### Level 1 Facilitation of Learning Pillar

**Level 1: Basic general knowledge and an awareness of the role of occupational therapy**

Entry level; undertakes a limited number of straightforward tasks under direct supervision; any new starter to work in the sector, not necessarily straight from school; may progress rapidly to Level 2; aware of service improvement projects, and the need for self-development.

**Qualifications which might be expected at this Level of the Career Framework:**

- Maths and English to GCSE, Standard Grades or equivalent.
- Evidence of personal development in previous employment and/or education.

**Skills:**

- Record relevant learning and development activities to identify the impact and benefit of your learning for yourself and those accessing your services.

**Possess basic general knowledge of:**

- Humans as occupational beings.
- Adult and social learning theories.

**Mind-set:**

- Seek opportunities to learn from and with each other.
- Take direction from more experienced colleagues to identify and act on own learning needs.
- Actively participate in ongoing learning, including orientation, induction, mandatory training and relevant educational/development opportunities.
Level 2 Facilitation of Learning Pillar

<table>
<thead>
<tr>
<th>Level 2: Basic understanding of occupational therapy and the field of work</th>
<th>Possess basic factual knowledge of:</th>
</tr>
</thead>
<tbody>
<tr>
<td>May carry out practice-based, technical, scientific or administrative duties per established protocols or procedures, with guidance and supervision; participates in service improvement; beginning to identify areas for self-development.</td>
<td>■ Humans as occupational beings.</td>
</tr>
<tr>
<td>■ Basic understanding of occupational therapy and the field of work.</td>
<td>■ Adult and social learning theories.</td>
</tr>
</tbody>
</table>

Qualifications which might be expected at this Level of the Career Framework:

- Maths and English to GCSE, Standard Grades or equivalent.
- Higher education qualification, e.g. National Vocational Qualification (Level 2), Scottish Vocational Qualification (Level 2) or a willingness to complete or equivalent experience.
- Evidence of personal development in previous employment and/or education.

Skills:

- Contribute to a culture where everyone is encouraged to learn from mistakes, receive and give constructive feedback and learn from and with each other.
- Record relevant learning and development activities to identify the impact and benefit of your learning for yourself and those accessing your services.
- Use basic teaching skills to support people to learn new techniques or regain pre-existing ones (e.g. the correct use of standard equipment).

Mind-set:

- Consolidate own knowledge, skills and attitudes and begin to identify own learning needs through proactive participation in regular supervision/mentoring.
- Actively participate in ongoing learning, including orientation, induction, mandatory training and relevant educational/development opportunities.

Possess basic factual knowledge of:

- Humans as occupational beings.
- Adult and social learning theories.
## Level 3 Facilitation of Learning Pillar

### Level 3: Knowledge and understanding of facts, occupational therapy procedures, processes, principles and general concepts in a field of work

May carry out a wide range of delegated duties with guidance and supervision available when needed; contributes to service improvement, and is responsible for self-development.

### Qualifications which might be expected at this Level of the Career Framework:

- Maths and English to GCSE, Standard Grades or equivalent.
- Higher education qualification, e.g. National Vocational Qualification (Level 2/3), Scottish Vocational Qualification (Level 2/3).
- Evidence of education or training relevant to therapies.
- Evidence of personal development in previous employment and/or education.

### Skills:

- Contribute to a culture where everyone is encouraged to learn from mistakes, receive and give constructive feedback and learn from and with each other.
- Record relevant learning and development activities to identify the impact and benefit of your learning for yourself and those accessing your services.
- Support people to learn new techniques or regain pre-existing ones (e.g. the correct use of mobility and adaptive equipment).
- Contribute to the delivery and evaluation of educational resources (e.g. for students, service users, etc.).

### Mind-set:

- Begin to identify own learning needs through proactive participation in regular supervision/mentoring.
- Actively participate in ongoing learning, including orientation, induction, mandatory training and relevant educational/development opportunities.

### Possess knowledge of facts, principles, processes and general concepts of:

- Humans as occupational beings.
- Adult and social learning theories.
Level 4 Facilitation of Learning Pillar

Level 4: Knowledge and understanding of occupational therapy principles, procedures, processes and general concepts within a field of work

Guided by standard operating procedures and protocols; makes judgements, plans activities; contributes to service improvement and demonstrates self-development; may have responsibility for aspects of supervision of some staff or students.

Qualifications which might be expected at this Level of the Career Framework:

- Maths and English to GCSE, Standard Grades or equivalent.
- Higher education qualification, e.g. National Vocational Qualification (Level 3/4), Scottish Vocational Qualification (Level 3/4), Higher National Certificate, Foundation Degree.
- Evidence of education or training relevant to therapies.
- Evidence of personal development in previous employment and/or education.

Skills:

- Support the creation of a culture where everyone is encouraged to learn from mistakes, receive and give constructive feedback and learn from and with each other.
- Record relevant learning and development activities to identify the impact and benefit of your learning for yourself and those accessing your services.
- Support people to learn new techniques or regain pre-existing ones (e.g. the correct use of standard equipment).
- Contribute to the development and evaluation of educational resources (e.g. for students, service users, etc.).
- Contribute to the supervision, mentoring and education of others (including students) with more experienced colleagues as required.

Mind-set:

- Identify learning needs through proactive participation in regular supervision/mentoring.
- Actively engage in ongoing learning, including orientation, induction, mandatory training and relevant educational/development opportunities.

Possess factual and theoretical knowledge of:

- Humans as occupational beings.
- Adult and social learning theories.
## Level 5 Facilitation of Learning Pillar

**Level 5:** Comprehensive, specialised, factual and theoretical knowledge and understanding of occupational therapy and of the boundaries of that knowledge

Creative problem-solver; makes judgements within own scope of work; actively contributes to service improvement and self-development; may have responsibility for supervision of staff or students; may be eligible for registration with the Health and Care Professions Council (the regulatory body in the United Kingdom) as an occupational therapist, or may be non-regulated and have own specialist trade or craft, e.g. posture and seating skills.

### Qualifications which might be expected at this Level of the Career Framework:

- Diploma in Occupational Therapy.
- Degree, Honours Degree or Masters Degree in Occupational Therapy.

### Skills (practice-based, technical or scientific):

- Support the creation of a culture where everyone is encouraged to learn from mistakes, receive and give constructive feedback and learn from and with each other.
- Record relevant continuing professional development to identify the impact and benefit of your learning for yourself and those accessing your services.
- Support people (e.g. students) to learn new techniques (e.g. study skills).
- Contribute to the development and evaluation of educational resources (e.g. for students, service users, etc.).
- Supervise, mentor and educate others (including students) for routine aspects of practice with more experienced colleagues as required.
- Contribute to professional networks to promote the exchange of knowledge, skills and resources.

### Mind-set:

- Identify learning needs through proactive participation in regular professional supervision/mentoring and reflective practice.
- Actively engage in ongoing learning, including orientation, induction, mandatory training and relevant educational/development opportunities.

### Possess comprehensive, specialised, factual and theoretical knowledge of:

- Theories and principles about humans as occupational beings.
- Adult and social learning theories.
## Level 6 Facilitation of Learning Pillar

<table>
<thead>
<tr>
<th>Level 6: Critical understanding of theory and practical occupational therapy knowledge</th>
<th>Possess advanced knowledge and critical understanding of:</th>
</tr>
</thead>
</table>
| Leads in a specific area with some responsibility for service and team performance; creative problem-solver; supervises staff/students; consistently undertakes self-development. | ■ Humans as occupational beings.  
■ Adult and social learning theories. |

**Qualifications which might be expected at this Level of the Career Framework:**

- Diploma in Occupational Therapy.
- Degree, Honours Degree or Masters.
- Degree in Occupational Therapy.
- Postgraduate study.

**Skills (practice-based, technical or scientific):**

- Support the creation of a culture where everyone is encouraged to learn from mistakes, receive and give constructive feedback and learn from and with each other.
- Record relevant continuing professional development to identify the impact and benefit of your learning for yourself and those accessing your services.
- Support individuals/cohorts to learn new techniques.
- Develop and evaluate educational resources (e.g. for students, service users, etc.).
- Supervise, mentor and educate others (including students) with more experienced colleagues as required.
- Contribute to professional networks to promote the exchange of knowledge, skills and resources.

**Mind-set:**

- Consolidate own knowledge, skills and attitudes and identify learning needs of self and others through proactive participation in regular professional supervision/mentoring and reflective practice.
- Actively engage in ongoing learning, including orientation, induction, mandatory training and relevant educational/development opportunities, and support others to do so.
- Proactively seek opportunities to work across practice and education settings (e.g. student selection, student placements, curriculum development/teaching, assessment).
Level 7 Facilitation of Learning Pillar

Level 7: Highly specialised knowledge and critical awareness

Specialist practice-based, technical or scientific skills; innovative; responsible for service development in complex environments; leads within services/research/education contexts; supervises staff/students; proactively self-develops.

Qualifications which might be expected at this Level of the Career Framework (in addition to Levels 5/6):
- Postgraduate Certificate or Diploma.
- Masters Degree.
- Doctorate.

Skills (practice-based, technical or scientific):
- Create a culture where everyone is encouraged to learn from mistakes, receive and give constructive feedback and learn from and with each other.
- Record relevant continuing professional development to identify the impact and benefit of your learning for yourself and those accessing your services.
- Support cohorts to learn and use new techniques.
- Develop and evaluate educational resources (e.g. for students, service users, etc.) and new methods of delivery.
- Supervise, mentor and educate others (including students) with more experienced colleagues as required.
- Contribute and co-create professional networks to promote the exchange of knowledge, skills and resources.
- Create opportunities for self and others to work across practice and education settings (e.g. student selection, student placements, curriculum development/teaching, assessment).
- Encourage learning by challenging complacency and actions which may not be in the interest of the public and/or users of services.

Mind-set:
- Identify learning needs of self and others through proactive participation in regular professional supervision/mentoring and reflective practice.
- Actively engage in ongoing learning, including orientation, induction, mandatory training and relevant educational/development opportunities, and support others to do so.

Possess highly specialised knowledge and critical awareness of:
- Humans as occupational beings.
- Adult and social learning theories.
## Level 8 Facilitation of Learning Pillar

<table>
<thead>
<tr>
<th>Level 8: <strong>Most advanced and specialised knowledge and skills</strong></th>
<th>Possess the most advanced and specialist knowledge of:</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the forefront of the profession; strategic leader; political influencer; original thinker; responsible for finances, service development and/or multiple teams; supervises staff/students; intuitively self-develops.</td>
<td>■ Enabling people to do the things they want, need or are expected to do to support them being well in life.</td>
</tr>
<tr>
<td>■ Qualifications which might be expected at this Level of the Career Framework (in addition to Levels 5/6/7):</td>
<td>■ Humans as occupational beings.</td>
</tr>
<tr>
<td>■ Masters Degree.</td>
<td>■ Adult and social learning theories.</td>
</tr>
<tr>
<td>■ Doctorate.</td>
<td></td>
</tr>
</tbody>
</table>

### Skills (practice-based, technical or scientific):

- Create a culture where everyone is encouraged to learn from mistakes, receive and give constructive feedback and learn from and with each other.
- Record relevant continuing professional development to identify the impact and benefit of your learning for yourself and those accessing your services.
- Support a range of cohorts/multiple programmes to learn and use new techniques.
- Develop and evaluate educational resources (e.g. for students, service users, etc.) and new methods of delivery.
- Supervise, mentor and educate others (e.g. PhD supervision, research collaboration, etc.).
- Contribute and co-create professional networks to promote the exchange of knowledge, skills and resources.
- Create opportunities for self and others to work across practice and education settings (e.g. board membership, student placements, curriculum development/teaching, assessment).
- Challenge complacency and actions which may not be in the interest of the public and/or users of services.
- Assume accountability for overall delivery of teaching and learning or training programmes.
- Create a culture which facilitates mastery and innovation in practice-based, technical or scientific skills.

### Mind-set:

- Identify learning needs of self and others through proactive participation in regular peer support/mentoring and reflective practice.
- Actively engage in ongoing learning, including orientation, induction, mandatory training and relevant educational/development opportunities, and support others to do so.
### Level 9 Facilitation of Learning Pillar

<table>
<thead>
<tr>
<th>Level 9: <strong>Most advanced and specialised knowledge and skills</strong></th>
<th>Possess the most advanced and specialist knowledge of:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develops services to a population; works at the highest level of an organisation; accountable for the performance of staff/services; thinks at a systems level; supervises staff/students; intuitively self-develops.</td>
<td>■ Humans as occupational beings.</td>
</tr>
<tr>
<td>■ Humans as occupational beings.</td>
<td>■ Adult and social learning theories.</td>
</tr>
<tr>
<td>■ Adult and social learning theories.</td>
<td></td>
</tr>
</tbody>
</table>

#### Qualifications which might be expected at this Level of the Career Framework (in addition to Levels 5/6/7/8):
- Masters Degree.
- Doctorate.

#### Skills (practice-based, technical or scientific):
- Create a culture where everyone is encouraged to learn from mistakes, receive and give constructive feedback and learn from and with each other.
- Record relevant continuing professional development to identify the impact and benefit of your learning for yourself and those accessing your services.
- Support a range of cohorts, on multiple programmes, to learn and use new techniques.
- Develop and evaluate educational resources (e.g. for students, service users, etc.) and new methods of delivery.
- Supervise, mentor and educate others (e.g. senior leaders, post-doctoral supervision, research collaboration, etc.).
- Contribute and co-create professional networks to promote the exchange of knowledge, skills and resources.
- Create and evaluate opportunities for self and others to work across practice and education settings (e.g. board membership, international collaborations).
- Encourage learning by challenging complacency and actions which may not be in the interest of the public and/or users of services.
- Assume overall accountability for teaching and learning or training programmes within a setting or multiple settings.
- Create a culture which facilitates mastery and innovation in practice-based, technical or scientific skills.
- Engage with relevant experts with advanced knowledge of learning and teaching to plan, implement and evaluate current and future learning opportunities.

#### Mind-set:
- Identify learning needs of self and others through proactive participation in regular peer support/mentoring and reflective practice.
- Actively engage in ongoing learning, including orientation, induction, mandatory training and relevant educational/development opportunities, and support others to do so.