

RCN Professional Framework – development summary for the definition and level descriptors for the Nursing Support Workforce.

This document aims to summarise the current UK position regarding the nursing support workforce including frameworks and any education requirements.

The RCN has had a programme of work to co-create an overarching UK wide professional framework for nursing. This has included developing a [definition and level descriptors for the nursing support workforce](#). They have been developed as a collaboration between the RCN Professional Nursing Committee and the Nursing Support Workers Committee, facilitated by the Professional Framework Joint Partnership Board and with support from the RCN Professional Forums and Fellows.

‘Nursing support workers are collaborative members of nursing and multidisciplinary teams, providing person-centred nursing care across health, social care and education settings.

While they are responsible for their own actions, all nursing care they deliver is delegated and supervised by a registered nurse. Their role supports and assists registered nurses in delivering safe and effective care for individuals and populations.’

Note: Supervision does not necessarily mean direct supervision. More guidance is available on the [accountability and delegation](#) section of the RCN website.

We are offering greater clarity on these roles by outlining two distinct levels:

Supportive level – includes health care assistants, healthcare support workers and equivalent roles.

They will work within the team under the supervision of a registered nurse, delivering delegated task orientated care consisting of routine, high-volume activities with little variance. They have knowledge and understanding within the nursing support worker context, developed by education and training to the standard set for this level by the country of employment within the UK. They are responsible for recording their activity promptly and accurately, with any matters of concern escalated promptly to the registered nurse.

Assistive level – includes registered nursing associates, assistant practitioners and equivalent roles.

In addition to the supportive level descriptors, staff at this level have a deeper level of knowledge, skills and training, meeting the standards set for this role by each country in the UK. For nursing associates, this includes the NMC standards. This enables them to carry out a broader range of activities, use their initiative and apply problem-solving skills within their agreed scope of practice, particularly in familiar, low-risk and

predictable situations. Where appropriate, they can be delegated to guide the supportive level nursing support workforce, while remaining under the supervision of the registered nurse.

<https://www.rcn.org.uk/Professional-Development/Defining-nursing-support-workers-and-their-level-descriptors>

Approach

The following collation of UK and international evidence was used to create the RCN definition and role descriptors for the nursing support workforce. It was created by an independent consultant academic Katrina Maclaine through review, appraisal and synthesis of relevant key content from pertinent publications by the NMC (2018) and the 4 countries of the UK. This also included relevant content from academic descriptors for this level across the continuum that encompasses the nursing support workforce (SEEC, 2021; Quality Assurance Agency (QAA), 2014; Scottish Credit & Qualifications Framework (SCQF), 2022). The comprehensive College of Radiographers “Education and Career Framework for the Radiography Workforce” (2022) was used as an external reference point. A literature review was undertaken by the RCN Library and Archive Service to inform this work and is published separately.

The methodology used in this paper echoes that used for the levels of Enhanced, Advanced and Consultant nursing to aim for a consistent approach to the RCN publications. The Professional Framework Programme working group that included representatives from the 4 countries, and the independent health and social care sector have also supported the development of this resource.

INTRODUCTION

Existing RCN resources highlight that the nursing support workforce are a valued part of the nursing team. They can be found working in all sorts of settings, including hospitals, doctors' surgeries and the community. They work across every health care discipline, including the criminal justice system, mental health and learning disability. They work with infants, children and young people and in the care of the older person, supporting registered nurses in the delivery of nursing care. As such they work in a wide range of settings such as hospital wards, clinics and community teams, working with everyone from children to adults in all aspects of physical and mental health.

To carry out the role safely postholders must be supported to develop the right knowledge and skills. Therefore, employers have a duty to ensure that all post holders are sufficiently prepared, educated, and assessed as competent for the role with access to ongoing development and supervision. A guide for employers has also been produced.

[Nursing Support Workers | Professional Development | Royal College of Nursing \(rcn.org.uk\)](https://www.rcn.org.uk/Professional-Development/Defining-nursing-support-workers-and-their-level-descriptors)

[Career pathways for nursing support workers explained | RCN Magazines | Royal College of Nursing](#)

The term 'nursing support worker' encompasses a wide range of different job titles and roles, including health care assistants (HCAs), health care support workers (HCSWs), assistant practitioners (AP), student nursing associates and Registered Nursing Associates (NAs-England only). The latter is the only title that is regulated within the United Kingdom with Standards for Proficiency and Standards for Education and Training involving completion of an Apprenticeship (NMC, October 2018)

The RCN has produced guidance on each as follows:

[Become a Healthcare Assistant or AP | Professional Development | Royal College of Nursing \(rcn.org.uk\)](#)

[Become an Assistant Practitioner | Professional Development | Royal College of Nursing \(rcn.org.uk\)](#)

[Student nursing associates | HCAs and APs | Royal College of Nursing](#)

[Become a nursing associate | Royal College of Nursing \(rcn.org.uk\)](#)

For those entering roles involving direct patient care, the RCN has used a range of National Occupational Standards to develop "First Steps". This learning resource covers key aspects for this level of the nursing workforce which includes important topics such as:

- the safeguarding of vulnerable people
- recording and accessing nursing and medical records
- the principles surrounding accountability and delegation
- the legal requirements of confidentiality, consent, and capacity
- infection prevention and control.

[First Steps | Professional services | Royal College of Nursing \(rcn.org.uk\)](#)

To build on this, the RCN has produced a range of learning resources to enable further development of nursing support workers.

[Learning resources | Royal College of Nursing \(rcn.org.uk\)](#)

In addition, it can be noted that RCN Vice President and Fellow Professor Alison Leary MBE undertook a workforce modelling project for Health Education England (Sept 2019). This captured key characteristics, differentiating two levels within the healthcare support workforce, summarised in the table below.

[Enhanced Practice - A workforce Modelling project for Health Education England.PDF](#)

Supportive	Associate/Assistant	NQ	Intermediate
• Tasks irrespective of situation • Co-ordination of non complex work (usually high volume routine with little variance) • Recording but little interpretation of data/synthesis • Recognise deviation • Decision making in limited pre-determined jurisdiction • Delegated works/tasks • Recognising, Remembering & Recalling • HEE Levels 1 & 2	• Tasks in situational context • Decision making in pre-determined jurisdiction • Recognise deviation • Develop technical knowledge & its application • Low risk high volume work • Understanding • HEE levels 3 & 4	• Tasks in situational context with some transferability to manage rapidly changing situations • Decision making within protocols • Care Co-ordination • First level professional registration • Applying & Analysing • HEE Levels 5	• Able to manage a range of situations in different contexts • Uses clinical judgement but still defers some decision – uses justifiable deviance • Care management skills • Post registration CPD • Applying & Analysing • HEE Level 6

NQ= Newly Qualified

4 COUNTRY CONTEXT

Northern Ireland (NI)

The agreed titles of the support workforce in NI are Nursing Assistant and Senior Nursing Assistant in health and social care. However, a variety of titles are used within the independent sector. A Nursing Assistant is described as someone who works in a nursing context, undertakes delegated aspects of nursing care and is supervised by a Registered Nurse. Standards are set by the Department of Health, Northern Ireland (2018). A series of Guidance Statements are grouped under 4 core Standards

1. Support the delivery of safe, person-centred and compassionate care to people who use our services.
2. Communicate openly and honestly to promote the health and wellbeing of people who use our services.
3. Maintain your knowledge, skills and experience to enable you to do your job properly, to improve the quality of care to people who use our services.
4. Respect and protect at all times the right to confidentiality, privacy and dignity for people who use our services.

[Standards for Nursing Assistants and associated resources | Department of Health \(health-ni.gov.uk\)](https://health-ni.gov.uk)

There are currently no nationally recognised Assistant Practitioner or Nursing Associate roles.

England

A range of roles are evident in England under the umbrella of the “nursing support workforce”.

Healthcare support workers (HCSW) or Health Care Assistants (HCA) are titles used for roles in a variety of settings including hospitals, GP Practices, mental health units, in the community and care homes. Those with established knowledge, skills and sufficient experience sometimes progress to gain the suffix “Senior” HCSW or HCA to differentiate that they function at a higher level in the continuum of “supportive” level nursing.

[NHS Staffing Pool Hub-Careers in Healthcare-Healthcare Support Worker or Healthcare Assistant | NHS Professionals](#)

NHS England/Health Education England have provided a roadmap to be used by support workers and other key stakeholders to inform decisions about the development and career needs for different organisations. This includes skills for life (functional skills), personal skills and technical skills.

<https://www.hee.nhs.uk/our-work/talent-care-widening-participation/support-worker-help-resources/support-worker-learning-development-roadmap>

There are frameworks specifically related to social care settings developed by skills for Care and the Department of Health and Social Care:

<https://www.skillsforcare.org.uk/Developing-your-workforce/Care-workforce-pathway/The-Care-Workforce-Pathway.aspx>
<https://www.gov.uk/government/publications/care-workforce-pathway-for-adult-social-care>.

Assistant Practitioners, (sometimes also called Associate Practitioners) have skills and experience in a particular area of clinical practice and work at a higher level than HCSW's or HCA's or Senior HCSW's or Senior HCAs. Although they are not registered practitioners, they have developed a high level of skill through their experience and training. They take on more responsibilities than health care assistants, under the supervision of registered colleagues in a range of different settings. The term Senior Assistant Practitioner is also used, involving supervision of other clinical support staff. Assistant Practitioners are evident working closely alongside particular health care professionals such as nursing and allied health professionals. They can also be deployed more generally to support wider activities and services such as rehabilitation and health promotion.

The Skills for Health Core standards for assistant practitioners states that assistant practitioners: "have a required level of knowledge and skill beyond that of the traditional healthcare assistant or support worker. The assistant practitioner would be able to deliver elements of health and social care and undertake clinical work in



domains that have previously only been within the remit of registered professionals.”

[Assistant practitioners | NHS Employers](#)

One of the most popular ways to become an AP is to complete a foundation degree (or equivalent) in health care, which involves a combination of study and supervised practice. Assistant Practitioners may be able to use their foundation degree as APL (Accreditation for Prior Learning) and apply for a shortened undergraduate degree programme such as a nursing degree.

[Assistant practitioner | Health Careers](#)

It is notable that England is the only country in the UK that has introduced a further role under the umbrella of the nursing support workforce - the Nurse Associate. This is a protected title with the NMC (2018).

Nursing Associate is a registered member of the nursing team in England that helps bridge the gap between health and care assistants and registered nurses. Nursing Associates work with people of all ages, in a variety of settings in health and social care. The role contributes to the core work of nursing, freeing up Registered Nurses to focus on more complex clinical care. It's a stand-alone role that also provides a progression route into graduate level nursing.

[Nursing Associates - The Nursing and Midwifery Council \(nmc.org.uk\)](https://nmc.org.uk)

Nursing Associates are intended to bridge the gap between Registered Nurses and health care assistants.

Registered Nursing Associates (RNA) study for a foundation degree, most often in an apprenticeship programme (see below). Their training is delivered through a mix of time at university, placement days and practice days over 2 years. This is a stand-alone role, however RNA's can use their accreditation of prior learning to get credit for their course, so that they can complete a nurse apprenticeship degree course or a nursing degree in a shorter time.

Institute for Apprenticeship and Technical Education and NMC (2018)

[2023.04.12-L5-Nursing-Associate-NMC-2018-st0827-Standard.pdf \(skillsforhealth.org.uk\)](#)

Registered Nursing Associate is a stand-alone role that will also provide a progression route into graduate level nursing. It's intended that the role will enable registered nurses to focus on more complex clinical duties. Nursing Associates work in the public, independent and voluntary sectors and it is a statutorily regulated profession. The standards for proficiency are set by the Nursing and Midwifery Council (NMC). Successful completion of this apprenticeship will meet the education requirements for registration with the NMC. This standard covers the NMC Standards for Proficiency and Annexes A and B for nursing associates (October 2018).



Registered Nursing Associates contribute to the promotion of health, health protection and the prevention of ill health. They do this by empowering people and communities to exercise choice, take control of their own health decisions and behaviours and by supporting people to manage their own care where possible. In their daily work, an employee in this occupation interacts with a variety of service users, families and carers, and with an extensive range of health and care professionals and other agencies including social services, police, probation, prisons, housing, education, language interpreters and third sector agencies.

Increasing integration of health and social care services will require nursing associates to negotiate boundaries and play an important role in multidisciplinary teams. The confidence to apply knowledge and skills and provide evidence-based, direct nursing care therefore lies at the centre of all nursing associate practice. Registered Nursing Associates must be emotionally intelligent and resilient individuals, able to manage their own personal health and well-being, recognise boundaries of their practice and know when and how to access support.

Registered Nursing Associate is a protected title and may only be used by someone on the nursing and midwifery council register.

Scotland

The generic title is Healthcare Support Worker however, some are called Nursing Assistants or Healthcare Assistant, with different titles used in social care, i.e. social carer or senior social carer.

There are Scottish Government mandatory Induction Standards that apply to all new Healthcare Support Workers:

[Healthcare Support Workers \(HCSWs\) | NHS Education for Scotland](#)

[HCSW Code of Conduct | Turas | Learn](#)

NHS Scotland Careers have highlighted Future Career Pathways including those for Healthcare support workers.

[Career pathways and qualifications | Turas | Learn](#)

Nursing assistant practitioners' roles have been introduced in Scotland and are defined as carrying out routine care and treatment with patients in hospital and community settings. Supervised by registered nurses, they provide person-centred, safe, and effective care that is responsive to an individual's needs, preferences, and values. To become a nursing assistant practitioner a health care related qualification or equivalent at SCQG level 8 is required.

There are no Registered Nursing Associates.

Wales

Health Care Support Workers (HCSWs) in Wales, working across hospital and community settings, provide direct patient care within nursing and therapy services. NHS Wales and Health Education and Improvement Wales (HEIW) support HCSWs through a national induction programme, adherence to the NHS Wales Code of Conduct (2015), and the updated All-Wales guidelines for delegation (2020).

[Healthcare support workers \(HCSW\) - HEIW \(nhs.wales\)](#)

heiw.nhs.wales/files/weds-practicing-appropriate-delegation/all-wales-guidelines-for-delegation-2020/

hduhb.nhs.wales/about-us/governance-arrangements/freedom-of-information/disclosure-log/disclosure-log-appendices/3-healthcare-and-carer-training-pdf-9-456kb/

An NHS Wales Skills and Career Framework was published in 2015. This describes and defines 3 levels within this overall group, as follows

heiw.nhs.wales/files/weds-education-contracting-links/healthcare-support-worker-career-framework-nursing-and-ahps/#:~:text=The purpose of this Framework is to provide,Nursing%2C Midwifery and Allied Health Professional %28AHP%29 roles.

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).

Education frameworks (in addition to those referred to in country summaries):

The “Supportive” nursing workforce equates to Levels 1, 2 and 3 in the Skills for Health Career Framework (Skills for Health Career Framework (Version 2), 2020)

[Key Elements of the Career Framework v2 \(skillsforhealth.org.uk\)](https://skillsforhealth.org.uk)

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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**

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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**

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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**

This level is described generically, irrespective of role or setting, in the Level 3 SEEC descriptors as follows:

[MDX_SEEC-Descriptors_Update-May-2021_Version-2_For-screen_AW13885.pdf](#)

The SEEC descriptors support universities and other higher education providers locate the level of a module or unit within a broader UK academic framework.

Level 3

Summary credit level descriptor

Applies an understanding of pre-defined areas of knowledge and skills in familiar learning, work or practice contexts. Acts largely under direction; working within pre-defined guidelines and using predefined techniques. Takes responsibility for initiating and completing tasks as well as the evaluation of own capabilities. Uses pre-defined principles to analyse, evaluate, organise and communicate information. Develops projects and/or activities to support own and/or others learning, work or practice.

Setting

Operational context	Operates in familiar learning, work or practice contexts that require the use of pre-defined techniques and information sources.
Autonomy and responsibility for actions	Acts largely under direction, within pre-defined guidelines, taking responsibility for initiating and completing tasks and procedures in familiar contexts.

Application of knowledge and understanding

Knowledge and understanding	Applies an understanding of pre-defined areas of knowledge and an awareness of theories, ideas, concepts and related debates in familiar contexts.
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Cognitive skills

Conceptualisation and critical thinking	Identifies and applies pre-defined principles, concepts, theoretical frameworks and approaches in familiar contexts.
Problem solving and enquiry	Applies pre-defined problem-solving techniques to investigate given problems using information and data in familiar contexts.
Synthesis and creativity	Synthesises information and ideas and formulates creative proposals to address pre-defined issues or opportunities in familiar contexts.
Analysis and evaluation	Analyses and evaluates the relevance of information and data using predefined principles, frameworks, criteria and techniques in familiar contexts.

Practical skills

Organisation and communication of information	Organises and communicates information, using predefined criteria, to audiences in familiar contexts.
Interpersonal, team and networking skills	Applies pre-defined interpersonal, team and networking skills to support team performance in familiar contexts.
Project and activity design and development skills	Designs and develops projects and/or activities using pre-defined criteria to support own and/or others learning, work or practice in familiar contexts.

Behaviours and values

Ethical awareness and application	Applies an awareness of pre-defined ethical values and issues to personal decisions and actions in familiar contexts.
Personal responsibility and leadership	Takes responsibility for the evaluation of own capabilities using pre-defined criteria in familiar contexts.

Some people within the “Supportive” nursing workforce may progress to a more senior role to function at Level 4 in the SEEC descriptors, with education, training and learning from reflective practice, described as follows:

Level 4

Summary credit level descriptor

Applies an understanding of established areas of knowledge and skills in familiar and unfamiliar learning, work or practice contexts. Acts with support and uses techniques within established guidelines. Takes responsibility for the nature and quality of outputs and the evaluation of own capabilities and development. Uses established principles to analyse, evaluate, organise and communicate the relevance and significance of information. Develops projects and/or activities to inform own and/or others learning, work or practice.

Setting

Operational context Operates in familiar and unfamiliar learning, work or practice contexts that require the use of established techniques and information sources.

Autonomy and responsibility for actions Acts with support within established guidelines and takes responsibility for the nature and quality of outputs in familiar and unfamiliar contexts.

Application of knowledge and understanding

Knowledge and understanding Applies an understanding of established areas of knowledge and an appreciation of where theories, ideas and concepts are open to ongoing debate and reformulation in familiar and unfamiliar contexts.

Cognitive skills

Conceptualisation and critical thinking Identifies and applies established principles, concepts, theoretical frameworks and approaches, recognising their relative strengths in familiar and unfamiliar contexts.

Problem solving and enquiry Applies established problem-solving methods and techniques to recognise and investigate problems, using information and data in familiar and unfamiliar contexts.

Synthesis and creativity Synthesises information and ideas and formulates creative proposals to address established issues or opportunities in familiar and unfamiliar contexts.

Analysis and evaluation Analyses and evaluates the relevance and significance of information and data using established principles, frameworks, criteria and techniques in familiar and unfamiliar contexts.

Practical skills

Organisation and communication of information Organises and communicates information, using established criteria, to audiences in familiar and unfamiliar contexts.

Interpersonal, team and networking skills Applies established interpersonal, team and networking skills to recognise factors that affect team performance in familiar and unfamiliar contexts.

Project and activity design and development skills Designs and develops projects and/or activities using established criteria to inform own and/or others learning. Work or practice in familiar and unfamiliar contexts.

Behaviours and values

Ethical awareness and application Applies an awareness of established ethical values and issues to personal decisions, actions and responsibilities in familiar and unfamiliar contexts.

Personal responsibility and leadership Takes responsibility for the evaluation of own capabilities and development using established criteria in familiar and unfamiliar contexts.

This “Assistive” nursing workforce equates to Level 4 in the Skills for Health Career Framework (Skills for Health Career Framework (Version 2), 2020).

[Key Elements of the Career Framework v2 \(skillsforhealth.org.uk\)](https://skillsforhealth.org.uk)

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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**

This level that applies to the “Assistive” nursing workforce is described generically, irrespective of role or setting, in the Level 5 SEEC descriptors as follows:

Level 5

Summary credit level descriptor

Applies an understanding of wide-ranging areas of knowledge and a range of relevant skills in learning, work or practice contexts of varying complexity. Acts with partial self-direction and works within relevant guidelines using a wide range of techniques. Takes responsibility for achieving personal and/or group outcomes/outputs and evaluates own capabilities and development using relevant criteria. Uses a range of principles to analyse, evaluate, organise and communicate the reliability and validity of a variety of information sources. Develops a range of relevant projects and/or activities to improve areas of own and/or others learning, work or practice.

Setting

Operational context

Operates in learning, work or practice contexts of varying complexity requiring the application of a wide range of techniques and information sources.

Autonomy and responsibility for actions

Acts with partial self-direction within relevant guidelines and accepts responsibility for achieving personal and/or group outcomes/outputs in wide-ranging contexts of varying complexity.

Application of knowledge and understanding

Knowledge and understanding

Applies an understanding of wide-ranging areas of knowledge, recognising those areas where theories, ideas and concepts are most/least secure in contexts of varying complexity.

Cognitive skills

Conceptualisation and critical thinking

Identifies and applies a range of relevant principles, concepts, theoretical frameworks and approaches recognising competing perspectives in contexts of varying complexity.

Problem solving and enquiry

Applies a range of relevant problem-solving methods and techniques to define and investigate problems, patterns and relationships using information and data in contexts of varying complexity.

Synthesis and creativity

Synthesises information and ideas and formulates creative proposals to address a range of issues or opportunities in contexts of varying complexity.

Analysis and evaluation

Analyses and evaluates the reliability and validity of a variety of information and data sources, using and comparing a range of principles, frameworks, criteria and techniques in contexts of varying complexity.

Practical skills

Organisation and communication of information	Organises and communicates information, using a range of relevant criteria, to a variety of audiences in contexts of varying complexity.
Interpersonal, team and networking skills	Applies a range of relevant interpersonal, team and networking skills to contribute to the enhancement of team performance in contexts of varying complexity.
Project and activity design and development skills	Designs and develops a range of relevant projects and/or activities to improve areas of own and/or others learning, work or practice of varying complexity.

Behaviours and values

Ethical awareness and application	Applies an awareness of a range of relevant ethical and professional values and codes of conduct to personal and/or group decisions, actions, responsibilities and outcomes in contexts of varying complexity.
Personal responsibility and leadership	Takes responsibility for the evaluation of own and/or others' capabilities and development using wide-ranging approaches and criteria in contexts of varying complexity.