### Career Framework: Leadership

#### Level 1 Leadership 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:**

- Act as a role model to promote the profession.
- Manage your daily work routine with direct or indirect supervision.
- Suggest alternative ways to get the job done without compromising service quality.

**Mind-set:**

- Take action where performance and practice of self and others should be recognised, reported or improved with more experienced colleagues.
- Alert managers to resource issues which affect learning, development and performance.

**Possess basic general knowledge of:**

- The unique contribution of occupational therapy in promoting occupation for health and wellbeing for everyone.
- Ways to lead and work with others.
- The local context and how it affects your work, with support from more experienced colleagues.
- The rights and responsibilities you have to look after yourself at work.
Level 2 Leadership Pillar

Level 2: Basic understanding of occupational therapy and the field of work

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.

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.

Possess basic factual knowledge of:

- The unique contribution of occupational therapy in promoting occupation for health and wellbeing for everyone.
- Ways to lead and work with others.
- The rights and responsibilities you have to look after yourself at work.

Skills:

- Act as a role model to promote the profession.
- Manage a designated workload, time and resources effectively with direct supervision.
- Suggest alternative ways to get the job done without compromising service quality.
- Respond to the political and economic climate locally which impacts on service delivery.

Mind-set:

- Take action where performance and practice of self and others should be recognised, reported or improved with more experienced colleagues.
- Alert managers to resource issues which affect learning, development and performance.
## Level 3 Leadership 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:**

- Act as a role model to promote the profession.
- Manage a designated workload, identify priorities, manage time and resources effectively with guidance.
- Suggest alternative ways to get the job done without compromising service quality.
- Manage the political and economic climate locally which impacts on service delivery.
- Manage your own work within complex and changing systems with more experienced colleagues.

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

- The unique contribution of occupational therapy in promoting occupation for health and wellbeing for everyone.
- Leading and working with others
- The rights and responsibilities you have to look after yourself at work.

**Mind-set:**

- Take action where performance and practice of self and others should be recognised, reported or improved with more experienced colleagues.
- Alert managers to resource issues which affect learning, development and performance.
## Level 4 Leadership 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:**
- Act as a role model to promote the profession.
- Manage a designated workload, identify priorities, manage time and resources effectively, with guidance as appropriate.
- Suggest alternative ways to get the job done without compromising service quality.
- Manage the political and economic climate locally which impacts on service delivery.
- Manage own work within complex and changing systems.
- Take some managerial/leadership responsibility for the work of others within a defined and supervised structure.

**Possess factual and theoretical knowledge of:**
- The unique contribution of occupational therapy in promoting occupation for health and wellbeing for everyone.
- Leading and working with others.
- Actively promoting the rights and responsibilities for self in relation to professionalism, health and wellbeing in the workplace.

**Mind-set:**
- Act where performance and practice of self and others should be recognised, reported or improved with more experienced colleagues.
- Alert managers to resource issues which affect learning, development and performance.
## Level 5 Leadership 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):**
- Provide leadership to promote the profession.
- Manage a designated workload, identify priorities, manage time and resources effectively.
- Contribute to and influence the achievement of setting specific objectives.
- Manage the political and economic climate, locally, nationally and internationally, which impacts on service delivery.
- Manage your own work within complex and changing systems.
- Take responsibility for the work of others within a defined and supervised structure.
- Effectively use existing partnerships with others across organisation and agency boundaries.

**Possess comprehensive, specialised, factual and theoretical knowledge of:**
- The unique contribution of occupational therapy in promoting occupation for health and wellbeing for everyone.
- Leadership and management theories.

**Mind-set:**
- Act where performance and practice of self and others should be recognised, reported or improved.
- Alert managers to resource issues which affect learning, development and performance.
- Actively promote the rights and responsibilities for self and others, in relation to professionalism, health and wellbeing in the workplace.
## Level 6 Leadership Pillar

<table>
<thead>
<tr>
<th>Level 6: <strong>Critical understanding of theory and practical occupational therapy knowledge</strong></th>
<th><strong>Possess advanced knowledge and critical understanding of:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Leads in a specific area with some responsibility for service and team performance; creative problem-solver; supervises staff/students; consistently undertakes self-development.</td>
<td><strong>The unique contribution of occupational therapy in promoting occupation for health and wellbeing for everyone.</strong></td>
</tr>
<tr>
<td><strong>Qualifications which might be expected at this Level of the Career Framework:</strong></td>
<td><strong>Leadership and management theories.</strong></td>
</tr>
<tr>
<td>- Diploma in Occupational Therapy.</td>
<td></td>
</tr>
<tr>
<td>- Degree, Honours Degree or Masters Degree in Occupational Therapy.</td>
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<tr>
<td>- Postgraduate study.</td>
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</tbody>
</table>

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

- Provide leadership to promote the profession.
- Manage your workload, identify priorities, manage time and resources effectively.
- Formulate and influence the achievement of setting specific objectives.
- Manage the political and economic climate, locally, nationally and internationally, which impacts on service delivery.
- Manage your own work within complex and changing systems.
- Take responsibility for the work of others within a defined scope of practice, with more experienced colleagues as required.
- Effectively use and develop partnerships with others across organisation and agency boundaries.
- Review and develop services as part of a team.
- Evaluate the effect and outcome of change.
- Contribute to the effective management of a budget in conjunction with others.
- Contribute to the recruitment of staff/students/volunteers.

### Mind-set:

- Act where performance and practice of self and others should be recognised, reported or improved.
- Alert managers to current and potential resource issues which may affect learning, development and performance.
- Actively promote the rights and responsibilities for self and others, in relation to professionalism, health and wellbeing in the workplace.
Level 7 Leadership Pillar

<table>
<thead>
<tr>
<th>Level 7: Highly specialised knowledge and critical awareness</th>
<th>Possess highly specialised knowledge and critical awareness of:</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>■ The unique contribution of occupational therapy in promoting occupation for health and wellbeing for everyone.</td>
</tr>
<tr>
<td>Qualifications which might be expected at this Level of the Career Framework (in addition to Levels 5/6):</td>
<td>■ Leadership and management theories.</td>
</tr>
<tr>
<td>■ Postgraduate Certificate or Diploma.</td>
<td></td>
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<tr>
<td>■ Masters Degree.</td>
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<tr>
<td>■ Doctorate.</td>
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</tbody>
</table>

Skills (practice-based, technical or scientific):

■ Provide innovative leadership to promote the profession.
■ Manage your workload, identify priorities, manage time and resources effectively.
■ Formulate and lead on the achievement of setting specific objectives.
■ Manage and influence the political and economic climate, locally, nationally and internationally, which impacts on service delivery.
■ Manage your own work within complex and changing systems, acting as a role model for others.
■ Take responsibility for the work of others within a broad scope of practice, with more experienced colleagues as required.
■ Effectively use and develop partnerships with others across organisation and agency boundaries.
■ Provide operational leadership for quality improvement and service development projects, in conjunction with stakeholders.
■ Contribute to the effective management of a budget in conjunction with others.
■ Lead on components of the recruitment of staff/students/volunteers.
■ Monitor workloads, critically review skill mix and build business cases where needed.

Mind-set:

■ Act where performance and practice of self and others should be recognised, reported or improved.
■ Recognise current and potential resource issues which may affect learning, development and performance.
■ Actively promote the rights and responsibilities for self and others, in relation to professionalism, health and wellbeing in the workplace.
Level 8 Leadership Pillar

<table>
<thead>
<tr>
<th>Level 8: Most advanced and specialised knowledge and skills</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>The unique contribution of occupational therapy in promoting occupation for health and wellbeing for everyone.</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>Leadership and management theories.</td>
</tr>
<tr>
<td>■ Masters Degree.</td>
<td>■</td>
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<tr>
<td>■ Doctorate.</td>
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</table>

Skills (practice-based, technical or scientific):

| ■ Provide innovative and visionary strategic leadership to promote the profession. |
| ■ Manage the balance between the requirements of operational verses strategic leadership. |
| ■ Formulate and lead on the achievement of objectives and maximise congruence between personal, team and organisational objectives. |
| ■ Manage and influence the political and economic climate, locally, nationally and internationally, which impacts on service delivery. |
| ■ Manage your own work within complex and changing systems, acting as a role model for others. |
| ■ Take responsibility for the work of others within one or more services/departments. |
| ■ Provide high standard, cost-effective, streamlined services with capacity to work across traditional services and professional boundaries. |
| ■ Provide strategic leadership for quality improvement and service development projects, in conjunction with stakeholders. |
| ■ Evaluate the effect and outcome of change. |
| ■ Assume overall responsibility for the effective management of a budget. |
| ■ Maintain a strategic overview of the recruitment of staff/students/volunteers. |
| ■ Monitor workloads, critically review skill mix, succession plan and build business cases where needed. |
| ■ Ensure the profession’s voice is represented at a strategic level. |

Mind-set:

| ■ Act where performance and practice of self and others should be recognised, reported or improved. |
| ■ Recognise and strategically manage current and potential resource issues which may affect learning, development and performance. |
| ■ Actively promote the rights and responsibilities for self and others, in relation to professionalism, health and wellbeing in the workplace. |
Level 9 Leadership Pillar

Level 9: Most advanced and specialised knowledge and skills

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.

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):

- Provide executive leadership to promote and grow the profession.
- Create your own networks to enhance your executive-level abilities.
- Set the strategic vision for the organisation(s).
- Lead and influence the political and economic climate, locally, nationally and internationally, which impacts on service delivery.
- Manage your own work within complex and changing systems, acting as a role model for others.
- Work with others to operationalise the strategic vision and ensure its reflection in the work of the organisation(s).
- Provide high standard, cost-effective, streamlined services with capacity to work across traditional services and professional boundaries.
- Provide strategic leadership for quality improvement and service development projects, in accordance with new evidence and/or strategic intent.
- Evaluate the effect and outcome of change.
- Be accountable for the congruence in budget and strategic planning within the organisation.
- Maintain a strategic overview of the recruitment of staff/students/volunteers.
- Be accountable for governance, operational and workforce planning and developing effective organisational communication systems.
- Ensure the profession’s voice is represented at the highest strategic level.

Possess the most advanced and specialist knowledge of:

- The unique contribution of occupational therapy in promoting occupation for health and wellbeing for everyone.
- Leadership and management theories.

Mind-set:

- Act where performance and practice of self and others should be recognised, reported or improved.
- Recognise and strategically manage current and potential resource issues which may affect learning, development and performance.
- Accountable for and actively promote the rights and responsibilities for self and others, in relation to professionalism, health and wellbeing in the workplace.