

Comparison of attributes of the Career Framework Levels 2 to 8



COMPARISON OF ATTRIBUTES OF THE CAREER FRAMEWORK

LEVELS 2 TO 8

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The attributes ascribed to each level of the Career Framework in the table below have been derived from the Career Framework Descriptors used since 2006 in the process of levelling jobs onto the Career Framework. This table has been produced so that the reader can compare the characteristics required in jobs across a range of the Career Framework.

It will also be helpful when deciding what attributes will be needed in jobs in a new or redesigned service, and will also help in the understanding of jobs in a current service.

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| Level 8 | Level 7 | Level 6 | Level 5 | Level 4 | Level 3 | Level 2 |
|---|--|--|---|--|---|--|
| <p>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 management responsibilities and be accountable for service delivery or have a leading education or commissioning role.</p> | <p>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.</p> | <p>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.</p> | <p>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.</p> | <p>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.</p> | <p>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.</p> | <p>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.</p> |

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| <p>Consultant Practitioner (level 8)</p> <p>The Consultant practitioner is an expert practitioner with a high level of responsibility for the development and delivery of services. There is a strong element of research within the role. They will carry out research, and may have overall responsibility for the coordination of R&D programmes as well as ensuring that current research findings are used by all staff to inform their practice. The consultant practitioners will lead by example in developing highly innovative solutions to problems based on original research and inquiry. They</p> | <p>Advanced Practitioner (level 7)</p> <p>Advanced practitioners are experienced professionals who have developed their skills and theoretical knowledge to a very high standard, performing a highly complex role and continuously developing their practice within a defined field and/or having management responsibilities for a section/small department. They will have their own caseload or work area responsibilities.</p> | <p>Specialist or Senior Practitioner (level 6)</p> <p>Specialist practitioners have developed a high level of knowledge and skill in a specific area of practice. They have a depth of knowledge and understanding which enables them to perform at a high level of practice, take a leadership role, use and develop evidence to inform their practice, and deal with complex, unpredictable environments. They will have their own caseload or work area responsibilities.</p> | <p>Practitioner (level 5)</p> <p>Practitioners have a broad knowledge base in a particular field of practice which enables them to work with a considerable degree of autonomy. They may have line management responsibilities but will not be responsible for service delivery. They actively use research findings to enhance and underpin their practice. A practitioner is competent in their area of practice and will seek opportunities to improve the service they offer.</p> | <p>Assistant/Associate Practitioner (level 4)</p> <p>Assistant practitioners have a required level of knowledge and skill enabling them to undertake tasks that may otherwise have been undertaken by a practitioner. They will have developed specific technical skills and have a high degree of technical proficiency. They will exercise a degree of autonomy and undertake well defined tasks requiring limited judgement. They may have line management responsibility for others.</p> | <p>Senior Healthcare Assistants/Technicians (level 3)</p> <p>Senior healthcare assistants or technicians support the work of practitioners at all levels and may work as part of a team. They demonstrate an ability to carry out tasks, solving straightforward problems and making some judgements, with guidance and supervision available. They have skills in specific focussed aspects of service delivery.</p> | <p>Support Worker (level 2)</p> <p>Support workers work to agreed protocols and procedures. They are able to solve routine problems and make straightforward judgements. They have general skills across a range of aspects of service delivery and work under close supervision.</p> |

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| <p>will apply a highly developed theoretical and practical knowledge over a wide range of clinical, scientific, technical and /or management functions.</p> <p>Characteristics of the Consultant Practitioner will include some or all of these: <u>Knowledge and skills</u></p> <ul style="list-style-type: none"> ➤ Uses specialised knowledge to critically analyse, evaluate and synthesise new and complex ideas at the most advanced frontier of their work area. ➤ They will create and interpret new knowledge through original research or other advanced scholarship of a quality to satisfy review by peers | <p>Characteristics of the Advanced Practitioner will include some or all of these: <u>Knowledge / skills</u></p> <ul style="list-style-type: none"> ➤ Uses highly specialised theoretical and practical knowledge some of which is at the forefront of knowledge in the work area covering a range of procedures and underpinned by relevant broad based knowledge, experience and competence. ➤ This knowledge forms the basis for originality in | <p>Characteristics of the Specialist Practitioner will include some or all of these: <u>Knowledge / skills</u></p> <ul style="list-style-type: none"> ➤ Uses detailed theoretical and practical knowledge of a work area involving a critical understanding of theories and principles ➤ Demonstrates mastery and innovation in methods and tools used in a complex and specialised work area. ➤ Evaluates own practice and identifies development needs within a complex environment | <p>Characteristics of the Practitioner will include some or all of these: <u>Knowledge / skills</u></p> <ul style="list-style-type: none"> ➤ Uses comprehensive specialised factual and theoretical knowledge, with an awareness of limits of their knowledge base ➤ Able to transfer theoretical and practical knowledge in order to solve problems. ➤ Evaluates own practice and identifies own development needs | <p>Characteristics of the Assistant Practitioner will include some or all of these: <u>Knowledge / skills</u></p> <ul style="list-style-type: none"> ➤ Use of a wide range of work area-specific practical and theoretical knowledge, which informs the approach planned to tasks that arise in work and /or study. ➤ Evaluates outcomes in terms of the –planned approach used. ➤ Demonstrates self-directed development and work practice | <p>Characteristics of the Senior Healthcare Assistant: <u>Knowledge / skills</u></p> <ul style="list-style-type: none"> ➤ Uses a range of work area specific skills to carry out tasks, selects and adjusts methods, tools or materials as required. ➤ Evaluates different approaches to tasks. ➤ Responsible for improvements in own performance, based on input from others | <p>Characteristics of the Support Worker will include some or all of these: <u>Knowledge / skills</u></p> <ul style="list-style-type: none"> ➤ Able to recall and comprehend basic facts and main ideas and use practical skills to carry out tasks in their work area; ➤ Able to solve routine problems using simple rules and tools ➤ Take limited responsibility for improvements in performance in the work context in familiar groups and environments |

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| <p><u>Leadership / management</u></p> <ul style="list-style-type: none"> ➤ Demonstrates substantial leadership, innovation and independence in work contexts that are groundbreaking and require the solving of problems that involve many interacting factors. ➤ Communicate with authority through engaging in critical dialogue with peers in a specialist community. ➤ Scrutinise and reflect on social norms and relationships and lead action to change them. | <p>developing and/or applying ideas.</p> <ul style="list-style-type: none"> ➤ Demonstrates critical awareness of knowledge issues in the work area and at the interface between different work areas <p><u>Leadership / management</u></p> <ul style="list-style-type: none"> ➤ Demonstrates independence in the direction of practice responding appropriately to social scientific clinical and ethical issues encountered. ➤ Demonstrates leadership and innovation in work contexts that are complex and unpredictable and require new strategic approaches. ➤ Demonstrates experience of managing change within a complex | <p><u>Leadership / management</u></p> <ul style="list-style-type: none"> ➤ Works independently, leads work activities of a team or others. ➤ Demonstrates leadership for a work area taking responsibility for managing professional development of individuals and groups. | <p><u>Leadership / management</u></p> <ul style="list-style-type: none"> ➤ Work is managed rather than supervised and requires problem solving where there are interacting factors leading to unpredictable change ➤ Works independently, planning organising and prioritising own work, activities and more complex tasks | <p><u>Leadership / management</u></p> <ul style="list-style-type: none"> ➤ Manage their role under guidance in work contexts that are usually predictable and where there are many factors involved that cause change and where some factors are interrelated. ➤ Work is guided by standard operating procedures / protocols ➤ Plans straightforward tasks | <p><u>Leadership / management</u></p> <ul style="list-style-type: none"> ➤ Supervision is readily available ➤ Works within established procedures and protocols ➤ Takes responsibility for the completion of tasks | <p><u>Leadership / management</u></p> <ul style="list-style-type: none"> ➤ Works under close but not continuous supervision. ➤ Follows procedures determined by others ➤ Takes responsibility for the completion of tasks |

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| <p><u>Innovation / decision making</u></p> <ul style="list-style-type: none"> ➤ Extends and redefines knowledge and/or professional practice within a work area or at the interface between work areas. ➤ Critically analyses evaluates and synthesises new and complex ideas and strategic decision making based on these processes <p><i>In order to:</i></p> <ul style="list-style-type: none"> ➤ Be expert in one or more service areas ➤ Develop and influence policy and service developments ➤ Make strategic decisions based on | <p>environment</p> <p><u>Innovation / decision making</u></p> <ul style="list-style-type: none"> ➤ Solves problems by integrating complex knowledge sources that are sometimes incomplete and in new and unfamiliar contexts. They will make complex judgements. ➤ Makes judgements based on incomplete or limited information ➤ Develop new skills in response to emerging knowledge and techniques <p><i>In order to:</i></p> <ul style="list-style-type: none"> ➤ Provide specialist clinical, technical, managerial and/or scientific services across a work area involving complex judgements | <p><u>Innovation / decision making</u></p> <ul style="list-style-type: none"> ➤ Uses the ability to devise and sustain arguments to solve problems ➤ Makes judgements involving a range of facts, options, analysis and interpretation <p><i>In order to:</i></p> <ul style="list-style-type: none"> ➤ Provides specialist clinical, Technical, managerial or scientific services and or advice_ ➤ Implement policy and propose changes to working practices or procedures. | <p><u>Innovation / decision making</u></p> <ul style="list-style-type: none"> ➤ Has a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems ➤ Makes judgements requiring analysis interpretation and comparison of options <p><i>In order to:</i></p> <ul style="list-style-type: none"> ➤ Performs a broad range of clinical technical managerial or scientific procedures ➤ Develops procedures and changes to working practices or procedures for own work area. | <p><u>Innovation / decision making</u></p> <ul style="list-style-type: none"> ➤ Solves problems by integrating information from expert sources taking account of relevant social and ethical issues. ➤ Make judgements requiring a comparison of options <p><i>In order to:</i></p> <ul style="list-style-type: none"> ➤ Perform clinical, technical, administrative or scientific procedures ➤ Formally comments/makes suggestions on | <p><u>Innovation / decision making</u></p> <ul style="list-style-type: none"> ➤ Solves straightforward problems, and adapts own behaviour as a result ➤ Makes judgements, some of which require a comparison of options <p><i>In order to:</i></p> <ul style="list-style-type: none"> ➤ Performs a range of protocol driven clinical technical administrative or scientific tasks ➤ Is able to offer | <p><u>Innovation / decision making</u></p> <ul style="list-style-type: none"> ➤ Solves routine problems using information provided and escalates them for resolution when necessary ➤ Makes judgements involving straightforward work related facts or situations <p><i>In order to:</i></p> <ul style="list-style-type: none"> ➤ Performs clinical technical administrative or scientific tasks in a narrow area. ➤ Organises own day to day work activities or tasks |

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| <p>new and complex ideas, is an expert in one or more service areas.</p> <ul style="list-style-type: none"> ➤ Carry out operational interactions with strategic decision making capacity within a complex environment ➤ Research, conceive, design and implement projects that lead to new knowledge and new procedural solutions. ➤ Ensures all staff within their area of responsibility delivers to the highest standard. | <ul style="list-style-type: none"> ➤ Take responsibility for a work area, specialist services or clinical pathways ➤ Propose changes to practices or procedures which impact beyond own work area. ➤ Use the specialised problem solving skills required in research and or innovation to develop new knowledge and procedures and to integrate knowledge from different fields ➤ Review strategic impact/outcome of the work or team. ➤ Undertake supervision and/or teaching and training. ➤ Undertake audit, and possibly initiate and develop R&D programmes. | | | <p>procedures or possible service developments suggestions for improvement to outcomes</p> <ul style="list-style-type: none"> ➤ Proposes changes to working practices or procedures for own work area. | <p>comments /suggestions for improvements to procedures or possible service developments</p> | <ul style="list-style-type: none"> ➤ Works to established procedures /protocols ➤ Has responsibility for care of equipment and resources used by self or others |

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| <p>They may:</p> <ul style="list-style-type: none"> ➤ Be accountable for delivery of one or more services ➤ Hold a budget for one or more services ➤ Direct and influence commissioning/service provision ➤ Initiate and develop R and D programmes ➤ Be responsible for overall delivery of teaching or training programmes | <p>They may:</p> <ul style="list-style-type: none"> ➤ Be responsible for a work area budget ➤ Manage staff and/or services ranging in size and complexity. ➤ Plan and/or organise a broad range of complex activities or programmes with formulation of strategies. ➤ Devise training or development programmes. | <p>They may:</p> <ul style="list-style-type: none"> ➤ Lead work activities of a team or others. ➤ Plan complex activities involving liaison with others and/or over long time periods. ➤ Take responsibility for the purchasing/maintenance of assets, equipment and /or resources. ➤ Hold a delegated budget. ➤ Take responsibility for teaching or training inside/outside work area. ➤ Manage a team and resources in environments that are unpredictable taking responsibility for decision making in unpredictable work or study contexts. ➤ Undertake clinical | <p>They may:</p> <ul style="list-style-type: none"> ➤ Manage people and review performance of self and others. ➤ Reviews and develops performance of self and others ➤ Train others and develop team performance ➤ Have a responsibility to contribute to administration and management of processes and policies of work area or department ➤ Evaluate equipment techniques and procedures and make recommendations ➤ Undertake complex audits of a service ➤ Assist in the development of clinical trials or R&D projects | <p>They may:</p> <ul style="list-style-type: none"> ➤ Supervise routine work of others ➤ Be responsible for safe use of highly complex equipment. ➤ Takes some responsibility for the training of others and may deliver training ➤ Undertake financial transactions working within organisational processes and policies. ➤ Evaluate equipment, techniques and procedures ➤ Assist with clinical trials or research projects within own work area. | <p>They may</p> <ul style="list-style-type: none"> ➤ Have responsibility for monitoring and maintaining stock or equipment ➤ Assist in or carry out training related to own work activity ➤ Have responsibility for specific financial tasks working within organisational policies and processes. ➤ Perform simple audits or surveys Assist with occasional clinical trials or R&D projects | <p>They may:</p> <ul style="list-style-type: none"> ➤ Perform simple audits or surveys relevant to own work area. |

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| | | trials and research projects where this activity is a significant part of the job description. | | | | |

Source: Skills for Health CF team.

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