



Education, Learning and Career Development Framework for Nursing and Midwifery

NHS Greater Glasgow and Clyde



2025 - 2029

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Foreword

I am delighted to share with you our Nursing and Midwifery Education, Learning and Career Development Framework. It is a pivotal time for nursing and midwifery across NHSGGC as we prepare to launch our first strategy. 'Leading the way'. Our vision for the future of nursing and midwifery is that all individuals, families and their carers will experience high-quality compassionate care. Key to providing safe and caring quality care is how we change, adapt and prepare for a new future, whilst delivering care over 24 hours and 365 days per year. Therefore, our goal is clear, nurses and midwives have told us that they want to grow, learn, develop and achieve their personal and professional aspirations. This framework is designed to support our staff and ensure we have a vision and a plan to deliver on their asks and aspirations.

**Professor Angela Wallace,
Executive Nurse Director**



Introduction

Our vision - To have an Education, Learning and Career Development framework that supports people to develop in their careers and to reach their full potential.

Nursing and midwifery staff work across all fields of practice and at many different levels. Our framework is designed to support nurses, midwives, and nursing and midwifery healthcare support workers to develop their knowledge and skills for tomorrow's healthcare system and to develop their own careers. It builds on existing frameworks and gives examples of some of the education opportunities that are available within NHS Greater Glasgow and Clyde (NHSGGC)

The framework does not sit in isolation as it aligns with the Board's Nursing and Midwifery Strategy and Quality Strategy, as well as NHS Education for Scotland's Development Framework.

Our ambitions

- To lead the way and be a world-class centre of excellence for nursing and midwifery education, research and careers.
- To support people who join as registered nurses, midwives or support workers to progress up the NHS Career Framework, while also providing opportunities for those who choose to remain at their current level to excel and achieve their fullest potential.
- To capture learning in the workplace, for it to build on previous learning and contribute towards further qualifications.

Why do we need an Education, Learning and Career Development Framework?

- NHSGGC has the largest nursing and midwifery staff in Scotland.
- Employs around 18,000 nursing and midwifery staff.
- Over 12,700 are registered nursing or midwifery staff.
- Over 5,000 are healthcare support staff.
- £1 billion of the annual budget.





The Big Conversation

The Big Conversation was initiated, by the Executive Nurse Director, on the 75th Anniversary of the NHS. It was an opportunity for nursing and midwifery staff from across the Board to talk about what it feels like to be a nurse or midwife, what matters to them, and hear their aspirations for the future of nursing and midwifery.

Feedback from The Big Conversation strongly demonstrated that learning and education matters to nursing and midwifery staff. Staff want opportunities that are available and accessible to all, support role development and lead to clear career pathways.



The Framework

Education and training opportunities are widely available across NHSGGC, however it is sometimes difficult to envisage how these articulate with each other and facilitate career development. This new Framework joins together existing frameworks and provides examples of some of the education opportunities that are currently available within NHSGGC.

It also offers examples of how learning in the workplace can be captured and incorporated into broader programmes of education. NHSGGC continues to work with universities and colleges across the West of Scotland to ensure that contemporary education is fit for 21st-century healthcare practice.

The Education, Learning and Career Development Framework builds on the [NHS Education for Scotland \(NES\) NMAHP Development Framework](#) which in turn builds on the NHS Career Framework. The NES Development Framework describes core competencies for Healthcare Support Workers to Consultant- level Practitioners across all four pillars of practice.

Pillars of Practice

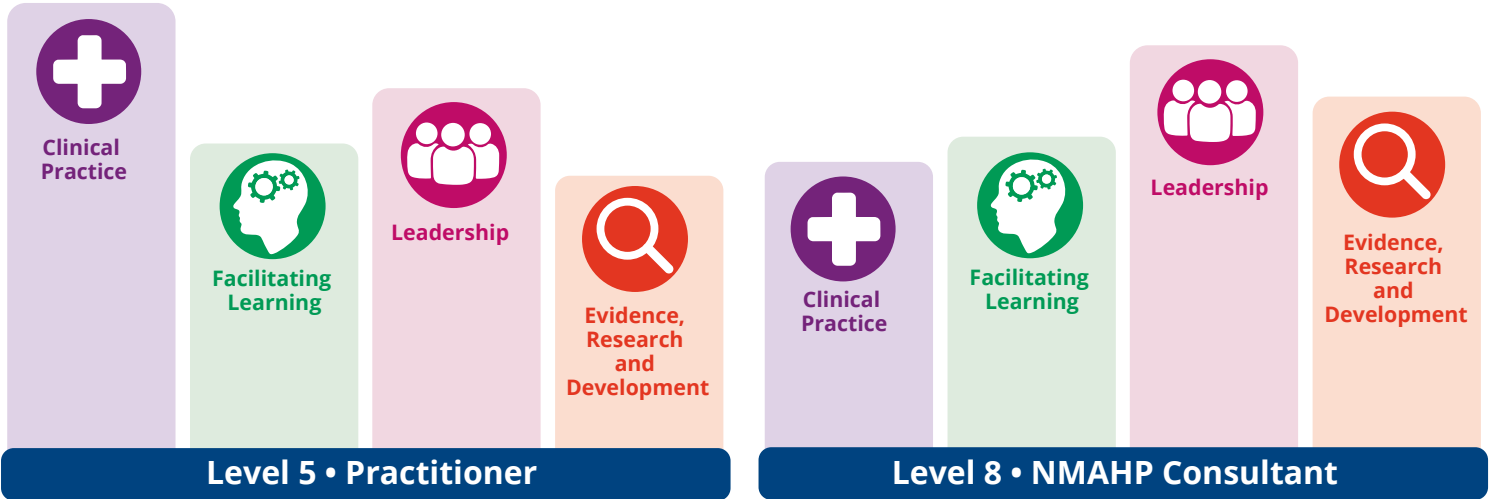
The Pillars of Practice model describes how different roles require different combinations of knowledge and skills in four broad areas or pillars. These are:

- Clinical Practice
- Facilitating Learning / Facilitation of Learning
- Leadership
- Evidence, Research and Development / Service Improvement



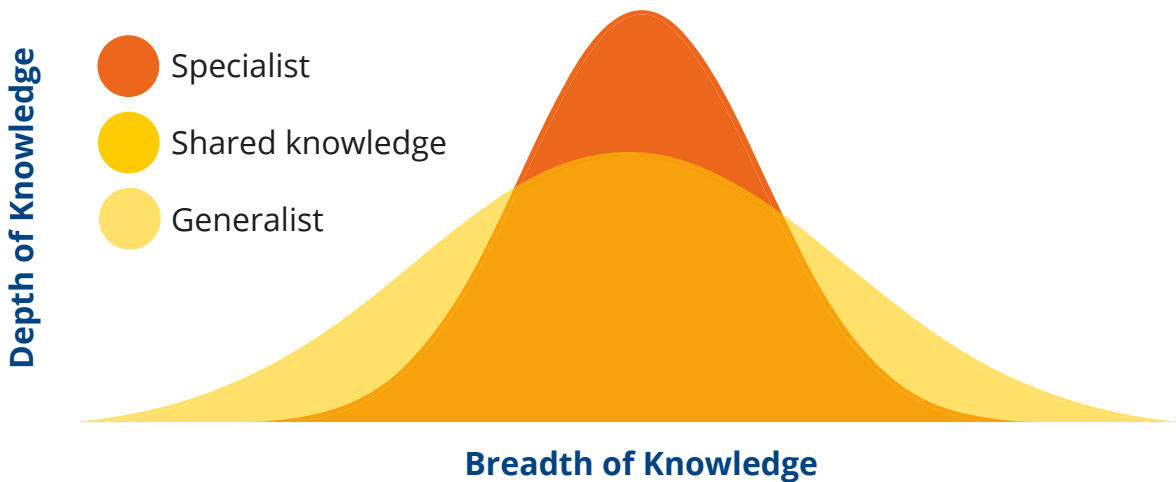
The Framework

When professionals collaborate and connect, we can be more impactful across the organisation. Different roles will require a different emphasis on each pillar depending on the nature of the role. For example, a newly qualified nurse or midwife directly delivering care to people will have a greater emphasis on clinical practice, whereas a consultant NMAHP practitioner working at level 8 is likely to have a greater emphasis on leadership; evidence, research and development; and facilitating learning.



Specialists and Generalists

Different roles require different proportions of generalist and specialist knowledge. A nurse working in primary care will need a broad breadth of knowledge around many conditions and knowledge that spans all age groups. In comparison, a midwife working in perinatal mental health will need a much greater depth of knowledge within their specialist field. The overall volume of knowledge may well be similar for both roles, but it is the depth and breadth that are different.





Moving up the career framework means taking on extra responsibility and managing greater complexity. The NES Development Framework sets out generic competencies for each level. The diagram below illustrates how one aspect of a role 'team working' may change at different levels of the career framework. Another example might be managing patients with an increasing amount of complexity.



Qualifications and experience will be different depending on career framework level. The different levels have been mapped to the level descriptors in the Scottish Credit and Qualifications Framework (SCQF) in order to provide a guide to appropriate levels of qualification for each level of practice.

Career Framework Level	Minimum associated SCQF level
2 Healthcare Support Worker	Level 6 - Higher level
3 Senior Healthcare Support Worker	Level 7 – Certificate of Higher Education level
4 Assistant Practitioner	Level 8 – Diploma of Higher Education level
5 Practitioner	Level 9 – Ordinary Degree level
6 Senior Practitioner	Level 10 – Honours Degree level
7 Advanced Practitioner	Level 11 – Masters Degree level
8 Consultant Practitioner	Level 11/12 – Masters/Doctorate level

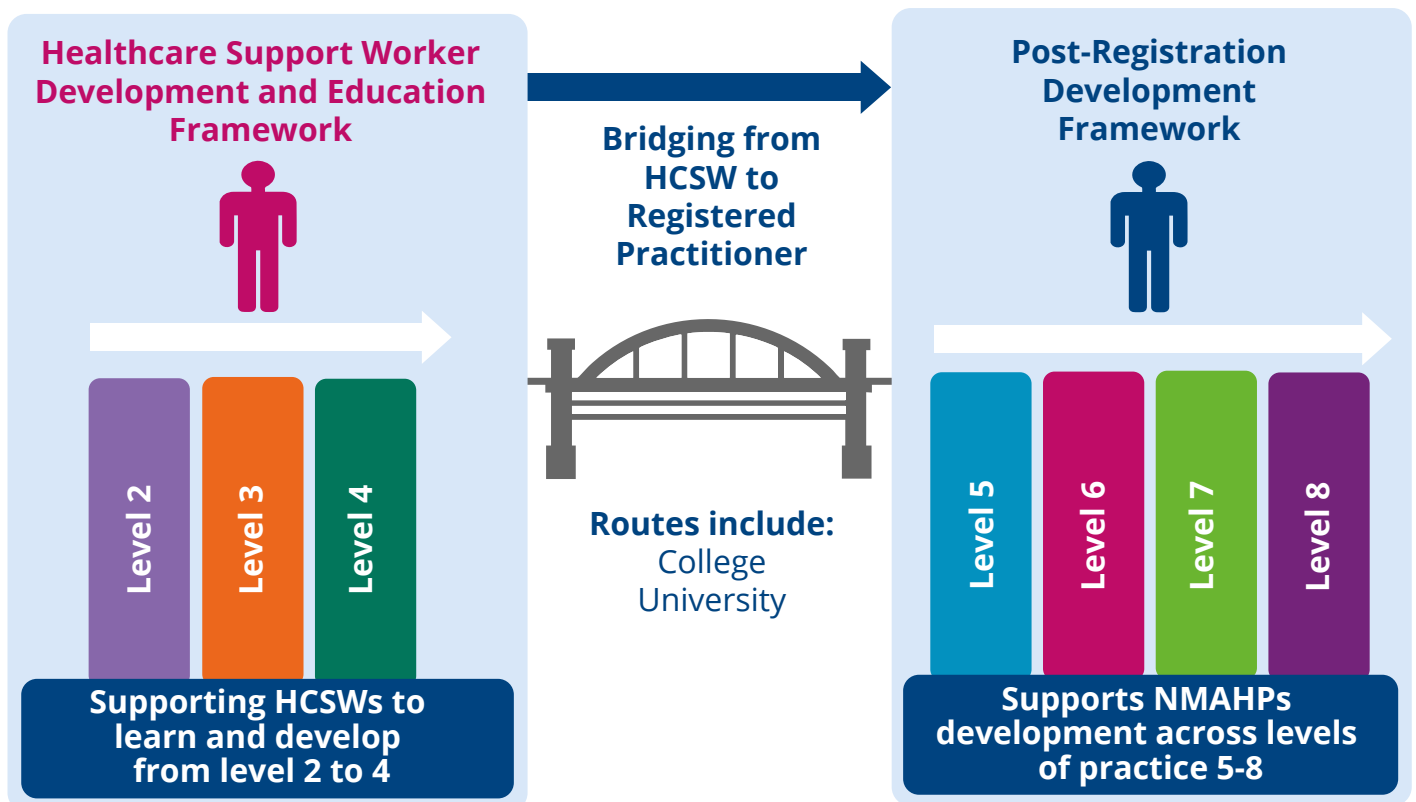
A useful table to compare the SCQF with English, Welsh and European qualifications frameworks can be found at <https://www.sqa.org.uk/sqa/64561.html>

Bridging from Support Worker to Registered Practitioner

Healthcare support workers can move up the career framework, however in order to move from a healthcare support worker to a registered nurse or midwife involves becoming a student nurse or midwife.

There are different ways this can be done including.

- As a full-time university student for 3-4 years.
- A 2-3 year course for HSCWs who hold an HNC Healthcare Practice.
- As an employed HCSW and part-time Open University student 3-4 years.

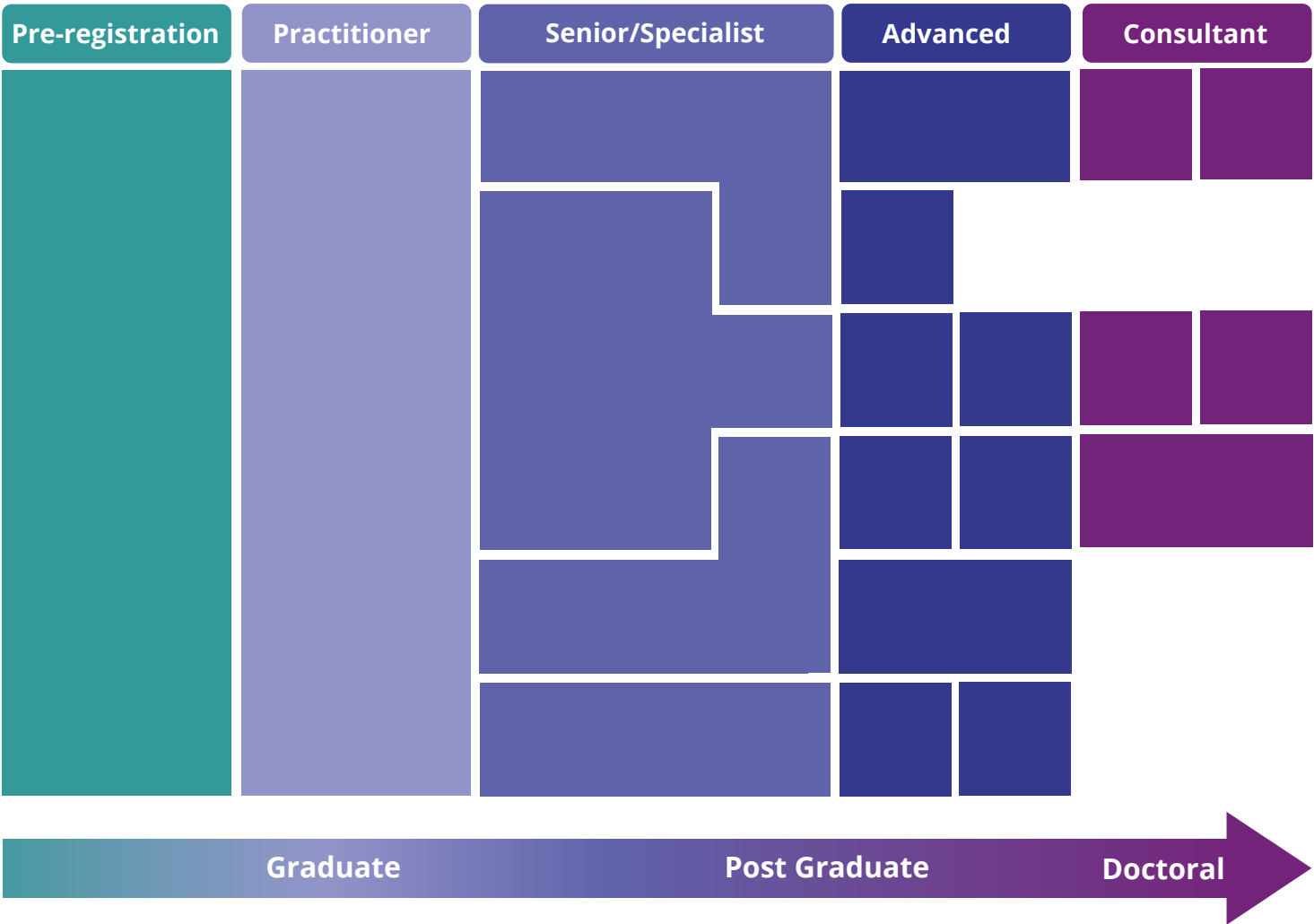


Transforming Roles

Transforming Education and Career Development in Nursing (CNOD 2018) describes an education and development pathway from registration through to advanced and consultant-level practice, that is designed to align with and support changing service needs. The model is based on key principles that aim to ensure:

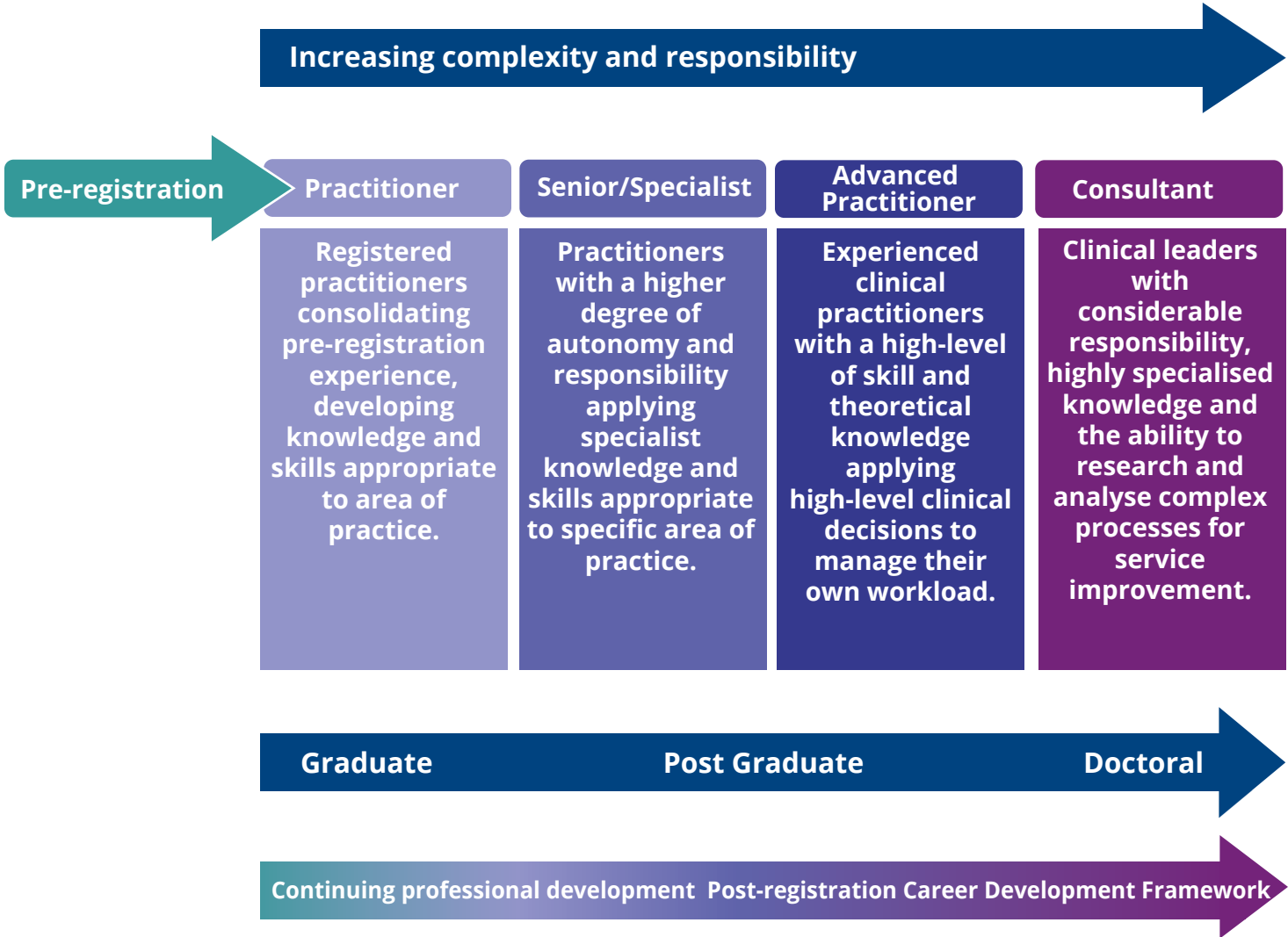
- A clear transition from undergraduate to postgraduate education.
- A refocused balance between generalist and specialist practice, demonstrating increasing levels of generalist skills from registration through advanced and consultant-level practice.
- Structured career pathways, with specific benchmarks for education and continuing professional development (CPD) at each stage that reflect increasing complexity and responsibility.
- An education and development framework, enabling those on the pathway to gain the necessary skills to meet specific clinical/operational needs at any stage.
- Flexible approaches to education and learning that allow the acquisition of new and advanced skills.

Figure 1. Education and career development pathway model



Benchmarks

Figure 2. Education and career development pathway model



NHSGGC Education, Learning and Career Development Framework

The NHSGGC Education, Learning and Career Development Framework draws together all of these other frameworks into a single table with examples of qualifications appropriate to each level. The examples given are illustrative. Requirements for specific posts may differ from those in the table.

Career Framework Level	Example Roles	Indicative SCQF Level	Entry	Typical Entry Requirements	Qualifications and experience expected at this level of career framework	Typical training timescale	Comments
Level 2 Healthcare Support Worker	Healthcare Support Worker / Perinatal Support Worker	SCQF 6	Direct	None	Normally at or working towards a SCQF Level 6 health or social care related subject	1yr	Most common route. No formal qualification
			Modern Apprenticeship	None	SVQ2 Health Care Support (Clinical)	1yr	Places limited. Formal qualification
Level 3 Senior Healthcare Support Worker	Senior Healthcare Support Worker / Maternity Support Worker / Neonatal Support Worker	SCQF 7	Direct/From HCSW post	None	Normally at or working towards a SCQF Level 7 qualification in a health or social care related subject	1yr	Most common route. No formal qualification
			From HCSW post	None	SVQ3 Health Care Support (Clinical) (SCQF7)	1yr	Formal qualification
			From HCSW post	2 Highers or equivalent	HNC Health Care Practice (SCQF7)	1yr	Formal qualification. Can lead to direct entry into a number of professions (paramedic, AHP and nursing, midwifery at year 1) and pre registration nursing at year 2
			Modern Apprenticeship	None	SVQ3 Health Care Support (Clinical)	1yr	Places limited. Formal qualification
Level 4 Assistant Practitioner	Assistant Practitioner / Maternity Care Assistant / Neonatal Care Assistant / Nursery Nurse	SCQF 8	Direct entry or from HCSW/Senior HCSW	HNC or equivalent	Professional Development Award (PDA) Acute & Community Care	1yr	Formal qualification
	Assistant Peri-op Practitioner		Direct entry or from HCSW/Senior HCSW	HNC or equivalent	Professional Development Award Assistant Peri-op Practitioner	1yr	Formal qualification that equips practitioners to work at level 4 in a perioperative care

NHSGGC Education, Learning and Career Development Framework

Career Framework Level	Example Roles	Indicative SCQF Level	Entry	Typical Entry Requirements	Qualifications and experience expected at this level of career framework	Typical training timescale	Comments
Level 5 Practitioner	Registered Nurse - Midwife	SCQF 9	From HCSW/ Senior HCSW	HNC Healthcare Practice	Bachelors degree + NMC registration	2 yrs (min)	Bursary. Full-time student at university
			From HCSW/ Senior HCSW/ Assistant Practitioner	Literacy & Numeracy equivalent to SCQF 5 (e.g. National 5 in English and Maths)	Bachelors degree (Hons) + NMC registration	3-4 yrs	Earn as you learn. Employed in HCSW role and part time student at Open University
			Direct entry	3 Highers (Check individual university requirements)	Bachelors degree + NMC registration	3 yrs (min)	Bursary. Full-time student at university
Level 6 Senior Practitioner	Charge Nurse or Midwife/ Clinical Nurse Specialist/ Nurse Practitioner	SCQF 10	From RN/M	Bachelors degree + NMC registration	On-the-Job and short courses	1yr	
			From RN/M	Bachelors degree + NMC registration	Graduate/ Post-graduate Certificate	1yr	Future CNS and NP roles will require this
Level 7 Advanced Practitioner	Senior Charge Nurse or Midwife/ Advanced Clinical Nurse Specialist/ Advanced Nurse Practitioner	SCQF 11	From Senior Practitioner post	Bachelors degree + NMC registration	On-the-Job and short courses	1yr	
			From Senior Practitioner post	Bachelors degree + NMC registration + Grad/ Post Grad Certificate	Postgraduate Diploma	1yr	Future Advanced CNS and ANP roles will require this. Includes formal academic qualification. Count in credits
			From Practitioner post	Bachelors degree + NMC registration	Postgraduate Diploma	2 yrs	ANP posts already require this. Future Advanced CNS will too. Includes formal academic qualification
Level 8 Consultant Practitioner	Lead Nurse/ Senior ANP/ Consultant Nurse/ Midwife	SCQF 11/12	From Advanced Practitioner post	Bachelors degree + NMC registration	Masters degree or doctorate	1-7 yrs	
			From Advanced Practitioner post	Bachelors degree + NMC registration + Postgraduate Diploma	Masters degree or doctorate	1yr	

We will achieve this by:

1. Ensuring the NES Development Framework and the four pillars of practice are used as a basis for discussion in Personal Development Planning and Review (PDP&R), Turas Appraisal and Supervision.

Different roles will place a different emphasis on each pillar of practice, however developing knowledge and skills across all four pillars is important to develop a well-rounded practitioner and should be encouraged to support career development

[NES Development Framework](#)

[NHSGGC Personal Development Planning and Review](#)

2. Using the NHSGGC Education, Learning and Career Development Framework to support career development.

The Framework provides examples of courses that can support staff to develop their careers. Some courses may be available to undertake prior to starting a new role, others may be restricted to specific training posts.

3. Ensuring staff have protected learning time for statutory and mandatory training, and professional-specific mandatory training.

As part of the pay settlement for Agenda for Change staff in 2023-24 Protected Learning Time has been introduced for Statutory and Mandatory learning and for any profession specific mandatory training. Depending on the role, staff may have additional learning time built into a specific training post or can apply for study leave via their line manager.

[NHS Circular: PCS\(AFC\)2024/1](#)



We will achieve this by:

4. Providing a range of education and learning opportunities across all four pillars of practice and for different levels of practice.

Education and learning opportunities are available via Learning and Education, Practice Development, NHS Education for Scotland (including Flying Start NHS® for newly qualified practitioners), NHS Scotland Academy, NHS Learn Pro, eLearning for Healthcare, universities and other education providers.

These resources can be accessed via the links below:

[Learning, Education and Training Catalogue \(NHS GGC\)](#)

[Turas | Learn \(NHS Education for Scotland\)](#)

[NHS Scotland Academy](#)

[LearnPro NHS - Login \(learnprouk.com\)](#)

[elearning for healthcare \(e-lfh.org.uk\)](#)

5. Encouraging Nursing and Midwifery staff to capture learning within the workplace using the NES Turas Professional Portfolio.

The NES Turas Professional Portfolio is recommended for nursing and midwifery staff and can be used by healthcare support workers as well as registered nurses, midwives and students. To sign-up or access the NES Turas Professional Portfolio - turasnmpportfolio.nes.nhs.scot/

6. Encouraging and supporting the use of Recognition of Prior Learning and Work Based Learning modules to accredit learning within the workplace so it can be used towards a variety of formal qualifications.

Recognition of Prior Learning (RPL) is a formal process where learning in the workplace (or from other life experiences) can gain formal recognition which may allow access to an education programme or may be used towards a programme.

Another option is to use formal workbased learning modules to formally capture and assess learning within the workplace.

For further information on [RPL for Learners \(scqf.org.uk\)](https://scqf.org.uk)

7. Provide a wide range of career opportunities for nursing and midwifery staff across NHSGGC.

NHSGGC is the largest employer of nurses and midwives in Scotland and continues to offer opportunities at all levels and in virtually all specialties.

For current vacancies NHS Scotland | Jobs | [Search here for your perfect career.](#)

NHS Education for Scotland Turas Professional Portfolio

A considerable amount of learning is undertaken in the workplace through Turas Learn, Learnpro, and professional and practice development activities. Turas Professional Portfolio has been designed to allow nurses and midwives to record and share their learning, reflection, feedback and achievements as part of their career journey in NHS Scotland. For registered nurses and midwives, in line with Nursing and Midwifery Council (NMC) Revalidation, TURAS portfolio offers templates to record their learning which can be used for NMC Revalidation requirements.

The Turas Professional Portfolio is free to use and can be used by both students and qualified nurses and midwives. Selected content can be shared by the portfolio holder with selected individuals via a time-limited share pack.

Nurses and Midwives working at Advanced Practice level may well wish to use the portfolio to retain evidence of preparation and feedback for their roles ahead of future registration of Advanced Practice by the NMC.

For more information on the [Professional Portfolio \(Nursing and Midwifery\)](#)

Flying Start

Flying Start NHS® is the national development programme for all newly qualified nurses, midwives and allied health professionals in Scotland that is to be undertaken in the first year of practice. It covers all four pillars of practice and equates to 60 hours of learning.

[Flying Start NHS](#) | [Turas](#) | [Learn](#)

eLearning for Healthcare

NHS England provide more than 400 eLearning programmes in collaboration with organisations including Royal Colleges, Department of Health and Social Care, NHS England and NHS Improvement and Public Health England. these programmes can be accessed for free, 24/7 by health and care professionals across the UK.

Home - [elearning for healthcare \(e-lfh.org.uk\)](http://e-lfh.org.uk)



Universities

[Glasgow Caledonian University](#)

[University of the West of Scotland](#)

[University of Stirling](#)

[The University of Glasgow](#)

[The Open University](#)

Colleges

[Glasgow Clyde](#)

[City of Glasgow College](#)

[Glasgow Kelvin College](#)

[West College Scotland](#)

NHS Education for Scotland

[Turas | Learn \(nhs.scot\)](#)

[Turas | Appraisal \(nhs.scot\)](#)

[Turas | Professional Portfolio \(nhs.scot\)](#)

[NMAHP Development Framework \(scot.nhs.uk\)](#)

NHS Scotland Academy

[NHS Scotland Academy](#)





**“Do not go where the path may lead, go instead where
there is no path and leave a trail”**

