

Development Framework for Vaccinators

1. Foreword

Introducing the Development Framework for Vaccinators

Immunisation is Scotland's largest and most cost-effective public health intervention, central to improving population health, reducing inequalities, and protecting communities from vaccine-preventable diseases.

This framework provides a clear, nationally aligned structure to support the education, development, and progression of Scotland's vaccination workforce.

Our Commitment to Workforce Development

From NHS Education for Scotland's perspective, this framework directly supports our purpose: enabling better rights-based, quality care and outcomes for every person through a skilled, capable, and resilient workforce. It strengthens capability and resilience, embeds inclusive and flexible education, promotes collaboration and leadership, and drives innovation through reflective practice. By aligning education with Scotland's public health priorities and NHS values, it empowers vaccinators to deliver safe, effective, and compassionate care.

— Karen Wilson, Director of Nursing, Midwifery and Allied Health Professions, NHS Education for Scotland

Supporting Scotland's Vaccination Vision This key resource supports the implementation of Scotland's 5-Year Vaccination and Immunisation Framework and Delivery Plan. It clarifies roles, career pathways, and the knowledge, skills, and behaviours required across all levels of practice. It also supports our national priorities of timely and equitable access to vaccines, making every contact count, building a multidisciplinary workforce, and embedding sustainable, system-wide services. By building capacity and capability across the vaccination workforce, and equipping vaccinators with the tools and confidence to deliver inclusive, person-centred care, it supports consistent, high-quality practice, contributes to efforts to reduce inequalities in access and experience, and strengthens preparedness for future vaccination challenges.

To achieve consistent and sustainable vaccine uptake rates in all communities and populations, we need to have healthcare professionals and vaccinators who are well informed and confident to have conversations about vaccines in all localities, and to lead by example by accepting recommended vaccines for themselves.

— Dr Sam Ghebrehewet, Head of Vaccination and Immunisation Division, Public Health Scotland

Together, we commend this Development Framework for Vaccinators as a vital resource for practitioners, managers, and educators, helping to build a future- vaccination- ready workforce that is skilled, resilient, and committed to reducing health inequalities and improving public health outcomes across Scotland.

2. Ownership and Acknowledgements

This Development Framework for Vaccinators has been developed through a collaborative, multi-agency approach to support the education, development, and progression of the vaccination workforce across Scotland.

The development of the framework was led by NHS Education for Scotland (NES) in collaboration with the Scottish Vaccination and Immunisation Programme (SVIP), Public Health Scotland (PHS). It was commissioned and overseen by the SVIP Workforce Education and Development Advisory Group (SVIP WEDAG) and shaped by the National Stakeholder Group comprising representatives from across the health and care system. Their collective expertise, insight, and commitment have ensured that the framework is both nationally aligned and locally relevant.

We extend our sincere thanks to all members of the National Stakeholder Group for their time, expertise, and dedication. Their collaborative efforts have resulted in a robust, future-ready framework that supports a confident, capable, and compassionate vaccination workforce for Scotland. Outline terms of reference for this group can be found in appendix 1.

We gratefully acknowledge the contributions of the following organisations and professional groups:

- Practitioners – including those from board vaccination teams', midwifery, health visiting, and the Family Nurse Partnership, whose frontline experience shaped the practical relevance of the Framework.
- Public Health Scotland (PHS) – for providing strategic public health insight and alignment with national immunisation priorities.
- SVIP WEDAG – for their operational leadership and expertise in local service delivery.
- Scottish Government – for policy direction and alignment with national workforce and public health strategies.

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3. Introduction: scope, purpose, strategic alignment, aims and objectives

The COVID-19 pandemic highlighted the pivotal role of a responsive and capable vaccination workforce, revealing both strengths and structural gaps, particularly in education, preparation, and opportunities for career progression. As vaccination services continue to grow in complexity and reach, a confident, agile, and values-led workforce is essential to delivering safe, person-centred, and equitable care.

This Vaccinators Development Framework provides a nationally aligned structure to support the education, development, and progression of healthcare staff delivering vaccination services across Scotland. It covers career levels 3 to 7 and outlines the role, scope, qualifications, and expected knowledge, skills and behaviours (KSBs) for each level.

To ensure the framework is both nationally aligned and locally relevant each section includes:

- Core content drawn from the [NMAHP Development Framework](#) and
- Specialist vaccinators' content tailored to the evolving responsibilities and context of the vaccination workforce.

This integrated approach brings core and specialist content together in one place, eliminating the need to refer to multiple frameworks. Individuals can navigate directly to the career level most relevant to their role, responsibilities, or development goals, making the framework practical and accessible for everyday use.

By supporting excellence in vaccine governance, learning, education and supervision, addressing false vaccine information, and increasing equitable uptake, this Framework contributes to the development of a future-ready, skilled, and compassionate vaccination workforce for Scotland.

Scope and Definition

For the purposes of this Framework, a *vaccinator* is defined as a healthcare support worker (HCSW) or registered healthcare practitioners whose primary role involves the delivery of vaccination services. This includes those working in dedicated Vaccination Teams or in roles where vaccine administration, coordination, and related care form the focus of practice.

While the Framework is primarily designed for those in dedicated vaccination roles, it may also be a useful reference for practitioners who deliver vaccinations as part of a broader role, such as midwives, school nurses, health visitors, community nurses, and pharmacists.

Purpose and Focus

The Framework is designed to:

- Provide clarity on career pathways and expectations across the vaccination workforce.

- Support the implementation of [Scotland's 5-Year Vaccination and Immunisation Framework and Delivery Plan](#).
- Support professional development, supervision, and reflective practice.
- Align with NHS Scotland values and the principles of Realistic Medicine.
- Guide workforce planning and service redesign at national and local levels.

It serves as a practical tool for vaccinators, managers, and educators to assess, develop, and maximise workforce capability across vaccination service settings in Scotland.

Strategic Alignment

This Framework is strategically aligned with key national initiatives to ensure consistency, quality, and sustainability in vaccination services and workforce development in Scotland.

These include:

- [Scotland's 5-Year Vaccination and Immunisation Framework and Delivery Plan](#), which set out the vision for delivering accessible, safe, and person-centred vaccination services across the country.
- [NMAHP Development Framework](#), which underpins this tool's structure, language, and competency framework.
- [Transforming Roles Programme](#), which supports optimisation of nursing, midwifery and allied health professionals (NMAHPs) through role clarity and structured career pathways.
- The UK Health Security Agency's [National minimum standards and core curriculum for vaccination training](#), provides guidance on training for all healthcare staff with a role in delivering vaccination programmes.
- Immunisation Coordinator Knowledge and Skills Matrix, which outlines the suggested knowledge and skills required by Immunisation Coordinators (Career level 8).

Together, these initiatives reinforce the commitment to a future-ready, skilled vaccination workforce.

Aim and Objectives

Aim

To provide a national framework that supports the education, development, and progression of vaccinators in Scotland, enabling a competent, confident, and inclusive workforce aligned to Scotland's public health needs.

Objectives

1. Clarify Career Pathways
Define progressive levels of practice (3–7), aligned to the national NMAHP Development Framework, to support clarity and progression.
2. Standardise Competency Expectations
Establish consistent knowledge, skills, and behaviours across the four pillars of practice.
3. Support Learning, Supervision, and Reflection
Ensure access to high-quality education, clinical supervision, and reflective practice tools.

4. Enable Workforce Planning and Redesign
Support decisions on skill mix, workforce deployment, and succession planning.
5. Enhance Service Quality
Promote high-quality, safe, and person-centred vaccination delivery.
6. Embed NHS Values and Realistic Medicine
Promote and foster values-led, compassionate, and equity-focused care.
7. Facilitate Continuous Improvement
Encourage innovation, evidence based practice, and quality improvement in vaccination services.

4. Vaccinator competency requirements, core values and behaviours, equality and tackling health inequalities

To ensure the safety, effectiveness, and quality of vaccination services, all practitioners who administer vaccines **must be competent, confident, and formally signed off by their local Health Board** or employer, in line with local governance requirements.

Core training for vaccinators typically includes:

- Basic life support (BLS) and anaphylaxis management
- Relevant statutory and mandatory training, such as infection prevention and control and public protection
- Safe handling of sharps and waste management
- Demonstrated competence in vaccine storage, handling, preparation, and administration
- A solid understanding of and ability to appropriately apply legal frameworks

Vaccination training should be tailored to the practitioner's role, scope of practice, and the specific vaccines they deliver. Vaccination specific training may include:

- Promoting Effective Immunisation Practice (PEIP) programme for Healthcare Support Workers (HCSWs) or PEIP for registered healthcare practitioners
- Vaccine-specific learning modules aligned with national programmes (e.g. COVID-19 eLearning modules)
- Role-specific immunisation training aligned with service needs (e.g. vaccination in pregnancy or immunosuppressed individuals)

Even when delivering a single vaccine, vaccinators should complete the relevant elements of the core curriculum, adapted to their context. While the duration of training may be shorter, knowledge and practice should remain aligned with the broader national immunisation programme.

Competence should be assessed to the same high standard for all vaccinators, regardless of the number of vaccines delivered.

Annual updates and continuous professional development (CPD) are required to ensure knowledge and practice remain current.

Practitioners must also **maintain up-to-date knowledge** of national guidance (such as the Green Book, Chief Medical Officer {CMO} letters, and programme-specific resources) and engage in regular continuing professional development (CPD) to ensure safe, effective, and evidence-based practice.

Core Values and Behaviours in Vaccination Practice

This Framework is grounded in NHS Scotland's core values:

- Care and Compassion
- Dignity and Respect
- Openness, Honesty, and Responsibility
- Quality and Teamwork

These values are particularly relevant in busy or high-volume vaccination environments. For example:

- Maintaining dignity through privacy and inclusive communication, even in fast-paced clinics.
- Demonstrating compassion by adapting approaches for individuals with additional needs (e.g., needle related anxiety or neurodiversity).
- Upholding responsibility by ensuring consent and information sharing is clear and ethical.

The Framework also supports the principles of Realistic Medicine:

1. Person-Centred Care – Focusing on what matters to individuals.
2. Shared Decision-Making – Enabling patients to make informed choices.
3. Reducing Harm and Waste – Prioritising effective, evidence-based care.
4. Risk Management – Understanding and mitigating clinical risks.
5. Professionalism and Innovation – Encouraging improvement and adaptability.
6. Equity and Transparency – Ensuring fair and inclusive service delivery.

Promoting Equality and Tackling Health Inequalities

The Framework aligns with the Public Sector Equality Duty, which commits health services to:

- Eliminate discrimination, harassment, and victimisation
- Advance equality of opportunity
- Foster good relations between diverse population groups

The Framework also aligns with SVIP prioritises of equity of access and experience for groups who may face barriers to vaccination, including:

- People in rural and remote areas
- Socioeconomically disadvantaged individuals
- Ethnic minority communities
- People with disabilities or long-term conditions
- Neurodiverse individuals or those with trauma histories
- Refugees, asylum seekers, prisoners and people experiencing homelessness

By equipping vaccinators with the skills, awareness, and behaviours needed to deliver inclusive, culturally competent care, the Framework supports Scotland's broader commitment to tackling health inequalities.

5. The structure of the Framework and how to use it

Pillars of Practice

The structure of the Development Framework for Vaccinators is aligned with the [NMAHP Development Framework](#). It demonstrates the knowledge and skills required by practitioners working in the Scottish Vaccination and Immunisation Programme across four pillars of practice.



The Evidence, Research and Development pillar is referred to as Service Improvement for HCSWs. Further explanation of the pillars of practice is available within the [NMAHP Development Framework](#).

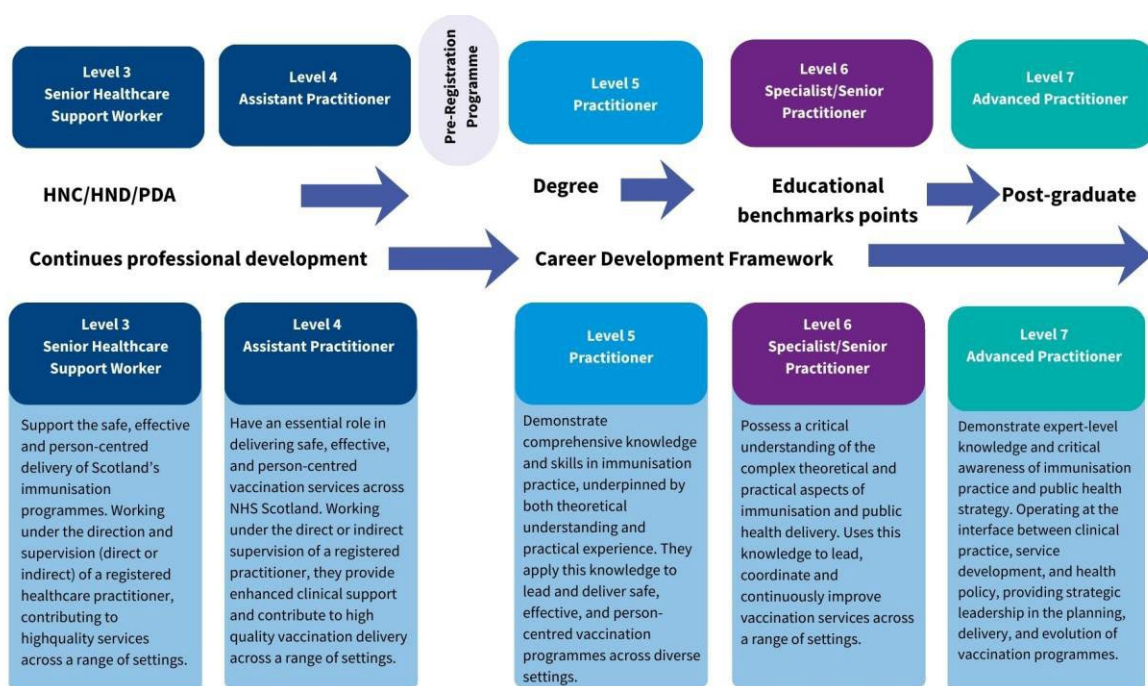
Levels of practice

This framework describes the differences in roles of the healthcare practitioner and the learning required for the different career levels. These levels are described in detail in the [Career Framework for Health](#) which reflects role development and progression and in the career development pathways model set out in the [Transforming Roles](#) programme.

HCSWs usually practice within level 2 to 4 of the development framework. NMAHP registrants usually practice through levels 5 to 8.

While career levels are often the same as the Agenda for Change (AfC) pay bands, this is not always the case. Those who need more help to determine which level they should focus on, should speak to their manager or educator.

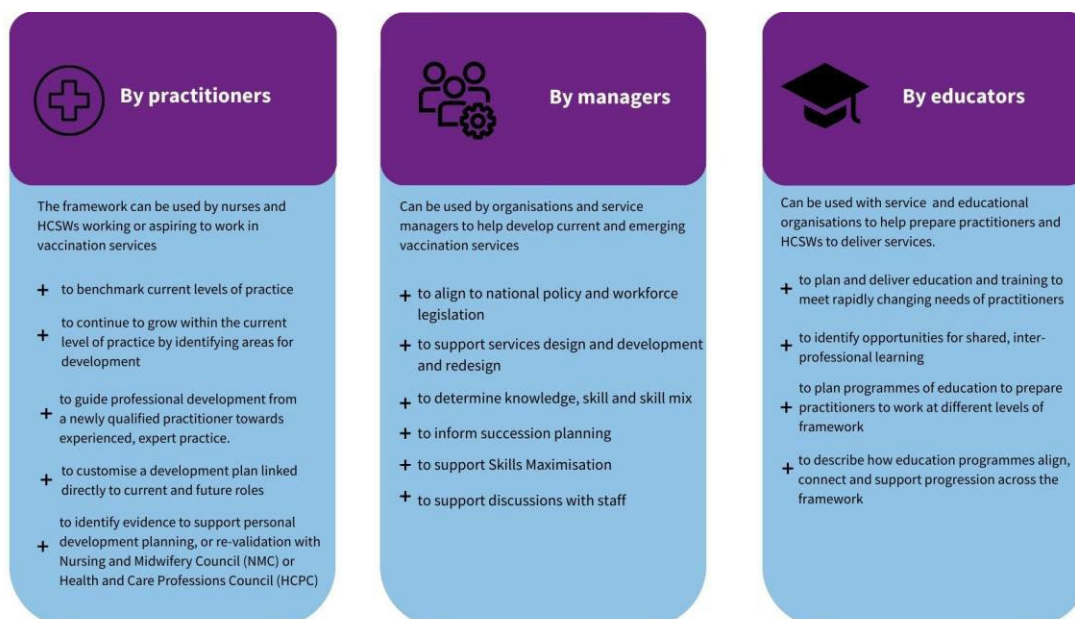
The following demonstrates how moving through the levels is associated with increasing knowledge, -clinical expertise, responsibility and experience. **The knowledge and skills of each level of practice builds on the level before.** Further explanation of the levels of practice is available within the NMAHP development framework and in the image below.



This framework focuses on career levels 3 to 7 as described in the [Career Framework for Health](#).

How to use the Framework

The framework is designed for use by practitioners, managers and educators. Practitioners can use it in a variety of ways, including to create a personalised development plan that aligns directly with their current role and prepares them for future responsibilities.



How to find what you need in this Framework

This Development Framework is organised so users can quickly navigate to the information most relevant to their role. Content is structured by **career level (3 to 7)**, with each level describing the **role, responsibilities, required qualifications, and expected knowledge, skills and behaviours (KSBs)**. Each level also includes both **core KSBs**, drawn from the NMAHP Development Framework, and **specialist vaccinators' KSBs**, all in one place to avoid cross-referencing multiple documents.

To find the information you need, begin by selecting the **career level** that best matches your current role or the role you are working toward. Each level includes clearly marked sections grouped under the **four pillars of practice**, helping you understand expectations for clinical practice, leadership, facilitating learning and service improvement / evidence, research and development.

You can then explore the **specialist vaccinators' content**, which outlines additional requirements specific to vaccination practice, such as safe administration, cold chain-chain responsibilities, digital systems, consent, and inclusive practice.

Users can scroll through the full framework or jump directly to different levels or pillars using the navigation menu. As each level builds on the one before, practitioners and managers can easily review progression pathways or compare expectations across levels.

Recording learning and development

A recommended option is using the Turas Professional Portfolio, which is available to all nurses, allied health professionals and HCSWs in Scotland including the NHS, social care, voluntary and independent sectors. This can be used to record evidence of learning for personal development, regulation, appraisal, and career progression.

Go to [Turas](#) and log in / register and add the portfolio application

More information on Turas Professional Portfolio is available:

- [Nursing and Midwifery Professional Portfolio](#)
- [AHP Professional Portfolio](#)
- [Professional Portfolio \(Recognition of Prior Learning\) for HCSWs](#)

A basic reflective template is provided within the framework to support healthcare practitioners to assess their knowledge and skills in Appendix 2.

The Framework

Level 3 Senior Healthcare Support Worker – Vaccination Services

Role Overview

Senior HCSWs at Level 3 support the safe, effective and person-centred delivery of Scotland's immunisation programmes. Working under the direction and supervision (direct or indirect) of a registered healthcare practitioner, they contribute to high-quality services across a range of settings, including clinics, care homes, community venues, and domiciliary visits.

Key responsibilities include (but not limited to):

- Prepare and set up vaccination areas; manage vaccine stock in line with cold-chain protocols, safe sharps and waste.
- Support clinical documentation and accurate record-keeping.
- Assist with patient flow: welcome and verify details, provide clear information, and signpost questions to a registered practitioner.
- Administer vaccines where authorised and competent, under delegation and appropriate legal frameworks.
- Monitor individuals immediately post-vaccination; recognise and respond to adverse reactions and escalate promptly.
- Uphold high standards of infection prevention and control and compassionate, person-centred care.
- Work as part of the multidisciplinary team and follow national immunisation guidance and local policies.
- Administer vaccinations to appropriate age groups according to locally agreed medicines governance and legal frameworks.

Role boundaries:

Level 3 HCSW's **do not**

- Make clinical decisions about eligibility, clinical suitability, contraindications/precautions or scheduling.
- Obtain informed consent.

Qualifications and experience expected for level 3:

- 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 is required at this level of practice.

Vaccination specific qualifications, experience and training:

- At least two years' experience as a HCSW. For those with less than two years' experience a wider educational programme is available at [Healthcare Support Worker \(HCSW\) Vaccinator Education Programme | Turas | Learn \(nhs.scot\)](#)
- Completion of training in basic life support and anaphylaxis management, statutory and mandatory topics (e.g., infection control, public protection), safe sharps and waste handling, vaccine preparation and administration, and demonstrate understanding of legal frameworks.
- Completion of the *Promoting Effective Immunisation Practice (PEIP): Healthcare support workers (HCSWs) programme*.
- Completion of core role-specific training relevant to scope of practice (e.g. COVID-19 vaccination, seasonal flu).
- Completion of vaccine-specific learning modules appropriate to the programmes being delivered (e.g., Covid eLearning module).
- Keep up to date with immunisation knowledge through guidance like the Green Book and CMO letters and regularly engage in reflective practice and CPD to maintain competence and confidence.

Knowledge, Skills and Behaviours

Outlined below are the knowledge, skills, and behaviours (KSBs) required for Level 3 practitioners, aligned to the four pillars of practice. This includes core KSBs from the NMAHP Development Framework, followed by vaccination-specific KSBs reflecting the unique needs of the immunisation workforce.

Clinical Skills KSBs

3C1 Will have a broad skill base related to their practice.

3C2 Will have a breadth and depth of understanding of role and related activities beyond that of a Level 2 HCSW.

3C3 Has all the attributes, skills and knowledge required for a Healthcare Support Worker.

3C4 Ability to adhere to the HCSW Code of Conduct in relation to consent: Telling patients and members of the public what you intend to do and listening carefully to what they say about it (HCSW Code of Conduct 3.2.8).

3C5 Ability to recognise risk in relation to care provision and further develop risk assessment skills.

3C6 Ability to understand it is everyone's responsibility (HCSW Code of Conduct 3.2.11) to protect individuals, members of the public and report any concerns to a supervisor, manager or make use of the whistleblowing policy to reduce risks in the future.

3C7 To have an awareness of and comply with core legislation and policies.

3C8 Ability to understand and apply knowledge of legislation, and policies specific to area of practice

3C9 Ability to understand and apply the concepts of accountability and responsibility and be confident to accept or decline delegated responsibility from a healthcare practitioner or assistant practitioner.

3C10 Ability to act on findings within role boundaries to ensure a person's safety.

3C11 Ability to develop knowledge of infection prevention and control.

3C12 Able to effectively reflect on and in practice.

3C13 Recognise the effects and potential symptoms of trauma or vicarious trauma and respond appropriately. Practising at a minimum of Trauma Informed practice level.

3C14 Ability to escalate concerns if unable to carry out their duty and responsibilities outlined within health and care staffing legislation. Practising at Informed level.

3C15 Practice in ways which recognise and respond to health inequalities, respect diversity, and protect against discrimination and harassment.

3C16 Use a range of skills to communicate with people about difficult matters or situations.

Specific clinical KSBs for vaccinators

VAC 3C17 Understands and demonstrates respect for cultural differences and diversity and adapts communication to meet individual needs.

VAC 3C18 Recognises when individuals may face barriers to vaccination and adapts communication or signposts to support equitable access.

VAC 3C19 Communicates in simple, clear language and checks understanding to support individuals with different levels of health literacy.

VAC 3C20 Is aware that social and environmental factors (e.g., housing, employment, poverty) can influence people's ability to access vaccination.

VAC 3C21 Demonstrates awareness of groups at risk of lower vaccination uptake and supports inclusive practice for people of all ages and backgrounds by adapting communication and signposting, escalating concerns appropriately.

VAC 3C22 Engages warmly and clearly with individuals during vaccination, responding to basic questions and referring concerns appropriately to support informed decisions.

VAC 3C23 Provides basic guidance or signposting to help individuals access relevant health or vaccination services, escalating complex needs to a registered practitioner.

VAC 3C24 Recognises common vaccine concerns and myths and provides simple, accurate, and compassionate information, escalating complex queries to registered practitioners.

VAC 3C25 Works collaboratively with others for example care home staff to support vaccination delivery.

VAC 3C26 Recognises that informed consent is required before vaccination and supports the process by referring consent-related questions to a registered practitioner.

VAC 3C27 Recognises that informed consent must be obtained by a registered practitioner and promotes / supports the consent process appropriately.

VAC 3C28 Demonstrates awareness of Adults with Incapacity (Scotland) Act and understands how it applies to vaccination delivery, recognising that decisions about consent for individuals lacking capacity must follow legal and ethical frameworks and escalating concerns to a registered practitioner.

VAC 3C29 Recognises basic consent requirements and promptly flags missing or unclear documentation for adults with incapacity, seeking guidance to support safe, compassionate vaccination

VAC 3C30 Knows when to escalate clinical concerns or questions outside own scope and informs a registered practitioner promptly.

VAC 3C31 Recognises when individuals require referral or pathway clarification and escalates appropriately.

VAC 3C32 Recognises signs of concern e.g. public protection issues and is aware of the escalation process and how to record incidents on Datix.

VAC 3C33 Follows protocols for safe vaccine management (cold chain) and disposal of vaccine waste, minimising unnecessary vaccine incidents, waste and resource use.

VAC 3C34 Follows protocols for preparing and delivering vaccines under delegation, appropriate safe technique, aseptic practice, and aftercare under supervision.

VAC 3C35 Supports opportunistic vaccination by preparing individuals and documentation when additional vaccines are offered during routine care.

VAC 3C36 Contributes to safe clinic set-up and flow by preparing equipment, maintaining cleanliness, and assisting with documentation and patient flow, ensuring safe storage and handling policy implemented (cold chain).

VAC 3C37 Adheres to guidance on vaccine storage and handling and is a role model including stock management and cold chain management.

VAC 3C38 Uses digital tools accurately to support efficient documentation and reduce duplication.

VAC 3C37 Uses digital systems such as the Vaccination Management Tool (VMT) to enter and check information accurately, following local protocols and seeking support where needed.

VAC 3C39 Follows national immunisation guidance relevant to their role, including updates from the Green Book and local protocols, and seeks clarification from supervisors where needed.

VAC 3C40 Follows national immunisation guidance and seeks clarification when vaccinee questions arise, ensuring safe and informed practice.

Example in practice:

Supports a patient with limited English by using translated materials and resources to explain the vaccination process, ensures documentation is completed in Vaccination Management Tool (VMT), and refers consent queries to the supervising nurse.

Facilitation of Learning KSBs

3F1 Ability to develop and maintain own knowledge and skills to provide person centred, safe and effective care with support from a registered healthcare practitioner or assistant practitioner.

3F2 Has an awareness of methods to ensure learning has taken place e.g., use of teaching strategies such as Chunk & Check / Teach Back.

3F3 Ability to engage in [clinical] supervision, using reflective practice and feedback to enhance the quality of care and outcomes through:

- Personal development and wellbeing: fostering self-awareness and effective self-management.
- Continual professional development: committed to ongoing learning and development, with a focus on professional codes and maintaining quality standards.
- Knowledge, Skills, and Proficiency Development: actively seeking to expand clinical knowledge and skills to ensure high standards of practice and effective care.

3F4 Engages with appraisal and creates a plan for ongoing development.

Specific facilitation of learning KSBs for vaccinators

VAC 3F5 Learns from observing vaccine conversations and reflects on how to support hesitant individuals through simple reassurance.

VAC 3F6 Applies learning from team discussions or resources to support distressed individuals and reflects on what works.

VAC 3F7 Engages with supportive learning resources to build confidence in vaccination delivery, including materials on managing procedural anxiety and supporting individuals with needle distress.

VAC3F8 Uses digital learning platforms to maintain competence (e.g. TURAS), supports colleagues to do the same.

VAC 3F9 Shares and reflects what they have learned about safe vaccination practices with new or less confident colleagues, under supervision.

Example in practice:

Shares strategies with new staff for managing needle related anxiety and encourages reflective discussion during supervision sessions.

Leadership - KSBs

3L1 Ability to recognise and understand role boundaries and limitations whilst working.

3L2 Participate in multidisciplinary team development.

3L3 Ability to develop a solution focussed approach to problems and take appropriate action.

3L4 Ability to develop an awareness of the impact of leadership activities in relation to compassion, civility, kindness and human factors.

Specific leadership KSBs for vaccinators

VAC 3L5 Supports colleagues by helping new team members learn routines and feel welcome in the service.

VAC 3L6 Shares own learning needs with supervisors and supports others' development by encouraging team-based learning.

Example in practice:

Identifies repeated patient confusion with consent forms and collaborates with the team to trial a simplified version, escalating feedback to the supervisor for service improvement.

Service Improvement – KSBs

3S1 Apply knowledge and skills in using information technology systems to access resources e.g., clinical guidelines and policies, relevant publications.

3S2 Effectively reflect on and discuss own practice.

3S3 Identify risk in relation to care provision and service improvement.

3S4 Has awareness of quality improvement methodologies.

Specific service improvement KSBs for vaccinators

VAC 3S5 Shares observations and feedback from service users or colleagues to help improve vaccination delivery.

Example in practice

After noticing that several patients appeared confused about the post-vaccination waiting area, the HCSW shares this observation with the team during a debrief. They suggested clearer signage and a brief verbal reminder at the end of the vaccination process. The team implemented the change, which improved patient flow and reduced confusion.

Level 4 Assistant Practitioner - Vaccination Services

Role Overview

Assistant Practitioners at Level 4 play an essential role in delivering safe, effective, and person-centred vaccination services across NHS Scotland. Working under the direct or indirect supervision of a registered practitioner, they provide enhanced clinical support and contribute to high quality vaccination delivery across a range of settings. Their broader experience enables them to work confidently in more complex or non-routine situations, supporting colleagues and promoting safe equitable care.

In addition to those outlined at level 3, Assistant Practitioners at level 4 are expected to:

- Work with greater autonomy and confidence in both routine and more complex or non-routine vaccination situations (for example, individuals with allergies, communication difficulties or specific vulnerabilities).
- Coordinate the flow of vaccination sessions and troubleshoot issues that may impact safety, timing or efficiency.
- Provide informal supervision, mentoring and role modelling to support the learning and development of HCSWs, students and new staff.
- Contribute to induction, competency assessment and on-the-job learning within the vaccination team.
- Liaise with other healthcare practitioners and services to support joined-up, person-centred care.
- Identify and escalate areas for service improvement, supporting initiatives to enhance vaccine uptake, patient experience and clinic efficiency.
- Support data quality assurance by checking for accuracy and completeness of vaccination records.
- Take an active role in team briefings, debriefings and audit activity to support continuous quality improvement.
- Maintain and promote professional standards of safety, equity and compassionate care across all vaccination settings.
- Administer vaccinations to appropriate age groups according to locally agreed medicines governance and legal frameworks.

Role boundaries:

Level 4 Assistant Practitioners **do not:**

- Make clinical decisions about eligibility, clinical suitability, contraindications/precautions or scheduling.
- Obtain informed consent.

Qualifications and experience expected for level 4:

- 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.

Vaccination specific qualifications, experience and training:

- At least two years' experience as a HCSW. For those with less than two years' experience a wider educational programme is available at [Healthcare Support Worker \(HCSW\) Vaccinator Education Programme | Turas | Learn \(nhs.scot\)](#)
- Completion of training in basic life support and anaphylaxis management, statutory and mandatory topics (e.g., infection control, public protection), safe sharps and waste handling, vaccine preparation and administration, and demonstrate understanding of legal frameworks.
- Completion of the *Promoting Effective Immunisation Practice (PEIP): Healthcare support workers (HCSWs) programme*.
- Completion of enhanced role-specific training relevant to setting and population (e.g., vaccination in pregnancy, immunosuppressed individuals, childhood schedule).
- Ongoing engagement with vaccine-specific learning resources and updates (e.g., COVID-19, seasonal flu, childhood vaccines).
- Keep up to date with immunisation knowledge through guidance like the Green Book and CMO letters and regularly engage in reflective practice and CPD to maintain competence and confidence.

Knowledge, Skills and Behaviours

Outlined below are the knowledge, skills, and behaviours (KSBs) required for Level 4 practitioners, aligned to the four pillars of practice. This includes core KSBs from the NMAHP Development Framework, followed by vaccination-specific KSBs reflecting the unique needs of the immunisation workforce.

Clinical Skills – KSBs

4C1 Has an in-depth knowledge and understanding of the scope of practice, job role and related activities.

4C2 Has a comprehensive skill base related to practice. Any interventions carried out will be achieved through additional, focused training and education.

4C3 Ability to develop knowledge on how and why care provision and that of others in the multidisciplinary/multi-agency team, impacts on the person's journey.

4C4 Ability to adhere to the HCSW Code of Conduct in relation to consent: Telling patients and members of the public what you intend to do and listening carefully to what they say about it (HCSW Code of Conduct 3.2.8).

4C5 Demonstrate risk assessment skills in relation to the person receiving care.

4C6 Ability to understand it is everyone's responsibility (HCSW Code of Conduct 3.2.11) to protect individuals, members of the public and report any concerns to a supervisor, manager or make use of the whistleblowing policy to reduce risks in the future.

4C7 Ability to apply knowledge and demonstrate appropriate understanding of core legislation and policies.

4C8 Ability to understand and apply knowledge of legislation, and policies specific to area of practice.

4C9 Ability to understand and apply the concepts of accountability and responsibility and be confident to accept or decline delegated responsibility from a healthcare practitioner or assistant practitioner.

4C10 Demonstrate underpinning knowledge that enables integration of theory relating to practice in relevant settings.

4C11 Demonstrate application of best practice within practice setting.

4C12 Recognise the effects and potential symptoms of trauma or vicarious trauma and respond appropriately. Practising at a minimum of Trauma Informed practice level.

4C13 Ability to escalate concerns if unable to carry out their duty and responsibilities outlined within health and care staffing legislation. Practising at Informed level.

4C14 Practice in ways which recognise and respond to health inequalities, respect diversity, and protect against discrimination and harassment.

4C15 Use a range of skills to communicate with people about difficult matters or situations.

Specific clinical KSBs for vaccinators

VAC 4C16 Identifies individuals or groups across age ranges and communities who may face barriers to vaccination and adapts engagement approaches to support equitable access and improved uptake.

VAC 4C17 Uses each vaccination encounter to reinforce key messages about immunisation, adapting language to suit the individual and checking understanding.

VAC 4C18 Recognises when individuals need help navigating the healthcare system and provides clear, person-centred information or signposts to appropriate services.

VAC 4C19 Responds appropriately to common vaccine-related myths and false vaccine information, using trusted sources to support individuals' understanding, and seeks guidance when needed.

VAC 4C20 Identifies individuals eligible for catch-up vaccination and supports flexible delivery options to improve uptake.

VAC 4C21 Explains vaccination procedures clearly, supports the consent process using approved information, and escalates questions or concerns appropriately.

VAC 4C22 Applies current immunisation guidance from national sources such as the Green Book and CMO letters to inform their vaccination practice, escalating any uncertainties appropriately.

VAC 4C23 Applies current guidance to vaccination delivery and communicates confidently with vaccinees, using trusted sources to address questions.

VAC 4C24 Uses established escalation pathways confidently to refer individuals who require more complex assessment or intervention.

VAC 4C25 Uses established pathways to support individuals accessing out-of-schedule or specialist vaccinations.

VAC 4C26 Understands consent principles and recognises when documentation for adults with incapacity is missing, escalating appropriately to minimise distress and service disruption.

VAC 4C27 Acts on public protection concerns by following local procedures and knows how to escalate issues appropriately during vaccination delivery.

VAC 4C28 Delivers vaccines independently within scope of practice, using correct technique, confirming eligibility, and maintaining safety and documentation standards.

VAC 4C29 Demonstrates understanding of vaccine storage requirements, maintains cold chain integrity during handling and transport, and reports any deviations or concerns promptly.

VAC 4C30 Supports smooth operation of vaccination clinics by managing flow, preparing vaccines, and escalating issues as needed.

VAC 4C31 Accurately inputs, retrieves, and checks vaccination data using digital tools (e.g. VMT, appointment systems), and identifies any issues for escalation.

Example:

Confidently administers multiple vaccines, adapting communication appropriately and escalating complex consent queries to a registered practitioner.

Facilitation of Learning – KSBs

4F1 Ability to use reflection to enhance self-awareness, gain new insights and develop resilience when faced with adverse situations.

4F2 Demonstrate application of a variety of methods to ensure learning has taken place, e.g., 4–stage approach to teaching a clinical skill, or use of Chunk & Check / Teach Back.

4F3 Ability to recognise the personal impact of any difficult situations and have strategies to enable personal learning and development, recognising the limits of competence and personal strengths.

4F4 Ability to engage in [clinical] supervision, using reflective practice and feedback to enhance the quality of care and outcomes through:

- Personal development and wellbeing: fostering self-awareness and effective self-management.
- Continual professional development: committed to ongoing learning and development, with a focus on professional codes and maintaining quality standards.
- Knowledge, Skills, and Proficiency Development: actively seeking to expand clinical knowledge and skills to ensure high standards of practice and effective care.

4F5 Ability to facilitate others to develop knowledge, skills and proficiency through practice supervision, within own scope of practice.

4F6 Engages with appraisal and creates a plan for personal development.

Specific facilitating learning KSBs for vaccinators

VAC 4F7 Supports and actively encourages peers by demonstrating correct technique and discussing safety protocols for vaccine preparation and administration.

VAC 4F8 Supports peers by demonstrating correct technique and discussing safety protocols for vaccine preparation and administration.

VAC 4F9 Shares sustainable practices with peers (e.g., efficient stock management, cold chain, reducing waste).

VAC 4F10 Demonstrates correct use of digital systems for documentation, learning and reporting.

VAC 4F11 Shares knowledge with colleagues on the principles of informed consent and capacity across the life span in relation to vaccination.

VAC 4F12 Supports peers in adapting practice using evidence informed materials related to diverse populations.

VAC 4F13 Shares techniques with peers for reducing vaccination anxiety (e.g. distraction, calm language) and learns from feedback.

VAC 4F14 Uses learning tools to develop skills in managing procedural distress and anxiety during vaccination and shares techniques with colleagues in practice.

VAC 4F15 Shares ways to answer common concerns confidently and safely, drawing on what has worked in practice.

Example:

Leads a mini-teaching session on recognising mild vs. serious vaccine reactions for new HCSWs, sharing practical tips and encouraging questions.

Leadership - KSBs

4L1 Ability to work effectively in a multi-disciplinary / multiagency team and participate in team development initiatives.

4L2 Demonstrate critical thinking and problem-solving skills and act regarding people's care and / or treatment through an awareness of policy and legislation.

4L3 Demonstrate effective organisational and time management skills practice in an anti-discriminatory and inclusive manner with individuals and colleagues.

4L4 Demonstrate and apply an understanding of the impact of leadership theories and activities in relation to compassion, civility, kindness and human factors.

Specific leadership knowledge, skills and behaviours for vaccinators

VAC 4L5 Supports inclusive practice by adapting care and recognising when individuals face barriers to vaccination.

VAC 4L6 Takes initiative to support the team, helping to organise work and solve problems during vaccination sessions.

VAC 4L7 Mentors or supports peers and contributes to team learning by sharing experience or insight.

Example:

Assists in reconfiguring waiting area signage to reduce confusion and streamline patient movement, gathering feedback from colleagues and service users.

Service Improvement - KSBs

4S1 Demonstrate and apply knowledge of relevant guidelines.

4S2 Ability to understand and apply evidence-based practice and identify and assesses risk in relation to care provision and quality care outcomes.

4S3 Identify risk in relation to care provision and service improvement.

4S4 Demonstrate effective application of quality improvement methodologies and tools.

4S5 Ability to recognise the importance of responding to individuals' feedback and comments appropriately including resolving complaints in a timely manner and effectively at local level, escalating as appropriate.

Specific leadership KSBs for vaccinators

VAC 4S6 Contributes to team-based improvement efforts by identifying issues, suggesting solutions, and supporting small changes in practice.

Example:

Contributes to data collection during a seasonal flu programme evaluation, identifying patterns in uptake and suggesting improvements.

Level 5 Practitioner – Vaccination Services

Role Overview

Practitioners at Level 5 in Vaccination Services within NHS Scotland demonstrate comprehensive knowledge and skills in immunisation practice, underpinned by both theoretical understanding and practical experience. They apply this knowledge to lead and deliver safe, effective, and person-centred vaccination programmes across diverse settings, including clinics, mobile units, schools, care homes, and community venues.

Key responsibilities include (but not limited to):

- Trusted to make informed clinical judgements, assess individual needs (including more complex cases), and interpret guidance to tailor care.
- Contribute to clinical decision-making and problem-solving, particularly in situations that require a higher level of autonomy and critical thinking—for example, managing complex vaccination schedules or advising on contraindications and risk factors.
- Support coordination of vaccination clinics or specific aspects of service delivery, including ensuring compliance with national guidance, maintaining high standards of cold chain and infection prevention, and supporting data quality in vaccination records.
- Actively support the supervision, education, and development of other staff—including new starts, Assistant Practitioners, Senior HCSWs, and students.
- Play a key role in service development and quality improvement, contributing to audits, training programmes, public health campaigns, and interdepartmental coordination.
- Practice which is grounded in compassion, civility, and kindness, while also demonstrating leadership and initiative within the multidisciplinary vaccination team.

Qualifications and experience expected at level 5:

Registered as a Nurse or Midwife with the Nursing and Midwifery Council or registered with an appropriate regulatory body such as the Health and Care Professions Council such as allied health professionals.

Successfully completed degree level pre-registration programme as a minimum.

Working at SCQF Degree level.

Vaccination specific qualifications, experience and training:

- Completion of training in basic life support and anaphylaxis management, statutory and mandatory topics (e.g., infection control, public protection), safe sharps and waste handling, vaccine preparation and administration, and demonstrate understanding of legal frameworks.

- Completion of the *Promoting Effective Immunisation Programme (PEIP)* for registered healthcare practitioners.
- Completion of role-specific immunisation training aligned with service needs (e.g., pregnancy and neonatal vaccination, immunosuppression, adolescent schedule).
- Maintains up-to-date knowledge of vaccine-specific guidance through regular engagement with national learning platforms and programme-specific updates.
- Keep up to date with immunisation knowledge through guidance like the Green Book and CMO letters and regularly engage in reflective practice and CPD to maintain competence and confidence.
- Understand how consent is obtained in line with legal and ethical principles, considering competence, parental responsibility, and appropriate decision-makers for children and adults in varied care arrangements.

Knowledge, Skills and Behaviours

Outlined below are the knowledge, skills, and behaviours (KSBs) required for Level 5 practitioners, aligned to the four pillars of practice. This includes core KSBs from the NMAHP Development Framework, followed by vaccination-specific KSBs reflecting the unique needs of the immunisation workforce.

Clinical Skills – KSBs

5C1 Use a range of skills and strategies to communicate with people about difficult matters or situations.

5C2 Acts and influences others in demonstrating non-judgemental, values-based care.

5C3 Promote and deliver safe, effective and person-centred care as part of the multi-disciplinary team.

5C4 Maintain and apply knowledge of relevant guidance, policies and legislation that govern legal and ethical aspects of service provision.

5C5 Use and contribute to the development, implementation and review of local policies, guidelines and protocols.

5C6 Monitor and maintain health, safety and security of self and others, by applying knowledge of health and safety legislation and infection control policies.

5C7 Apply critical thinking and evaluation skills to make timely and informed clinical decisions related to all aspects of the care process.

5C8 Demonstrate the ability to use technology and information systems and resources that are routinely used in practice.

5C9 Provide and share information effectively and concisely for a range of situations and contexts to ensure safety and continuity of care.

5C10 Practise in ways which recognise and respond to health inequalities, respect diversity, protect against discrimination and support others to do the same.

5C11 Apply a range of skills to promote health and well-being, improve health literacy and empower patients to share decision making.

5C12 Develop and apply clinical knowledge, skills and behaviours appropriate to specific area of practice.

5C13 Raise concerns and/or report serious incidents in accordance with local reporting procedures.

5C14 Recognise the effects and potential symptoms of trauma or vicarious trauma and respond appropriately. Practising at a minimum of Trauma Informed practice level.

5C15 Ability to escalate concerns if unable to carry out their duty and responsibilities outlined within health and care staffing legislation. Practising at Informed level.

Specific clinical KSBs for vaccinators

VAC 5C16 Promotes and applies culturally sensitive approaches during vaccine conversations, especially with individuals from minoritised communities.

VAC 5C17 Promotes and delivers accessible vaccination using flexible, culturally competent approaches that reduce barriers and support inclusive and equitable care.

VAC 5C18 Works proactively to support vaccine uptake among all age groups and communities, particularly those with lower uptake, through person-centred communication and flexible delivery approaches.

VAC 5C19 Participates in delivering vaccination services in collaboration with community, voluntary, or third-sector organisations to improve access and uptake.

VAC 5C20 Identifies and responds to social determinants of health that impact vaccine uptake, using inclusive communication and flexible approaches.

VAC 5C21 Assesses and responds to differing health literacy levels during vaccination conversations, using tailored communication and verified resources.

VAC 5C22 Addresses vaccine hesitancy and false information through evidence-based communication, supporting individuals to make informed decisions aligned with national guidance.

VAC 5C23 Obtains valid informed consent by delivering person-centred vaccination conversations that clearly explain benefits, risks and options, address hesitancy, assess capacity where required, and support individuals (or their legal guardians) to make informed decisions.

VAC 5C24 Assess capacity and document consent in line with local policy and legal requirements.

VAC 5C25 Identifies and responds to public protection risks during vaccination encounters, including disclosures or concerns in children or vulnerable adults.

VAC 5C26 Assess capacity and document consent in line with local policy and legal requirements.

VAC 5C27 Identifies and responds to public protection risks during vaccination encounters, including disclosures or concerns in children or vulnerable adults.

VAC 5C28 Delivers safe, person-centred vaccine administration using clinical judgement, best practice guidance, and established consent and safety procedures.

VAC 5C29 Assesses risk and initiates referrals or clinical handover where specialist advice, urgent care, or follow-up is needed.

VAC 5C30 Navigates complex vaccination pathways confidently, including travel, specialist, and catch-up schedules.

VAC 5C31 Supports individuals and families in navigating healthcare and vaccination pathways, helping them understand options, processes, and how to access support services.

VAC 5C32 Identifies digital barriers around accessing services and offers through alternative formats including assisted digital options.

VAC 5C33 Coordinates scheduling and resource allocation to improve clinic flow and reduce missed opportunities.

VAC 5C34 Co-ordinates delivery within vaccination clinics, manages risk, ensures patient safety, and supports junior staff.

VAC 5C35 Coordinates with midwives, pharmacists, social care teams and other NHS provided vaccine services, to ensure joined-up care.

VAC 5C36 Identifies opportunities to reduce environmental impact in clinic operations (e.g., reducing single-use plastics).

VAC 5C37 Takes responsibility for maintaining vaccine storage standards, including cold chain compliance, secure storage, accurate stock reconciliation, and timely reporting of incidents or discrepancies.

VAC 5C38 Applies sound judgement when using digital vaccination systems to ensure data integrity, confidentiality, and alignment with clinical protocols.

VAC 5C39 Demonstrates up-to-date knowledge of national immunisation guidance (e.g., Green Book, CMO letters, NES updates) and ensures that personal practice aligns with current recommendations.

Facilitation of learning – KSBs

5F1 Demonstrate knowledge and applies the skills of facilitation, teaching, assessment and behaviours including supervising, teaching and maintaining the learning environment.

5F2 Evidence experiential learning through supervision, feedback, reflective practice techniques and evaluation.

5F3 Apply an inclusive and collaborative approach to the development of a positive learning environment.

5F4 Evidence reflection on own and others experiences of the workplace to develop a positive learning environment.

5F5 Ability to effectively apply practice supervision, applying quality standards to facilitate pre-registration learners to develop knowledge, skills and proficiency, within own scope of practice.

5F6 Ability to engage in [clinical] supervision, using reflective practice and feedback to enhance the quality of care and outcomes through:

- Personal development and wellbeing: fostering self-awareness and effective self-management.
- Continual professional development: committed to ongoing learning and development, with a focus on professional codes and maintaining quality standards.
- Knowledge, Skills, and Proficiency Development: actively seeking to expand clinical knowledge and skills to ensure high standards of practice and effective care.

5F7 Source and evidence use of a range of educational materials to support own development.

5F8 Motivate, stimulate and encourage others to facilitate the learning process.

5F9 Develop and apply knowledge of adult learning theory appropriate to specific role.

5F10 Engages with appraisal and the development and activation of a personal development plan.

5F11 Ability to effectively fulfil the role of supervisor across all aspects of [clinical] supervision for support workers, within scope of practice.

5F12 Ability to facilitate others to develop self-awareness and personal resilience through restorative supervision.

Specific facilitation of learning, KSBs for vaccinators

VAC 5F13 Contributes to the orientation or upskilling of staff in safe and effective vaccine administration through demonstration and feedback.

VAC 5F14 Teaches others how to recognise and respond to procedural anxiety, especially in children or those with neurodiversity or needle related anxiety.

VAC 5F15 Facilitates reflective discussion to build staff confidence in obtaining valid consent, assessing capacity, and engaging with individuals where capacity may be reduced.

VAC 5F16 Applies knowledge of consent requirements for adults with incapacity, ensuring correct documentation is in place and resolving issues collaboratively to support safe and timely vaccination.

VAC 5F18 Shares knowledge from policy, guidance and case reviews to support colleagues understanding of their responsibilities in public protection.

VAC 5F17 Promotes learning by sharing and discussing current immunisation guidance with colleagues, supporting others to apply best practice consistently.

VAC 5F18 VAC 5F13 Coaches others in the accurate and confident use of digital vaccination systems for documentation, audit and learning.

Leadership – KSBs

5L1 Demonstrate leadership qualities and behaviours including skills in motivating, influencing and negotiation.

5L2 Communicate effectively verbally non-verbally and in writing to a range of people.

5L3 Seek, receive and provide feedback in an open, honest and constructive manner.

5L4 Identify and analyse problems and recommend solutions.

5L5 Respond proactively to own and others concerns and know how to escalate ongoing issues.

5L6 Demonstrate the ability to work well within a team and in collaboration with others.

5L7 Demonstrate accountability for own work and responsibility for delegation to others.

5L8 Engage in own personal and professional development planning and review; and support others to develop personally and professionally.

5L9 Contribute to effective management of resources including workforce resources within own area of practice.

5L10 Develop and apply leadership skills and behaviours appropriate to specific role.

Specific leadership, KSBs for vaccinators

VAC 5L11 Promotes inclusive team culture and partakes and encourages reflection on unconscious bias and cultural safety.

VAC 5L12 Advocates for equitable access and challenges discriminatory practice in day-to-day service delivery.

VAC 5L13 Coordinates local initiatives to increase uptake, including peer-led campaigns and opportunistic offers in clinical settings.

VAC 5L14 Builds relationships across services to improve coordination and patient experience.

VAC 5L15 Leads on-the-day delivery of vaccination clinics, coordinating team roles, responding to challenges, and supporting decision-making.

VAC 5L16 Supports learning and development within the team, including identification of development needs and informal mentorship.

VAC 5L17 Champions environmentally responsible practices in vaccination delivery.

Evidence, research and development – KSBs

5E1 Consolidates understanding and application of different research approaches. Identifies and explores ideas for research/development activity from own practice.

5E2 Demonstrates the ability to search and critically appraise evidence to inform practice.

5E3 Shares with others good practice and the lessons learned from audit, research and quality improvement activity.

5E4 Adheres to research governance, including Good Clinical Practice, ethics, data protection and confidentiality.

5E5 Demonstrates the ability to undertake Quality Improvement, clinical audit and research activity to inform practice for self and others.

5E6 Critically analyses and evaluates information.

5E7 Identifies and analyses professional issues.

5E8 Develop and apply knowledge of research and development appropriate to specific role.

Specific evidence, research and development, KSBs for vaccinators

VAC 5E9 Participates in quality improvement (QI) activities, audits or small tests of change to improve safety, access or user experience.

VAC 5E10 Uses data derived from digital vaccination tools to support audit, quality improvement, or service redesign.

Level 6 Specialist/Senior Practitioner – Vaccination Services

Role Overview

Specialist/Senior Practitioners at Level 6 in Vaccination Services within NHS Scotland possess a critical understanding of the complex theoretical and practical aspects of immunisation and public health delivery. They apply this knowledge to lead the design, coordination, and continuous improvement of vaccination services across a variety of settings, including fixed-site clinics, schools, care homes, outreach programmes, and mobile or mass vaccination centres.

Key responsibilities include (but not limited to):

- Proactive leadership role in service planning and delivery—identifying population needs, interpreting national immunisation policy, and implementing local strategies to improve uptake, reduce inequalities, and manage risk.
- Demonstrate clinical expertise in managing complex vaccination cases, such as individuals with multiple co-morbidities, allergies, or vaccine hesitancy, and provide expert guidance and support to multidisciplinary teams.
- Clear responsibility for supervising and developing teams, including HCSWs, Assistant Practitioners, Level 5 Practitioners, and students.
- Contribute to workforce planning, training, performance monitoring, and fostering a culture of learning and quality improvement.
- Instrumental in leading service development initiatives—for example, redesigning vaccination pathways, improving access for underserved groups, or integrating digital solutions for booking, consent, and data capture.
- Demonstrate initiative, creativity, and resilience in problem-solving, often working collaboratively across services and agencies to meet both public health goals and patient needs.
- Consistently demonstrate compassionate, person-centred leadership.
- Committed to their own continuous professional development to ensure that vaccination services remain responsive, equitable, and evidence based.

Qualifications and experience expected at Level 6:

- Registered as a Nurse or Midwife with the Nursing and Midwifery Council or registered with an appropriate regulatory body such as the Health and Care Professions Council.
- SCQF Ordinary or Honours degree
- Graduate Diploma
- Scottish Vocational Qualification (SVQ 4)
- Postgraduate expertise within speciality / area of practice that demonstrates the required breadth of knowledge to lead safely, effectively and efficiently.

Vaccination specific qualifications, experience and training:

- Completion of training in basic life support and anaphylaxis management, statutory and mandatory topics (e.g., infection control, public protection), safe sharps and waste handling, vaccine preparation and administration, and demonstrate understanding of legal frameworks.
- Completion of the *Promoting Effective Immunisation Programme (PEIP) for registered healthcare practitioners*.
- Demonstrates completion and facilitation of advanced and targeted training in population-specific vaccination (e.g., immunosuppressed, pregnancy, children and young people).
- Supports others to engage with vaccine-specific learning resources and maintains currency with national guidance across all relevant immunisation programmes
- Keep up to date with immunisation knowledge through guidance like the Green Book and CMO letters and regularly engage in reflective practice and CPD to maintain competence and confidence.
- Understand how consent is obtained in line with legal and ethical principles, considering competence, parental responsibility, and appropriate decision-makers for children and adults in varied care arrangements.

Knowledge, skills and behaviours

Outlined below are the knowledge, skills, and behaviours (KSBs) required for Level 6 practitioners, aligned to the four pillars of practice. This includes core KSBs from the NMAHP Development Framework, followed by vaccination-specific KSBs reflecting the unique needs of the immunisation workforce.

Clinical Skills – KSBs

6C1 Work autonomously and as part of a team, assuming accountability and responsibility to facilitate the delivery of safe, effective and person-centred care.

6C2 Use a wide range of skills and strategies to communicate with people about difficult matters or situations.

6C3 Acts and influences others in demonstrating non-judgemental, values-based care.

6C4 Apply knowledge, and raise awareness, of relevant guidance, policies and legislation that govern legal and ethical aspects of service provision.

6C5 Lead and support the implementation of local policies, guidelines and protocols, ensuring they reflect national policy, legislation and current evidence.

6C6 Monitor and maintain health, safety and security of self and others, by applying knowledge of health and safety legislation and infection control policies and advising others.

6C7 Apply critical thinking and evaluation skills to make timely and informed clinical decisions related to all aspects of the care process.

6C8 Use a range of sources and experiences to inform professional judgement.

6C9 Select and use technology and information systems to both inform and support practice.

6C10 Provide and share complex information effectively and concisely for a range of situations and contexts to ensure safety and continuity of care.

6C11 Practise in ways which recognise and respond to health inequalities, respect diversity, protect against discrimination and support others to do the same.

6C12 Apply a wide range of skills to promote health and well-being, improve health literacy and empower patients to share decision making.

6C13 Assess, investigate and communicate/act on risk.

6C14 Apply and continue to develop specialist clinical knowledge, skills and behaviours appropriate to specific area of practice.

6C15 Raise concerns and/or report serious incidents in accordance with local reporting procedures.

6C16 Recognise the effects and potential symptoms of trauma or vicarious trauma and respond appropriately. Practising at a minimum of Trauma Informed practice level.

6C17 Ability to escalate concerns if unable to carry out their duty and responsibilities outlined within health and care staffing legislation. Practising at Skilled level.

Specific clinical skills, KSBs for vaccinators

VAC 6C18 Leads inclusive approaches to improve vaccine uptake across all populations, supporting engagement strategies for under-served age groups or communities with lower coverage.

VAC 6C19 Supports individuals and teams in navigating vaccination and healthcare pathways by identifying barriers, providing guidance, and ensuring appropriate referral and follow-up.

VAC 6C20 Demonstrate autonomous, expert clinical practice by effectively leading outbreak response activities and delivering vaccines safely and efficiently in complex or rapidly evolving situations.

VAC 6C21 Leads safe vaccine administration across complex settings or populations, supports staff in safe technique, and ensures alignment with national protocols.

VAC 6C22 Supports and educates team members in using escalation procedures and referral processes effectively in complex or multidisciplinary settings.

VAC 6C23 Manages clinic operations and resource allocation across services, ensures governance and safety compliance, and adapts delivery to meet population need.

VAC 6C24 Supports the optimisation of digital systems (e.g. VMT, scheduling platforms) in the vaccination pathway and addresses issues affecting data quality or service efficiency.

Facilitation of learning – KSBs

6F1 Use learning theories to plan, implement and evaluate learning in the local environment.

6F2 Create an effective learning environment that ensures learning opportunities for staff and students.

6F3 Apply a wide range of facilitation, teaching and assessment skills to develop and improve practice.

6F4 Identify and support the achievement of learning needs of individuals/team in response to service need and personal development planning.

6F5 Demonstrate on going reflection on practice and support reflection in others.

6F6 Demonstrate knowledge and use of a range of information to review/evaluate and enhance the learning environment.

6F7 Participate in learning needs analysis, educational audit and evaluation of educational interventions.

6F8 Ability to effectively apply practice supervision, applying quality standards to facilitate pre and post registration learners to develop knowledge, skills and proficiency, using appropriate assessment criterion and quality standards to assess competence within own scope of practice.

6F9 Ability to engage in [clinical] supervision, using reflective practice and feedback to enhance the quality of care and outcomes through:

- Personal development and wellbeing: fostering self-awareness and effective self-management.
- Continual professional development: committed to ongoing learning and development, with a focus on professional codes and maintaining quality standards.
- Knowledge, Skills, and Proficiency Development: actively seeking to expand clinical knowledge and skills to ensure high standards of practice and effective care.

6F10 Source and evidence use of a range of educational materials to support own and others' development.

6F11 Evidence use of a wide range of skills to motivate, stimulate and encourage others to facilitate the learning process.

6F12 Apply and continue to develop specialist knowledge of adult learning appropriate to specific role.

6F13 Engages with appraisal and the development and activation of a personal development plan.

6F14 Ability to effectively undertake the role of [clinical] supervisor for all functions of clinical supervision, within own scope of practice.

Specific facilitation of learning KSBs for vaccinators

VAC 6F15 Promotes learning on cultural humility and inclusive communication in vaccination settings.

VAC 6F16 Supports the workforce to develop skills in addressing health literacy through reflection, supervision, coaching, or training initiatives.

VAC 6F17 Coaches and supports colleagues to have meaningful, values-based conversations during vaccination, including with hesitant or vulnerable individuals.

VAC 6F18 Incorporates learning on procedural distress, trauma-informed practice, and neurodiversity into staff development activities to promote safe, inclusive care.

VAC 6F19 Designs or leads learning activities on trauma-informed approaches and managing distress during vaccination.

VAC 6F20 Supports colleagues in applying consent and capacity principles in complex situations, including with children, people with additional support needs, or non-English speakers.

VAC 6F21 Supports development of colleagues' knowledge and skills by interpreting national immunisation guidance and providing supervision, feedback and learning opportunities to ensure best practice is applied.

VAC 6F22 Monitors and interprets updates from national immunisation guidance and supports the team in implementing changes to ensure alignment with current policy and clinical best practice.

VAC 6F23 Creates learning opportunities within the clinic setting to support colleagues to build confidence, competence and reflective practice, providing feedback and supervision appropriate to their role.

VAC 6F24 Facilitates and supports competency development and reflective learning in vaccination technique and safety within the team.

VAC 6F25 Supports delivery of training sessions on digital inclusion and accessibility for vaccinators, incorporating case studies and practical tools.

VAC 6F26 Supports implementation and user training for new or updated digital tools in the vaccination pathway.

VAC 6F27 Facilitates joint learning sessions with professionals from other sectors (e.g., education, social care).

Leadership – KSBs

6L1 Use national leadership frameworks to assess and develop self-leadership and leading others.

6L2 Communicate complex information at an appropriate level to a range of audiences, adapting to context and purpose.

6L3 Actively promote a supportive culture, where constructive feedback is received positively and regarded as a learning opportunity.

6L4 Display creativity and innovation in exploring and implementing possible solutions to problems and evaluating their effectiveness.

6L5 Provide leadership for quality improvement and service development to enhance people's wellbeing and experiences of healthcare.

6L6 Support others to take responsibility for ensuring concerns are addressed in a timely manner applying relevant policies such as whistleblowing and complaints.

6L7 Demonstrate the ability to form, contribute and lead a team and work in collaboration with others to achieve the teams' purpose and objectives.

6L8 Contribute to and manage other members of a team by sharing information and expertise.

6L9 Demonstrate leadership behaviours when managing people applying human resource policies and processes.

6L10 Recognise early signs of poor performance and take appropriate measures to address concerns.

6L11 Respond in a transparent and structured way to any complaints from staff about the unacceptable or unfair behaviours of other members of the team.

6L12 Contribute to workforce development through personal and professional development of individuals and teams aligned to organisational priorities.

6L13 Demonstrate the ability to use recognised workload assessment and skill mix tools to manage resources and budgetary demands including workforce resources.

6L14 Apply and continue to develop, leadership skills and behaviours appropriate to specific role.

Specific leadership KSBs for vaccinators

VAC 6L15 Uses disaggregated data to identify inequalities and leads service adaptations to address them.

VAC 6L16 Leads service improvement initiatives to optimise delivery models and reduce administrative burden.

VAC 6L17 Builds and maintains collaborative relationships with third-sector or voluntary organisations to enhance reach, inclusion, and community trust in vaccination services.

VAC 6L18 Coordinates local initiatives to increase uptake, including peer-led campaigns and opportunistic offers in clinical settings.

VAC 6L19 Contributes to workforce development and succession planning by identifying talent, supporting learning pathways and readiness for progression.

VAC 6L20 Leads responses to vaccine-related false information and hesitancy in the community or clinical setting, providing expert advice and supporting colleagues in effective communication strategies.

VAC 6L21 Assume accountability for clear, timely communication, case escalation, and fostering collaborative teamwork to ensure coordinated and effective outbreak management.

VAC 6L22 Provides visible leadership in vaccination delivery, acting as the first point of escalation and supporting junior staff.

VAC 6L23 Ensures compliance with immunisation protocols, infection prevention, and cold chain standards across diverse care settings. Acts as point of escalation for adverse events or unusual vaccination presentations.

VAC 6L24 Supports safe practice by advising on public protection policy in vaccination delivery and supervising staff in managing concerns.

VAC 6L25 Provides expert guidance and leadership on consent and documentation for adults with and without capacity, supporting staff and implementing strategies to prevent recurring issues.

VAC 6L26 Provides clinical leadership in the interpretation and application of national immunisation guidance (e.g., Green Book, CMO letters, JCVI advice), ensuring dissemination and integration into local policy and workforce practice.

Evidence, research and development – KSBs

6E1 Use a range of research approaches to assess how evidence is being used, by self and others, to inform and develop practice improving the quality of care.

6E2 Demonstrate the ability to search and critically appraise evidence to inform and develop practice supporting audit, research and quality improvement activity.

6E3 Participate in research related activity including analysis of information.

6E4 Share with others good practice and the lessons learned from audit, research and quality improvement activity to enhance practice locally.

6E5 Identify and disseminate information related to research and contemporary evidence-base relevant to area of practice.

6E6 Use understanding of research governance including Good Clinical Practice, ethics, data protection and confidentiality, to support self and others in the research process.

6E7 Demonstrate the ability to use a wide range of Quality Improvement/Clinical Audit/ Research skills to inform and develop practice of self and others.

6E8 Ability to critically identify, define and analyse complex/professional problems and issues.

6E9 Apply and continue to develop specialist knowledge of research and development appropriate to specific role.

Specific evidence, research and development, KSBs for vaccinators

VAC 6E10 Engages with diverse communities to inform service improvements and outreach strategies.

VAC 6E11 Engages with third-sector partners to design, evaluate, or improve delivery models that meet the needs of underserved or marginalised populations.

VAC 6E12 Designs or adapts local services to improve equity in access and uptake across populations.

VAC 6E13 Uses knowledge and insight into social determinants of health to inform service delivery, outreach planning, and improvement initiatives.

VAC 6E14 Applies research and evidence to support safe and effective vaccination clinic delivery, encouraging colleagues to contribute to local evaluation and improvement activity.

VAC 6E15 Participates in audits of vaccine safety and management, and environmental impact and contributes to service redesign.

VAC 6E16 Leads or co-leads local QI or innovation projects in vaccination services and supports others to develop improvement capability.

VAC 6E17 Evaluates impact of interdisciplinary collaboration on vaccine uptake and service efficiency.

VAC 6E18 Uses data derived from digital vaccination tools to support audit, quality improvement, or service redesign.

Level 7 Advanced Practitioner – Vaccination Services

Role Overview

Advanced Practitioners at Level 7 within Vaccination Services in NHS Scotland demonstrate expert-level knowledge and critical awareness of immunisation practice, public health strategy, and the broader healthcare landscape. Operating at the interface between clinical practice, service development, and health policy, they provide strategic leadership in the planning, delivery, and evolution of vaccination programmes in complex and often unpredictable environments.

Key responsibilities include (but not limited to):

- Responsible for developing, transforming, and leading innovative models of vaccine delivery that respond to emerging public health challenges, health inequalities, and changing population needs. This includes interpreting and applying national guidance, leading multidisciplinary teams, and influencing vaccination policy and practice both locally and nationally.
- Work autonomously to assess complex clinical and public health scenarios—for example, advising on vaccine response in outbreak situations, overseeing care for high-risk or medically complex individuals, or developing tailored interventions for underserved communities.
- Collaborate across health, social care, education, and third-sector organisations to maximise the impact of vaccination programmes.
- With a strong focus on service improvement and innovation, they lead quality assurance processes, research and evaluation projects, and the implementation of evidence-based practice.
- Responsible for the advanced education, mentorship, and professional development of the wider vaccination workforce.
- Through expert clinical practice, strategic insight, and compassionate leadership, they drive excellence and equity in vaccination services, contributing significantly to Scotland's public health outcomes.

Qualifications and experience expected at Level 7:

- Registered as a Nurse or Midwife with the Nursing and Midwifery Council or registered with an appropriate regulatory body such as the Health and Care Professions Council
- Post-registration qualification
- Evidence of operating/thinking at master's level
- Evidence of working towards relevant SCQF master's level award

Vaccination specific qualifications, experience and training

- Completion of training in basic life support and anaphylaxis management, statutory and mandatory topics (e.g., infection control, public protection), safe sharps and waste

handling, vaccine preparation and administration, and demonstrate understanding of legal frameworks.

- Completion of the *Promoting Effective Immunisation Programme (PEIP) for registered healthcare practitioners*.
- Leads and contributes to the design, evaluation, or delivery of role-specific training in specialised vaccination areas (e.g., complex risk groups, emerging vaccines).
- Provides strategic oversight and ensures workforce engagement with vaccine-specific learning and national programme updates.
- Keep up to date with immunisation knowledge through guidance like the Green Book and CMO letters and regularly engage in reflective practice and CPD to maintain competence and confidence.
- Understand how consent is obtained in line with legal and ethical principles, considering competence, parental responsibility, and appropriate decision-makers for children and adults in varied care arrangements.

Knowledge, skills and behaviours

Outlined below are the knowledge, skills, and behaviours (KSBs) required for Level 7 practitioners, aligned to the four pillars of practice. This includes core KSBs from the NMAHP Development Framework, followed by vaccination-specific KSBs reflecting the unique needs of the immunisation workforce.

Clinical skills – KSBs

7C1 Develop advanced competence, innovation and leadership in the management and delivery of safe, effective person-centred care within own area of practice and within the scope of the profession and individual scope of practice.

7C2 Promote and act to influence others to incorporate non-judgemental, values-based, person centred care into practice.

7C3 Use a wide range of skills and strategies, including advanced or specialist skills, to communicate with people on complex matters or in complex situations supporting people in making decisions.

7C4 Use in-depth knowledge of legislation, professional regulation and codes of practice, to lead the development, embedding and evaluation of protocols, guidelines and policies at operational level.

7C5 Promote, monitor and maintain best practice in health, safety and security, in accordance with health and safety legislation and infection control policies. Acting on concerns and/or reporting incidents in line with local reporting procedures and manage risk appropriately.

7C6 Apply critical thinking and evaluation skills to make timely and informed clinical decisions related to all aspects of the care process utilising professional judgement to manage risk appropriately.

7C7 Demonstrate the ability to use and evaluate technology, digital and information systems to inform and improve health outcomes.

7C8 Identify and share more complex information effectively and concisely for a range of situations and contexts to ensure patient safety and continuity of care and act on professional judgment about when to seek help.

7C9 Advance equality and value diversity, challenging discriminatory behaviours and acting to improve inclusion.

7C10 Engage with, appraise and respond to individuals' motivation, development stage and capacity, working collaboratively to promote health and well-being, improve health literacy and empower individuals to participate in decisions about their care and to maximise their health and well-being.

7C11 Contribute to the development of organisational objectives and create opportunities to involve other practitioners.

7C12 Apply advanced clinical knowledge, skills and behaviours appropriate to specific area of practice.

7C13 Recognise the effects and potential symptoms of trauma or vicarious trauma and respond appropriately. Practising at a minimum of Trauma Informed practice level.

7C14 Ability to escalate concerns if unable to carry out their duty and responsibilities outlined within health and care staffing legislation. Practising at Skilled level.

Specific clinical skills KSBs for vaccinators

VAC 7C15 Supports local service delivery to ensure they are inclusive, accessible, and aligned with national digital health equity standards.

VAC 7C16 Develops and implements strategic, evidence-informed approaches to improve vaccine uptake for all age groups and communities, with a focus on equity, accessibility, and population health.

VAC 7C17 Provides clinical leadership on safe, effective vaccine delivery across services, advising on protocols, training, and quality assurance.

VAC 7C18 Leads and advises on approaches to support equitable navigation of healthcare and vaccination services, particularly for people facing systemic barriers, using community partnerships and inclusive design.

VAC 7C19 Provides clinical and strategic leadership for vaccination services, overseeing service models, escalation pathways, and workforce planning across sites.

VAC 7C20 Leads on digital system integration and improvement in vaccination services, ensuring digital tools support accurate data capture, service planning, and public health reporting.

Facilitation of learning – KSBs

7F1 Role model exemplary facilitation and teaching skills and develop those skills in others. Promoting a culture of excellence in learning to inspire existing and future staff.

7F2 Demonstrate and understand the key theories of adult learning and apply a wide range of facilitation, teaching and assessment skills to practice.

7F3 Evaluate reflection on practice and facilitate reflection in others.

7F4 Review data collected from educational audits and other feedback to plan and lead change at a local level to enable a positive learning environment.

7F5 Ability to effectively undertake the role of [clinical] supervisor for all functions of clinical supervision, within own scope of practice.

7F6 Evaluate, develop, lead and facilitate use of education materials for students, staff and service users at a local level.

7F7 Develop, lead and support teaching, supervision and assessment skills in others.

7F8 Engage with education providers and where appropriate contribute to curriculum development and delivery.

7F9 Apply advanced knowledge of adult learning appropriate to specific role.

7F10 Critically assess and address own learning needs, negotiating a personal development plan that reflects the breadth of ongoing professional development across the four pillars of advanced clinical practice.

7F11 Engage with, appraise and respond to individuals' motivation, development stage and capacity, working collaboratively to support health literacy and empower individuals to participate in decisions about their care and to maximise their health and well-being.

7F12 Enact the Health and Care Staffing legislation to ensure there is adequate time provision to support the learning and development of the team.

7F13 Ability to engage in [clinical] supervision, using reflective practice and feedback to develop the quality of care and outcomes.

7F14 Ability to effectively apply practice supervision, applying quality standards to facilitate pre and post registration learners to develop knowledge, skills and proficiency, using appropriate assessment criterion and quality standards to assess competence within own scope of practice.

7F15 Use leadership skills to empower and enable others to engage in meaningful clinical supervision and use feedback to improve the quality of care.

Specific facilitation of learning - KSBs for vaccinators

VAC 7F16 Leads development of workforce capability to engage with hesitant populations through inclusive, evidence-based communication training.

VAC 7F17 Integrates trauma-informed practice and procedural anxiety management into local induction or workforce development programmes.

VAC 7F18 Leads or contributes to the development of clinical training and assessment standards to ensure safe vaccination practices.

VAC 7F19 Leads design and delivery of learning within the clinic setting, creating a culture that supports workforce development through education, mentorship and evaluation of learning impact.

VAC 7F20 Leads learning by facilitating reflection and learning from incidents, ensuring continuous improvement across service.

VAC 7F21 Leads and embeds public protection supervision and learning across the service, ensuring practice is informed by national policy, legislation and learning from reviews.

Leadership – KSBs

7L1 Provide strong and effective leadership across professional and organisational teams/boundaries broadening sphere of influence.

7L2 Evidence a positive impact of own exemplary leadership qualities and behaviours.

7L3 Role model highly developed verbal, non-verbal and written communication skills.

7L4 Demonstrate how feedback including service user engagement is used by the organisation to positively improve services.

7L5 Use creative and innovative solutions to address complex problems.

7L6 Promote a culture of empowerment to enable concerns to be raised, addressed and/or appropriately escalated.

7L7 Lead innovation and quality improvement and promote involvement of others.

7L8 Build and lead teams, develop effective relationships, ensure clarity of roles and work in collaboration with others.

7L9 Demonstrate and support others to manage people effectively using organisational policies and exemplary leadership qualities.

7L10 Contribute to workforce development plans aligned to organisational priorities.

7L11 Critically apply advanced clinical expertise and role model the values of NHS Scotland to influence the sharing and adoption of best practice, reduce unwarranted variation and enhance quality.

7L12 Use creative and innovative solutions to ensure [clinical] supervision is prioritised and others have the resources required to access support appropriate to needs and role.

Specific leadership – KSBs for vaccinators

VAC 7L13 Leads local initiatives to embed cultural humility in workforce training, and service delivery.

VAC 7L14 Champions health literacy in vaccination service design, policy, and workforce education to reduce barriers and promote equity.

VAC 7L15 Leads initiatives that embed effective, compassionate vaccine conversations across services, promoting a culture of respectful engagement and informed choice.

VAC 7L16 Supports system-wide efforts to reduce inequalities in vaccination uptake through policy, partnership, and service redesign.

VAC 7L17 Leads strategic efforts to address social determinants of health through inclusive policy, community partnerships, and equitable service design.

VAC 7L18 Leads strategic partnerships with voluntary and community organisations to co-design vaccination outreach and reduce health inequalities.

VAC 7L19 Leads strategic initiatives to embed digital inclusion principles into vaccination service delivery and workforce development.

VAC 7L20 Designs and evaluates system-level improvements to enhance efficiency and sustainability of vaccination services.

VAC 7L21 Leads strategic planning to align vaccination services with NHS Scotland's sustainability goals.

VAC 7L22 Provides strategic leadership for teams or services, aligning operational delivery with workforce and public health priorities.

VAC 7L23 Leads multi-agency vaccination planning and delivery, ensuring shared goals and integrated care.

VAC 7L24 Provide strong leadership by guiding teams and coordinating multi-agency outbreak responses, promoting inclusivity, resilience, and shared ownership of outcomes.

VAC 7L25 Leads strategic responses to false vaccine information, advising on public messaging, staff training, and community engagement strategies to build trust and support informed consent.

VAC 7L26 Provides strategic leadership in consent and capacity across services, setting standards, coaching teams, and collaborating with partners to ensure safe, legal and trauma-informed practice

VAC 7L27 Leads system-wide improvement for consent and documentation in adults with and without capacity, setting standards, coaching teams, and collaborating with stakeholders to reduce delays, distress, and repeat issues.

VAC 7L28 Leads development and review of vaccination pathways to support safe, equitable access across diverse populations.

VAC 7L29 Leads development or review and implementation of referral pathways to support clinical safety, continuity of care, and responsiveness in vaccination services.

VAC 7L30 Develops and assures clinical governance systems for vaccine storage, handling, and security at service level, and provides strategic oversight and advice in response to emerging risks or cold chain failures.

VAC 7L31 Leads public protection assurance across vaccination services, liaising with child protection and adult support agencies as appropriate.

VAC 7L32 Provides strategic leadership in the interpretation and application of national immunisation guidance (e.g., Green Book, CMO letters, JCVI advice), ensuring dissemination and integration into local policy and workforce practice.

VAC 7L33 Provides strategic leadership to implement [Scotland's 5-Year Vaccination and Immunisation Framework and Delivery Plan](#). at Board level, ensuring national standards and outcomes are embedded in local delivery plans.

Evidence, research and development – KSBs

7E1 Acts as a role model for the wider team by promoting a positive research culture.

7E2 Further enhance knowledge of research approaches including advanced evaluation methods to promote and embed evidence in practice.

7E3 Identify and apply impact measures and use findings to enhance practice.

7E4 Demonstrate the ability to search, critically appraise and synthesise evidence to inform practice and to underpin audit/ research/quality improvement activity.

7E5 Share good practice and the lessons learned from audit, research and quality improvement activity locally, and nationally through professional and peer reviewed processes.

7E6 Utilise appropriate policies to ensure support for clinical research activity and adherence to research governance, including Good Clinical Practice, ethics, data protection and confidentiality.

7E7 Demonstrate the ability to use a wide range of Quality Improvement/Clinical Audit/Research skills to improve practice and supports others to do so.

7E8 Critically analyse, evaluate and synthesise complex/professional problems and issues and help others do the same.

7E9 Develop original and creative solutions to problems and support others to do so.

7E10 Contribute to the wider research agenda through initiating or supporting NMAHP led research activity.

7E11 Facilitate collaborative links between clinical practice and research through proactive engagement, networking with academic, clinical and other active researchers.

Specific Evidence, research and development - KSBs for vaccinators

VAC 7E12 Leads evaluation of digital tools used in vaccination pathways, ensuring they meet accessibility standards and reduce health inequalities.

VAC 7E13 Uses data derived from digital vaccination tools to support audit, quality improvement, or service redesign.

VAC 7E14 Leads the integration of research and evidence into vaccination clinic practice, evaluating outcomes and using findings to inform service development and innovation.

VAC 7E15 Contributes to the development, interpretation and dissemination of vaccination safety policy and guidance by leading audits, synthesising evidence and ensuring learning informs practice

VAC 7E16 Analyse and interpret epidemiological and surveillance data to inform strategic decisions, drive continuous evidence-based improvements, and lead comprehensive post-outbreak reviews to enhance future practice.

VAC 7E17 Leads research into integrated models of vaccination delivery and publishes findings to inform national strategy.

VAC 7E18 Drives innovation and service development across the system by leading research, applying evidence, and evaluating outcomes to improve population health through vaccination.

Conclusion

This Development Framework provides a clear, consistent, and nationally aligned approach to support the development, recognition, and progression of the vaccination workforce in Scotland. It brings together core expectations and specialist knowledge in a single, accessible resource that reflects the evolving nature and growing complexity of immunisation practice.

By outlining the roles, qualifications, and knowledge, skills and behaviours (KSBs) expected across career levels 3 to 7, the framework supports:

- Individual career planning and personal development
- Effective supervision and appraisal
- Role design, succession planning, and workforce modelling
- Consistent, high-quality training and education delivery

The framework is intended for use by vaccinators, team leaders, service managers, educators, and workforce planners across all sectors and settings involved in vaccination delivery. It can also support collaboration across NHS Boards, local authorities, and the third sector.

By embedding this framework in practice, organisations and individuals can help build a confident, capable, and compassionate immunisation workforce — ready to meet the current and future needs of the population.

Users can download an accessible, image free pdf of the Framework from Appendix 3.

Appendix 1 ~ Outline Terms of reference

National Stakeholder group for the development of the Vaccinators Development Framework

Purpose

The National Stakeholder Group has been established to develop a comprehensive Vaccinators Development Framework that will guide the professional growth, skill development, and career progression of the vaccination workforce in Scotland. This framework will address both current challenges and future needs, ensuring alignment with national healthcare strategies.

The framework aims to:

- **Enhance Workforce Recruitment and Retention:** By defining clear career pathways and development opportunities, the framework will make vaccination roles more attractive and sustainable, addressing gaps in recruitment and retention.
- **Support Skill Development and Career Progression:** The framework will establish clear guidelines for training and advancement, helping practitioners develop and sustain the expertise necessary to meet Scotland's evolving public health needs.
- **Integrate with National Healthcare Strategies:** The framework will align with existing career development models, such as the NMAHP Development Framework and those for Health Protection Nurses and Hospital at Home, ensuring coherence across NHS Education for Scotland (NES) resources.
- **Promote Best Practices and Innovation:** Through collaboration and consultation, the group will ensure the framework incorporates the latest research, emerging trends, and practical insights, allowing it to remain adaptable to changes in the immunisation landscape.
- **Ensure Long-Term Workforce Sustainability:** By developing a framework that evolves with the needs of the vaccination sector, the group will help create a well-trained, resilient workforce equipped to meet Scotland's immunisation needs now and in the future.

Remit of the Stakeholder Group

The Stakeholder Group is responsible for:

- Providing expert advice and subject matter expertise to guide the framework's development.
- Offering governance, support, and strategic direction throughout the process.
- Developing and drafting the framework for approval by SVIP WEDAG
- Finalising and preparing the approved framework for publication.
- Promoting awareness and encouraging continuous use of the framework upon its release.

Membership

Membership reflects the diverse expertise required to develop a comprehensive and effective framework. The group includes representatives from:

- Public Health Scotland (PHS)
- Board Immunisation Coordinators

- Scottish Government
- Practitioners (e.g., midwifery, sexual health, travel health, Prisoner Healthcare)
- Educators
- NHS Education for Scotland (NES)

This inclusive approach ensures that the framework is informed by a broad spectrum of immunisation practices across Scotland.

Governance and Reporting


Decision-Making: Decisions will be made collaboratively, with members contributing their expertise and perspectives to reach consensus where possible. Where consensus cannot be reached, decisions will be made by a majority vote.

Frequency of Meetings: The group will meet at monthly intervals, and additional meetings may be scheduled as needed to address specific issues or time-sensitive tasks.

Reporting and Accountability: The group will provide regular updates to SVIP WEDAG and other relevant stakeholders on the progress of the framework's development.


Conclusion

This Terms of Reference document sets out the roles, responsibilities, and expectations for the National Stakeholder Group in drafting the Development Framework for Vaccinators. By engaging a broad range of expertise and perspectives, the group will help ensure that the framework meets the diverse needs of Scotland's vaccination workforce and contributes to the long-term sustainability and success of the vaccination programme.

 **Leadership**

Reflect on your current level of confidence in leadership:

- + are there any areas you think you require to develop?
- + how will you do this, who will you speak to for information?

 **Evidence, Research and Development**

Reflect on your current level of confidence in evidence, research and development/service improvement:

- + are there any areas you think you require to develop?
- + how will you do this, who will you speak to for information?

Appendix 3 ~ Image-free printable pdf

You can download an accessible, image free pdf of the framework [here](#) - **Link to be added**

Appendix 4 ~ Bibliography

[Career Development Framework for Health Protection Nurses](#) is a standalone framework that is integrated with the NMAHP Development Framework.

Immunisation Coordinator Knowledge and Skills Matrix, which outlines the suggested knowledge and skills required by Immunisation Coordinators (Career level 8).

[NMAHP Development Framework](#), which underpins this tool's structure, language, and competency framework.

[Scotland's 5-Year Vaccination and Immunisation Transformation Programme](#) and its Delivery Plan, which set out a vision for delivering accessible, safe, and person-centred vaccination services across the country.

[Transforming Roles Programme](#), which supports optimisation of nursing, midwifery and allied health professionals (NMAHPs) through role clarity and structured career pathways.

UK Health Security Agency's [National minimum standards and core curriculum for vaccination training](#), provides guidance on training for all healthcare staff with a role in delivering vaccination programmes.