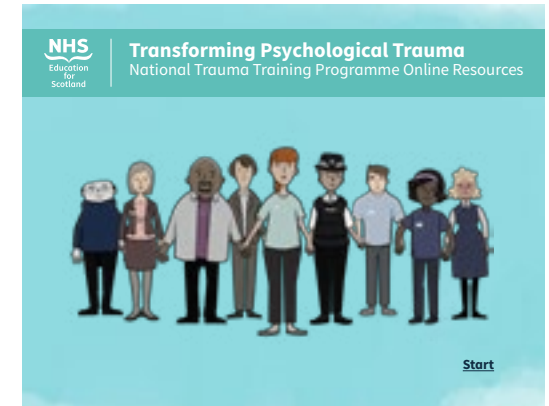
This is a “Bolt-on” specifically for major trauma roles to the [NES development and education framework for levels 2-4 NMAHP HCSWs](#). You must visit the above link to understand more about the education levels, the four pillars of practice, delegation, support and supervision and guidance on how to use the 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.

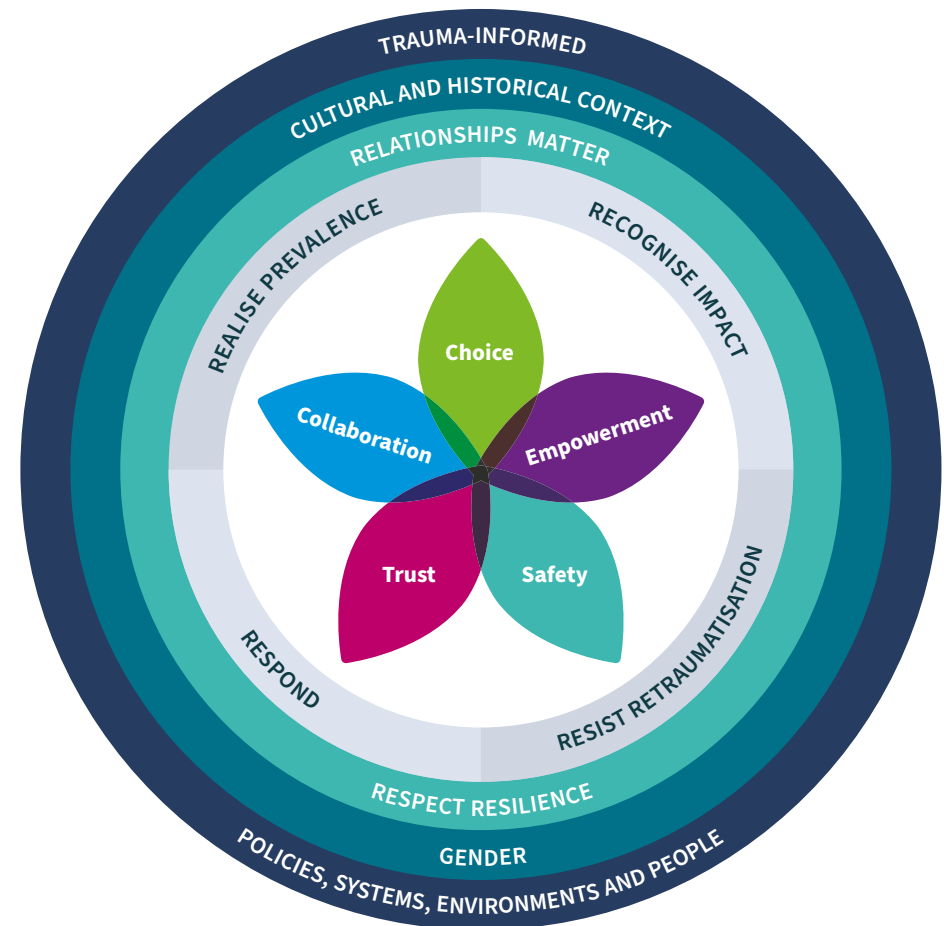
Most major trauma falls into the category of Type 1 trauma. These events are usually single incident events such as rapes, assaults or serious accidents such as road traffic accidents, terrorist attacks or other types of major emergencies.

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 2 - Healthcare Support Worker

The Healthcare Support Worker works across health and integrated disciplines under the direction and professional accountability of healthcare practitioners. HCSWs carry out a range of activities which could include care, treatment, technical, scientific and / or administrative activities delegated from healthcare practitioners\*, senior HCSWs or Assistant Practitioners. The Healthcare Support Worker will already possess or have the opportunity to attain education at SCQF Level 6 within an agreed timeframe.

\*The term Healthcare Practitioners includes, but is not limited to, registered nurses, midwives and AHPs

 **Clinical practice**

 **Facilitating Learning**

 **Leadership**

 **Service improvement**

### Qualifications and experience expected for HCSWs at this level of career framework

- + Normally at or working towards a SCQF Level 6 health or social care related subject (Appendix 3)
- + Equivalent experience and knowledge can be demonstrated using recognition of prior learning
- + Numeracy and literacy qualifications are desirable at this level of practice (Appendix 3)
- + IT / computer literacy are desirable at this level of practice



### Clinical practice pillar

Major trauma specific knowledge, skills and behaviours:

- + understands the local part of major trauma pathway in which they work and the multidisciplinary (MDT) approach to major trauma care from admission to discharge in their own area
  - + develops an appreciation of the regional and national major trauma pathway from pre-hospital to rehabilitation
  - + works under direction and supervision to assist with care, treatment, intervention or support of people with serious and traumatic injuries . This may include:
    - ▶ supportive emergency interventions
    - ▶ major trauma related investigations and procedures
    - ▶ early and ongoing rehabilitation activity
    - ▶ recognition and reporting of pain in an injured person
    - ▶ awareness of wounds as a result of major trauma and surgical procedures
    - ▶ the importance of fluid and nutritional care in major trauma
    - ▶ aspects of safe transfer between local, regional and UK wide settings
    - ▶ documentation of fundamental care that is countersigned by registrant
    - ▶ emotional care of the injured person, their families and support network
- + understands the emotional impact that can accompany a sudden traumatic event and the impact this can have on themselves and the team
- + knows the process and feels confident to escalate or report a concern about the physical and psychological wellbeing of a seriously injured person





### Clinical practice pillar

- + knows the local policies regarding confidentiality and the potential media coverage of a person who has sustained traumatic injuries
- + is competent in identifying and stocking equipment and cleaning specific to major trauma setting.



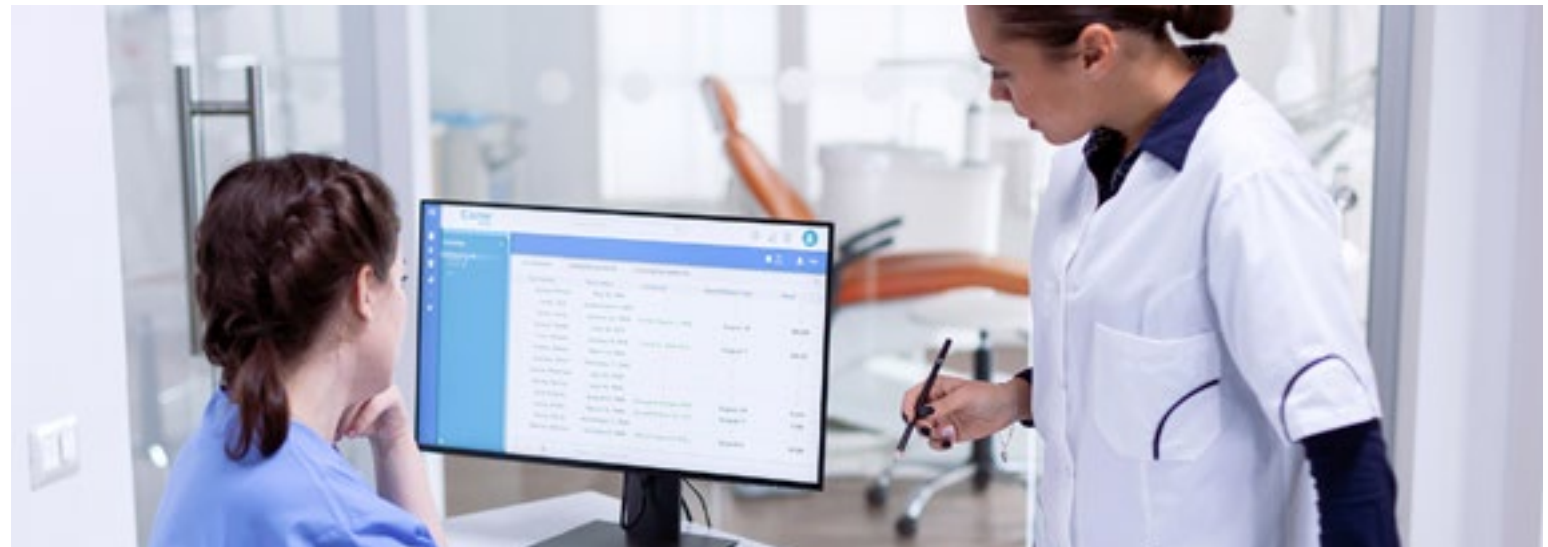




### Facilitation of learning pillar

#### Major trauma specific knowledge, skills and behaviours:

- + supports learners and those new to role in their major trauma setting by sharing specialist knowledge and information related to their role and local setting
- + signposts support and learning opportunities for the seriously injured person, families and carers regarding treatment and care
- + engages in own learning around major trauma, using this framework and other resources to support safe and effective patient-centred care





## Leadership pillar

### Major trauma specific knowledge, skills and behaviours:

- + positively role models their HCSW role in major trauma and values their own and other's contributions to the care of the seriously injured person





## Service improvement pillar

### Major trauma specific knowledge, skills and behaviours:

- + aware of clinical audit in relation to major trauma
- + makes suggestions, listens and contributes to the team response to feedback and audit findings relating to major trauma service





## Level 3 – Senior Healthcare Support Worker

The Senior Healthcare Support Worker can evidence previous experience and / or consolidation of practice as a HCSW or can evidence an appropriate level of knowledge. They will have the understanding and ability to deliver delegated care under the direction and supervision of healthcare practitioners\* and support the multidisciplinary team in the delivery of high-quality care. The Senior HCSW will possess or have the opportunity to attain education at SCQF Level 7 within an agreed timeframe.

\*The term Healthcare Practitioners includes, but is not limited to, registered nurses, midwives and AHPs



**Clinical practice**



**Facilitating Learning**



**Leadership**



**Service improvement**

## Qualifications and experience expected for HCSWs at this level of career framework

- + can evidence previous knowledge and relevant experience using Recognition of Prior Learning
- + normally at or working towards a SCQF Level 7 qualification in a health or social care related subject
- + numeracy and literacy qualifications are required at this level of practice
- + IT / computer literacy are required at this level of practice



### Clinical practice pillar

#### Major trauma specific knowledge, skills and behaviours:

- + has all the attributes, skills and knowledge described for a Healthcare Support Worker and in addition will have deeper knowledge of how their care and that of others in the MDT has a positive impact on the patient's major trauma journey
  - ▶ continues to work under direction and supervision to assist with care, treatment, intervention or support of people with traumatic injuries, but may have increased autonomy, enhanced clinical judgment and foundations of decision making.
- + This may include
  - ▶ enhanced therapy input
  - ▶ enhanced responsibility for undertaking clinical skills
  - ▶ supporting the injured person to set and achieve goals
  - ▶ contributing to the written and electronic records of all aspects of care provided to the seriously injured person by the HCSW
- ▶ becoming trauma informed, challenging assumptions, recognising patients' needs, adapting communication and knowing where to access support







### Facilitating learning pillar

#### Major trauma specific knowledge, skills and behaviours:

- + has a deeper awareness of learning needs of MDT and identifies learning opportunities in major trauma settings such as shadowing and work-based learning in relevant departments
- + uses reflective practice to learn from caring for the seriously injured person
- + aware of tools such as self-assessment or learning needs analysis to facilitate personal growth in major trauma





### Leadership pillar

#### Major trauma specific knowledge, skills and behaviours:

- + develops a solution focussed approach to the complexity of challenges that face a seriously injured person



- + becomes trauma informed in their approach to communication and appreciates the positive impact this has on their team and people in their care





### Service improvement pillar

#### Major trauma specific knowledge, skills and behaviours:

- + understands and contributes to audit and data in relation to major trauma
- + can explain audit process to others in MDT





## Level 4 – Associate or Assistant Practitioner

The Assistant Practitioner can evidence previous experience and consolidation of practice as a Senior HCSW and / or has the appropriate skills and knowledge and demonstrates the depth of understanding and ability required to participate in the planning and carrying out of holistic, protocol-based care under the direction and supervision of healthcare practitioners\*. They will assist and support the multidisciplinary team in the delivery of high-quality care. The Assistant Practitioner will possess or have the opportunity to attain education at SCQF Level 8 within an agreed timeframe.

\*The term Healthcare Practitioners includes, but is not limited to, registered nurses, midwives and AHPs



**Clinical practice**



**Facilitating Learning**



**Leadership**



**Service improvement**

## Qualifications and experience expected for HCSWs at this level of career framework

- + can evidence previous relevant experience using Recognition of Prior Learning
- + normally at or working towards a SCQF Level 8 qualification in a health or social care related subject
- + at this level specific training, guidance or qualifications may be required by relevant professional bodies or legislation
- + numeracy and literacy qualifications are required at this level of practice
- + IT / computer literacy are required at this level of practice



### Clinical practice pillar

#### Major trauma specific knowledge, skills and behaviours:

- + has all the attributes, skills and knowledge described for and Senior Healthcare Support Workers and in addition may carry out interventions and have advanced clinical judgment achieved through additional, focused training and education which may include:
  - ▶ enhanced systematic approach to patient assessment and functional assessment
  - ▶ impact of injury on body systems
  - ▶ emergency interventions
  - ▶ pain assessment and management
  - ▶ major trauma wound assessment and management
  - ▶ fluid and nutritional assessment and management
  - ▶ initiating early rehabilitation plan and therapies
  - ▶ risk assessment skills in relation to patient care
  - ▶ post discharge-enhanced therapy input
  - ▶ technical aspects, manufacturing and issuing of equipment
- + communication skills are further developed to handle more complex needs and will include:
  - ▶ trauma informed/skilled practice
  - ▶ liaising with Psychologists
  - ▶ motivational behaviour change and interviewing
  - ▶ exploring and exchanging information with MDT to enhance outcomes Levels 5 and 6)



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### Clinical practice pillar

- + they may manage their own caseload, make decisions about prioritisation, keep records and in turn engage in caseload supervision
- + they may have line management responsibility and co-ordinate other roles in the major trauma team taking into account capacity





## Facilitating learning pillar

### Major trauma specific knowledge, skills and behaviours:

- + supervises learners from mixed professions working in major trauma at levels 2, 3 and 4
- + teaches clinical assessment skills and checks for learning
- + leads on education for patients, families and carers particularly around recovery and rehabilitation
- + plans, delivers, and evaluates learning resources





### Leadership pillar

#### Major trauma specific knowledge, skills and behaviours:

- + shows passion about progress of care provision in the major trauma service
- + leads the care of the seriously injured person particularly in recovery and rehabilitation
- + strives for best outcomes for the seriously injured person and has the confidence to drive care in this direction
- + is often the point of contact for the seriously injured person





### Service improvement pillar

- + collects data, plans audit and engages with quality improvement methodology for the benefit of the major trauma service
- + feeds into local, regional and national improvement projects





## 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.

### Key Elements of the Career Framework



- 9 Career Framework Level 9**  
 People working at level 9 require knowledge at the most advanced frontier of the field of work and at the interface between fields. They will have responsibility for the development and delivery of a service to a population, at the highest level of the organisation. **Indicative or Reference title: Director**
- 8 Career Framework Level 8**  
 People at level 8 of the career framework require highly specialised knowledge, some of which is at the forefront of knowledge in a field of work, which they use as the basis for original thinking and/or research. They are leaders with considerable responsibility, and the ability to research and analyse complex processes. They have responsibility for service improvement or development. They may have considerable clinical and/or management responsibilities, be accountable for service delivery or have a leading education or commissioning role. **Indicative or Reference title: Consultant**
- 7 Career Framework Level 7**  
 People at level 7 of the career framework have a critical awareness of knowledge issues in the field and at the interface between different fields. They are innovative, and have a responsibility for developing and changing practice and/or services in a complex and unpredictable environment. **Indicative or Reference title: Advanced Practitioner**
- 6 Career Framework Level 6**  
 People at level 6 require a critical understanding of detailed theoretical and practical knowledge, are specialist and / or have management and leadership responsibilities. They demonstrate initiative and are creative in finding solutions to problems. They have some responsibility for team performance and service development and they consistently undertake self development. **Indicative or Reference title: Specialist/Senior Practitioner**
- 5 Career Framework Level 5**  
 People at level 5 will have a comprehensive, specialised, factual and theoretical knowledge within a field of work and an awareness of the boundaries of that knowledge. They are able to use knowledge to solve problems creatively, make judgements which require analysis and interpretation, and actively contribute to service and self development. They may have responsibility for supervision of staff or training. **Indicative or Reference title: Practitioner**
- 4 Career Framework Level 4**  
 People at level 4 require factual and theoretical knowledge in broad contexts within a field of work. Work is guided by standard operating procedures, protocols or systems of work, but the worker makes judgements, plans activities, contributes to service development and demonstrates self development. They may have responsibility for supervision of some staff. **Indicative or Reference title: Assistant/Associate Practitioner**
- 3 Career Framework Level 3**  
 People at level 3 require knowledge of facts, principles, processes and general concepts in a field of work. They may carry out a wider range of duties than the person working at level 2, and will have more responsibility, with guidance and supervision available when needed. They will contribute to service development, and are responsible for self development. **Indicative or Reference title: Senior Healthcare Assistants/Technicians**
- 2 Career Framework Level 2**  
 People at level 2 require basic factual knowledge of a field of work. They may carry out clinical, technical, scientific or administrative duties according to established protocols or procedures, or systems of work. **Indicative or Reference title: Support Worker**
- 1 Career Framework Level 1**  
 People at level 1 are at entry level, and require basic general knowledge. They undertake a limited number of straightforward tasks under direct supervision. They could be any new starter to work in the Health sector, and progress rapidly to Level 2. **Indicative or Reference title: Cadet**

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### 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.



### Acknowledgements

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