Career Development Framework: Guiding Principles for Occupational Therapy

RCOT consultation draft - January 2020
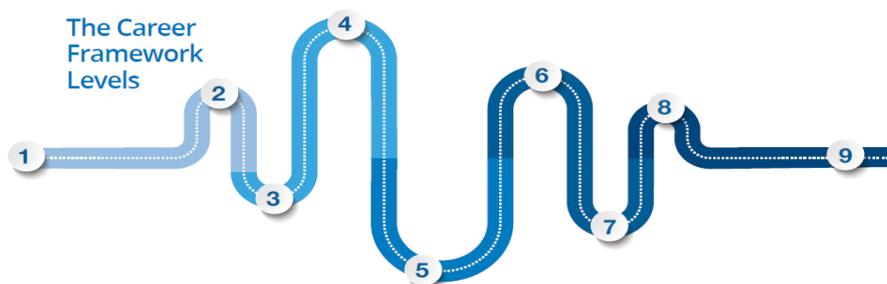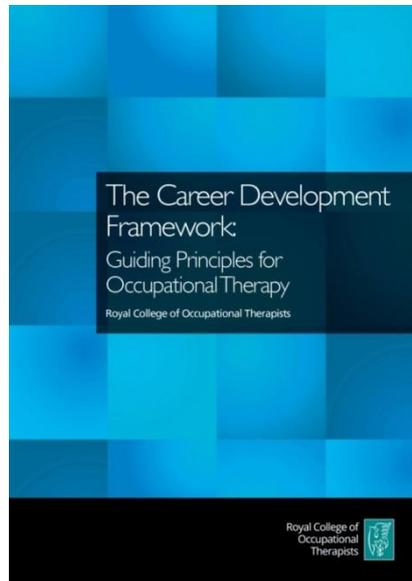
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Section 1: Overview of the Career Development Framework

1.1 The Career Development Framework: guiding principles for occupational therapy (also referred to as the Framework) supports your professional development to help you to meet the needs of those who access your services.

1.2 The Framework offers a structured process to guide careers, learning and development within our profession by providing an over-arching set of guiding principles for occupational therapy. It draws on the Post Registration Career Development Framework, available from http://www.careerframework.nes.scot.nhs.uk (NHS Education for Scotland 2016) and the Skills for Health Career Development Framework (2016), available from http://www.skillsforhealth.org.uk/career-framework, both used with kind permission.

1.3 Four interacting Pillars of Practice (Professional Practice; Facilitation of Learning; Leadership; and Evidence, Research and Development), each with nine levels, make up the Framework. Used together, the Career Levels and Pillars highlight the breadth and range of opportunities available, from those new to occupational therapy, for example as a support worker or learner, through to those at the forefront of advancing the profession.

1.4 The spirit of this Framework is to provide a practical, accessible, flexible and aspirational tool to guide professional development for individuals, for services and for the occupational therapy profession as a whole.

1.5 The Framework is all about you and your development. It is not about pay, terms and conditions or your current job level, band or grade. It is not a performance management tool. It is not a competency framework which requires formal sign-off. It can help you identify the skills, knowledge and the ways of thinking you already have or those you wish to develop e.g. if you are thinking of a move into a different sector, applying for a new job or preparing for your annual review.

1.6 If you are seeking to develop local, context-specific competencies, you can still use the Framework but will need to do so alongside national occupational standards e.g. UK National Occupational Standards (NOS: http://www.ukstandards.org.uk/Pages/index.aspx).

1.7 The Framework is designed to be used alongside multi-professional capability frameworks, many of which also use their own versions of the Four Pillars of Practice. This will support you to articulate the contribution that you, as an occupational therapist bring to, for example, advanced levels of practice.

1.8 The Framework is intended for use in all settings, within all sectors and at all career levels. There is no pre-defined starting level for regulated staff nor is there a false ceiling for support staff.

1.9 The career levels are not the same as NHS bands, Local Authority grades or Higher Education spine points. Occupational therapy personnel are increasingly working in different sectors including prisons, the independent sector and charities, so it is essential for this Framework to be inclusive and relevant to everyone.

1.10 When mapping yourself into the Framework, it is likely that you will be at different levels across the four Pillars. This will help you identify potential areas for development as you plan your career. This means your career profile evolves over time. Some levels may go up or down depending on the nature of your role.

1.11 When using the Framework, you need to look at all four Pillars of Practice and not just focus on one or two in order to support whole career development.

1.12 The first edition of the Career Development Framework (2017) replaced the Post Qualifying Framework for Occupational Therapists (COT, 2006) and the Support Worker Framework (COT, 2009). As with its predecessor, this second edition is intended to be used alongside other key documents including The Royal College of Occupational Therapists Professional Standards for Occupational Therapy Practice, Conduct and Ethics, the Learning and Development Standards for Pre-registration Education and standards from the Health and Care Professions Council.

1.13 RCOT members can access a range of implementation tools to help use the Framework in practice. These are available from www.rcot.co.uk/cpd-rcot

Section 2: Ways to use the Career Development Framework

2.1 If you are **an occupational therapist, support worker, learner or someone who is interested in developing a career in occupational therapy**, you can use the Framework to:

2.1.1 Plan your continuing professional development (Morais 2018).

2.1.2 Prepare for mentoring, supervision or appraisal.

2.1.3 Structure personal statements in job applications.

2.1.4 Maintain your occupational identity when working in generic roles or diverse settings (Morais, Ahmad, Tempest 2018).

2.1.5 Articulate your transferable skills when planning a move between different settings e.g. into research, practice, academia, leadership or emerging roles.

2.1.6 Articulate your lifelong career pathway within the profession including as you plan for retirement (Sainty 2018).

2.2 If you are **a person who accesses occupational therapy services**, the Framework offers assurance that there are expectations in terms of knowledge, skills and ways of thinking for occupational therapy personnel who you work with. People who access occupational therapy services in this context include, but are not limited to: those accessing statutory, charitable or private sector services, learners who access academic occupational therapy services and members who access services from the professional body. The Framework demonstrates that as a profession, occupational therapy recognises the importance of continuous learning to provide up-to-date provision so people can trust the quality of the service we provide.

2.3 If you are **an employer or manager**, the Framework supports the development of job descriptions and helps to clarify the specific abilities of individual team members, to support appropriate skill mix and staff retention. It can be used to identify learning and development needs in appraisals/supervision of individuals or to support CPD engagement within teams (Silcock and Dunn 2019).

2.4 If you are **a funder or commissioner of services**, including statutory services, the insurance industry or case managers, the Framework articulates the broad knowledge, skills and ways of thinking that occupational therapists offer.

2.5 The Career Development Framework raises the profile of **the profession** by emphasising the range of knowledge, skills and ways of thinking across the four Pillars of Practice. It supports us to identify experts across the four Pillars to nurture and make full use of occupational therapy talent. It enables us to articulate our right to apply for non-occupational therapy specific roles or to promote the introduction of new occupational therapy roles in a wide range of settings. The Framework reinforces occupation-centred identity as the unique

selling point of the profession, regardless of setting. It articulates our unique and pivotal role within teams at all Career Levels.

2.6 If you are new to the Framework, advice has been provided by people who have used the first edition (also see Morais, Ahmad, Tempest 2018):

2.6.1   Before you start, it may feel a bit daunting or a little exposing to think about mapping yourself to different career Levels for each Pillar. Don't worry, this seems to be common and it passes. Like most forms of self-evaluation, it is a bit challenging.

2.6.2   Familiarise yourself with the structure of the Framework i.e. the four Pillars and guiding principles within each of the nine Career Levels. You may find it easier to start by reading the broad descriptors of the different Career Development Framework Pillars and Levels from the diagrams.

2.6.3   Once you have a sense of where you feel you might fit, write down the Level you may be at for each Pillar. For example:

Pillar	Estimated Level
Professional Practice	7
Facilitation of Learning	5
Leadership	5
Evidence, Research and Development	6

2.6.4   Go to the corresponding detail in the guiding principles for the Pillar and Level. You may need to move up and down the different levels within a Pillar. Many people have been surprised to learn they are higher than they thought. Repeat this for each Pillar.

2.6.5   Map yourself into the Framework with support from a critical friend or a colleague you trust, using it to provide a structure for discussions and conversations which often prove to be illuminating.

2.6.6   Don't see each Pillar in isolation, they are not mutually exclusive. There are elements of each Pillar within all areas of work. This is a crucial point.

2.6.7 It is highly likely that you will be at different career Levels for different Pillars or you may be the same levels for all of the Pillars – both are fine.

2.6.8 If you work in the NHS, please remember the Career Levels are not the same as NHS Bands. Don't be disheartened if you are employed at a Band 7 but map yourself at Level 6 (or less) for some Pillars – they are different things.

2.6.9 Think about yourself and *all* your experiences, skills and knowledge acquired throughout your working life, including previous careers. Don't rate yourself according to the confines of your current post – this Framework is about you and your own, whole career development.

2.6.10 You do not need to 'tick off' all the guiding principles in a given Level to 'pass' it. When mapping yourself into the Framework, make an intuitive decision on where you feel you best fit according to each Pillar – there is no set formula that needs to be applied. Use it flexibly to best meet your needs.

2.6.11 Appreciate that there is subjectivity in some of the terms. It is a challenge to think about this in relation to your own area of work, but it can form a basis for discussion. It allows for continued growth no matter where you are in your career.

2.6.12 RCOT members can access templates and resources to help use the Framework in practice at www.rcot.co.uk/cpd-rcot

Section 3: Co-producing the Career Development Framework

3.1 The first edition of the Career Development Framework was co-produced with hundreds of RCOT members across the UK and published in September 2017. Since that time, work has continued to support and evaluate the implementation. A formal evaluation was also undertaken in 2018 (see Morais, Ahmad, Tempest 2018).

3.2 As the Framework was implemented, people chose to use it in many different ways. RCOT members worked with us to co-produce a range of multimedia learning resources and templates (see www.rcot.co.uk/cpd-rcot) to help use it in practice.

3.3 As part of the continuous improvement cycle, we have been able to identify the strengths of the Framework and also where revisions were required. The second edition has been developed iteratively since the launch of the first edition as a result.

3.4. A number of capability frameworks, strategies, policy documents and other resources have been published across the UK since 2017. These have been mapped into the second edition of the Framework to ensure it aligns and remains a contemporary resource (see Section 7: Appendix one).

3.5 Early draft versions of the second edition have been developed through informal discussions with members and the wider profession including through social media. Formal discussions via the RCOT Board: Learning and Development and the RCOT Board: Research and Development have also shared this draft consultation version.

Section 4: Future plans and keeping in touch

4.1 We value hearing about how you use the Framework in practice and the impact it has on your learning and development. Please share your views: via email at prof.dev@rcot.co.uk; via the website at: https://www.rcot.co.uk/cpd-rcot or on social media www.twitter.com/theRCOT using #RCOTCareerFramework or https://www.facebook.com/theRCOT.

Section 5: The Guiding Principles

The Four Pillars of Practice descriptors

Professional Practice (P)	• Maintain occupation at the centre of practice • Deliver safe, effective, person-centred and ethical practice • Use professional judgement and evidence-based critical reasoning to make decisions
Facilitation of Learning (F)	• Inspire, teach, mentor, supervise and/ or assess others • Facilitate placement and work-based learning • Access, create and evaluate contemporary learning environments, methods, tools and materials
Leadership (L)	• Identify, monitor and enhance own and others knowledge, skills and ways of thinking • Lead, guide and / or facilitate teamwork • Influence, design, plan and implement professional and / or organisational change
Evidence, Research and Development (E)	• Access, evaluate and implement evidence to inform practice • Initiate, design, participate in and disseminate research • Engage with and influence broader socio-economic and political agendas

The Career Level Descriptors

People at this level:

Level 1: entry level; basic general knowledge and an awareness of the role of occupational therapy; may carry out practice based, technical, research-related or administrative duties per established protocols or procedures, with guidance and / or direct supervision; any new starter to work in the sector, not necessarily straight from school; may progress rapidly to Level 2; aware of quality improvement projects, and the need for self-development

Level 2: basic understanding of occupational therapy and the scope of work; may carry out practice based, technical, research-related or administrative duties per established protocols or procedures, with guidance and supervision; participate in quality improvement; beginning to identify areas for self-development

Level 3: knowledge and understanding of facts, occupational therapy procedures, processes, principles and general concepts in a scope of work; may carry out a wide range of delegated duties with guidance and supervision when needed; contribute to quality improvement, and responsible for self-development

Level 4: knowledge and understanding of occupational therapy principles, procedures, processes and general concepts within a scope of work; guided by standard operating procedures and protocols; make judgements, plan activities; contribute to quality improvement and demonstrate self-development; may have responsibility for aspects of supervision of some staff or learners

Level 5: comprehensive, factual and theoretical knowledge and understanding of occupational therapy and of the boundaries of that knowledge; creative problem-solvers; critically appraise the evidence-base; make judgements within own scope of work; actively contribute to quality improvement, research activities and self-development; may have responsibility for supervision of staff or learners; 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

Level 6: enhanced knowledge and critical understanding of occupational therapy theory and its practical application; lead in a specific scope of practice with some responsibility for service and team performance; engage in quality improvement and enhance service delivery; creative problem-solvers; supervise staff / learners; consistently undertake self-development

Level 7: advanced knowledge and critical awareness; able to appropriately challenge professional boundaries; pioneer innovations; responsible for quality improvement in complex environments; lead within services/research/education contexts; supervise staff / learners; pro-actively self-develop

Level 8: most advanced knowledge, skills and ways of thinking; at the forefront of the profession; strategic leaders; political influencers; original thinkers; responsible and accountable for finances, quality improvement and research (including design and capacity) and / or multiple teams; supervise staff / learners; intuitively self-develop

Level 9: most advanced and innovative occupational therapy knowledge, skills and ways of thinking in the wider context; develop services to populations; work at the highest level across organisations; accountable for the performance of staff / services; influence at a systems level; lead programmes of quality improvement and research that shape service delivery; supervise staff / learners; tacitly self-develop

The Career Framework Levels
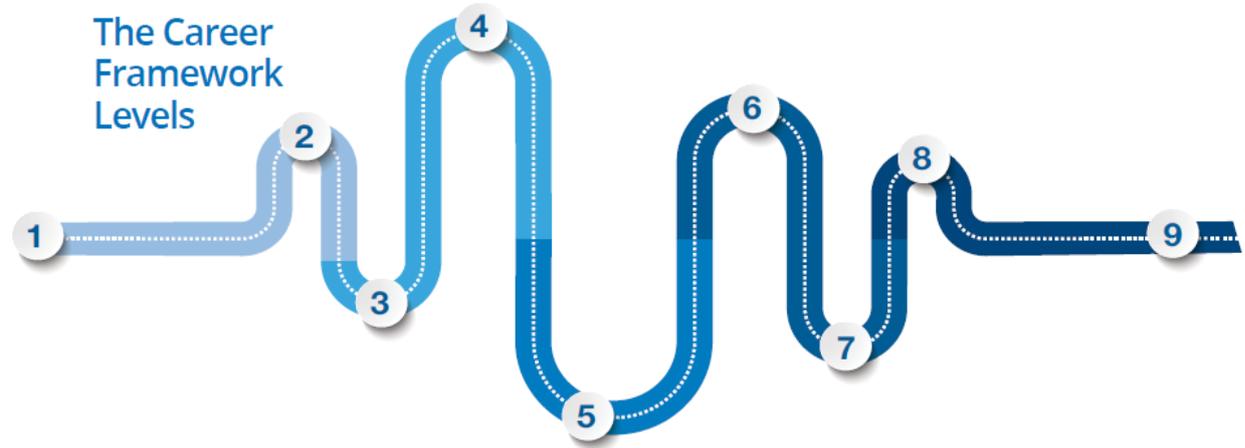
Educational attainment at different career levels

Career Level	Qualifications which <u>might</u> be expected at this level of the Career Development Framework
1	- Maths and English to GCSE, Standard Grades or equivalent - Evidence of personal development in previous employment and/or education
2	- 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
3	- 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
4	- 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
5	- Diploma in Occupational Therapy - Degree, Honours Degree or Masters Degree (pre-registration) in Occupational Therapy
6	- Diploma in Occupational Therapy - Degree, Honours Degree or Masters Degree in Occupational Therapy - Formal postgraduate study (award or non-award bearing)
7	- Postgraduate Certificate or Diploma - Masters Degree (postgraduate) - Formal postgraduate study (award or non-award bearing) - Doctorate
8	- Masters Degree (post-graduate) - Formal postgraduate study (award or non-award bearing) - Doctorate
9	- Masters Degree (postgraduate) - Formal postgraduate study (award or non-award bearing) - Doctorate

Level 1 Professional Practice Pillar

Possess basic general knowledge of:

P1.1 The importance of enabling people to do the things they want, need or are expected to do to support them being well in life

P1.2 The importance of looking after your own health and well-being as part of providing safe and effective services

P1.3 The wider determinants of health that impact on a person's ability to do the things they want, need or are expected to do e.g. education and skills, food, good work, housing, money and resources, friends, family and communities, transport

Skills (practice-based, technical or research-related):	Ways of thinking:
P1.4 Work on specific delegated tasks within established protocols with direct supervision	P1.7 Actively listen to the views of others to help solve routine problems
P1.5 Work with a degree of autonomy and as part of a team, to undertake specific activities per established protocols with direct supervision	P1.8 Consider different perspectives and question yourself and others in your work, seeking advice from more experienced colleagues when required
P1.6 Work within national and local policies and procedures (including, but not limited to, confidentiality, consent, ethics, health and safety, risk management, safeguarding, complaints, data protection, equality, diversity and inclusion policies)	

Level 2 Professional Practice Pillar

Possess basic factual knowledge of:

P2.1 The importance of enabling people to do the things they want, need or are expected to do to support them being well in life

P2.2 The importance of looking after your own health and well-being as part of providing safe and effective services

P2.3 The wider determinants of health that impact on a person's ability to do the things they want, need or are expected to do e.g. education and skills, food, good work, housing, money and resources, friends, family and communities, transport

Skills(practice-based, technical or research-related):	**Ways of thinking:**
P2.4 Work on specific delegated tasks within established protocols with indirect supervision	P2.8 Consider different perspectives and question yourself and others in your work, seeking advice from more experienced colleagues when required
P2.5 Work with a degree of autonomy and as part of a team, to undertake delegated activities per established protocols with immediate access to more experienced colleagues	P2.9 Actively listen to the views of others to solve routine problems
P2.6 Work within national and local policies and procedures (including, but not limited to, confidentiality, consent, ethics, health and safety, risk management, safeguarding, complaints, data protection, equality, diversity and inclusion policies)	
P2.7 Share information effectively and concisely in routine situations	

Level 3 Professional Practice Pillar

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

P3.1 The importance of enabling people to do the things they want, need or are expected to do to support them being well in life

P3.2 The importance of looking after your own health and well-being as part of providing safe and effective services

P3.3 The wider determinants of health that impact on a person's ability to do the things they want, need or are expected to do e.g. education and skills, food, good work, housing, money and resources, friends, family and communities, transport

Skills (practice-based, technical or research-related):	*Ways of thinking:*
P3.4 Do routine elements of the occupational therapy process with direct or indirect supervision	P3.8 Consider different perspectives and question yourself and others when making decisions guided as necessary by more experienced colleagues
P3.5 Work with a degree of autonomy and as part of a team, manage delegated activities and accept accountability and responsibility for own actions	P3.9 Actively listen to the views of others to facilitate problem solving
P3.6 Work within national and local policies and procedures (including, but not limited to, confidentiality, consent, ethics, health and safety, risk management, safeguarding, complaints, data protection, equality, diversity and inclusion policies)	
P3.7 Share information effectively and concisely in a range of situations	

Level 4 Professional Practice Pillar

Possess factual and theoretical knowledge of:

P4.1 The importance of enabling people to do the things they want, need or are expected to do to support them being well in life

P4.2 The importance of looking after your own health and well-being as part of providing safe and effective services

P4.3 The wider determinants of health that impact on a person's ability to do the things they want, need or are expected to do e.g. education and skills, food, good work, housing, money and resources, friends, family and communities, transport

Skills (practice-based, technical or research-related):	**Ways of thinking:**
P4.4 Do elements of the occupational therapy process with direct or indirect supervision	P4.8 Consider different perspectives and question yourself and others when making decisions guided as necessary by more experienced colleagues
P4.5 Work with a degree of autonomy and as part of a team, manage a designated workload within a scope of practice and accept accountability and responsibility for own actions	P4.9 Actively listen to the views of others to facilitate problem solving and consolidate own views
P4.6 Work within national and local policies and procedures (including, but not limited to, confidentiality, consent, ethics health and safety, risk management, safeguarding, complaints, data protection, equality, diversity and inclusion policies)	
P4.7 Share information effectively and concisely in a range of situations	

Level 5 Professional Practice Pillar

Possess comprehensive, factual and theoretical knowledge of:

P5.1 The importance of enabling people to do the things they want, need or are expected to do to support them being well in life

P5.2 The importance of looking after your own health and well-being as part of providing safe and effective services

P5.3 The wider determinants of health that impact on a person's ability to do the things they want, need or are expected to do e.g. education and skills, food, good work, housing, money and resources, friends, family and communities, transport

Skills (practice-based, technical or research-related):	*Ways of thinking:*
P5.4 Do the occupational therapy process, including managing complexity, with supervision as required	P5.10 Think critically and reflect when making professional judgements guided as necessary by others
P5.5 Work autonomously and as part of a team, manage a designated workload within a scope of practice and accept professional accountability and responsibility	P5.11 Actively listen and seek the views of others across teams to facilitate shared ownership of decision making
P5.6 Work within national and local policies and procedures (including, but not limited to, health and safety, risk management, safeguarding, complaints, data protection, professional regulation where appropriate (Health and Care Professions Council), Professional standards for occupational therapy practice, conduct and ethics (Royal College of Occupational Therapists), equality, diversity and inclusion policies)	
P5.7 Share information effectively and concisely in a range of situations	
P5.8 Share and defend own viewpoint succinctly and appropriately in a range of situations	
P5.9 Implement practices that promote participation and the rights of people who access occupational therapy services, in line with their choices, and support others to do so	

Level 6 Professional Practice Pillar

Possess enhanced knowledge and critical understanding of:

P6.1 Theories and principles about the importance of enabling people to do the things they want, need or are expected to do to support them being well in life

P6.2 The importance of looking after your own health and well-being as part of providing safe and effective services and supporting others to do so

P6.3 The wider determinants of health that impact on a person's ability to do the things they want, need or are expected to do e.g. education and skills, food, good work, housing, money and resources, friends, family and communities, transport

Skills (practice-based, technical or research-related):	*Ways of thinking:*
P6.4 Do the occupational therapy process guided by others as required	P6.10 Think critically and reflect when making professional judgements including those in more complex and unpredictable contexts, guided as necessary by others
P6.5 Work autonomously and as part of a team and assume professional accountability and responsibility for a specific aspect of service delivery	P6.11 Actively listen and seek the views of others to facilitate shared ownership of decision making
P6.6 Work within national and local policies and procedures (including, but not limited to, health and safety, risk management, safeguarding, complaints, data protection, professional regulation where appropriate (Health and Care Professions Council), Professional standards for occupational therapy practice, conduct and ethics (Royal College of Occupational Therapists), equality, diversity and inclusion policies) and support others to do so	
P6.7 Share and defend own viewpoint succinctly and appropriately in a range of situations	
P6.8 Respond constructively to queries and complaints	
P6.9 Implement practices that promote participation and the rights of people who access occupational therapy services, in line with their choices, and support others to do so	

Level 7 Professional Practice Pillar

Possess advanced knowledge and critical awareness of:

P7.1 Theories and principles about enabling people to do the things they want, need or are expected to do to support them being well in life

P7.2 The importance of looking after your own health and well-being as part of providing safe and effective services and supporting others to do so

P7.3 The wider determinants of health that impact on a person's ability to do the things they want, need or are expected to do e.g. education and skills, food, good work, housing, money and resources, friends, family and communities, transport

Skills (practice-based, technical or research-related):	*Ways of thinking:*
P7.4 Do the occupational therapy process using advanced decision-making skills within complex contexts	P7.13 Think critically and reflect when making professional judgements including those in more complex and unpredictable contexts, guided as necessary by others
P7.5 Work autonomously and as part of a team, understanding and appropriately developing the scope of professional practice to create new ways of working to benefit those who access services	
P7.6 Assume professional accountability and responsibility for a broad aspect of service delivery	P7.14 Actively listen and seek the views of others to facilitate shared ownership of decision making
P7.7 Work within and support the development of national and local policies and procedures (including, but not limited to, health and safety, risk management, safeguarding, complaints, data protection, professional regulation where appropriate (Health and Care Professions Council), Professional Standards for occupational therapy practice, conduct and ethics (Royal College of Occupational Therapists), equality, diversity and inclusion policies) and ensure others do so	P7.15 Be open to change in order to consider different ways to work for the benefit of those who access services
P7.8 Role model advanced communication skills including active listening, negotiation, managing sensitive news and defending own viewpoint	
P7.9 Respond constructively to queries and complaints and support others to do so	
P7.10 Contribute to strategies and practices that challenge stigma, promote participation for people who access occupational therapy services in line with their choices, and support others to do so	
P7.11 Exercise professional judgement to manage risk, including positive risk-taking, especially in complex and unpredictable situations and support others to do so	
P7.12 Embed the evaluation of impact into practice, across all settings and at an operational level	

Level 8 Professional Practice Pillar

Possess most advanced knowledge:

P8.1 Theories and principles about enabling people to do the things they want, need or are expected to do to support them being well in life

P8.2 The importance of looking after your own health and well-being as part of providing safe and effective services and supporting others to do so

P8.3 The wider determinants of health that impact on a person's ability to do the things they want, need or are expected to do e.g. education and skills, food, good work, housing, money and resources, friends, family and communities, transport

Skills (practice-based, technical or research-related):	*Ways of thinking:*
P8.4 Role model how to do the occupational therapy process using independent decision-making skills within complex and unpredictable contexts	P8.13 Think critically and reflect when making professional judgements including those in the most complex and unpredictable contexts, guided as necessary by others
P8.5 Work autonomously and as part of a team across systems and assume professional accountability and responsibility for service delivery	
P8.6 Work within and contribute to national and local policies and procedures (including, but not limited to, health and safety, risk management, safeguarding, complaints, data protection, professional regulation (Health and Care Professions Council), Professional standards for occupational therapy practice, conduct and ethics (Royal College of Occupational Therapists), equality, diversity and inclusion policies) and ensure others do so	P8.14 Actively listen and seek the views of others to facilitate shared ownership of decision making
P8.7 Role model expert communication skills including active listening, negotiation, managing sensitive news and defending own viewpoint	P8.15 Make critical judgements and decisions in circumstances where a precedent may not exist
P8.8 Accountable for the overall management of complaints and/or conflicts	
P8.9 Contribute to strategies and practices that challenge stigma, promote participation, inclusivity and shared decision-making with people who access occupational therapy services, in line with their choices.	P8.16 Be open to change in order to consider different ways to work for the benefit of those who access services and support others to do so
P8.10 Embed the evaluation of impact into practice, across all settings and at strategic and operational levels	
P8.11 Facilitate the collaborative review of services, standards, guidelines and policies including through audit, service redesign and evaluation of outcomes	
P8.12 Implement, review and develop formal systems for obtaining feedback from people who access services	

Level 9 Professional Practice Pillar

Possess most advanced and innovative knowledge of:

P9.1 Theories and principles about enabling people to do the things they want, need or are expected to do to support them being well in life

P9.2 The importance of looking after your own health and well-being as part of providing safe and effective services and supporting others to do so

P9.3 The wider determinants of health that impact on a person's ability to do the things they want, need or are expected to do e.g. education and skills, food, good work, housing, money and resources, friends, family and communities, transport

Skills (practice-based, technical or research-related):	*Ways of thinking:*
P9.4 Exemplify how to assess, intervene and evaluate using independent decision-making within complex and unpredictable contexts, across the system	P9.12 Think critically and reflect when making professional judgements including those in the most complex and unpredictable contexts, guided as necessary by others
P9.5 Work autonomously and as part of a team and assume professional accountability and responsibility at a systems level	
P9.6 Work within and inform national and local policies and procedures (including, but not limited to, health and safety, risk management, safeguarding, complaints, data protection, professional regulation (Health and Care Professions Council), Professional standards for occupational therapy practice, conduct and ethics (Royal College of Occupational Therapists), equality, diversity and inclusion policies) and ensure others do so	P9.13 Actively listen and seek the views of others to facilitate shared ownership of decision making
	P9.14 Make critical judgements and decisions in circumstances where a precedent may not exist
P9.7 Role model expert communication skills including active listening, negotiation, dealing with sensitive information and defending own viewpoint	P9.15 Be open to change to consider ways to work differently across the system for the benefit of those who access services and support others to do so
P9.8 Accountable for the strategic processes and overall decisions made regarding management of complaints and/or conflicts	
P9.9 Contribute to strategies and practices that challenge stigma, promote participation, inclusivity and shared decision-making with people who access occupational therapy services in line with their choices	
P9.10 Ensure robust strategic processes are in place for the collaborative review of services, standards, guidelines and policies through audit, service redesign and evaluation of outcome	
P9.11 Ensure strategic processes are in place for obtaining feedback from people who access services	

Level 1 Facilitation of Learning Pillar

Possess basic general knowledge of:	
F1.1 The importance of supporting people to do what they need, or want, or are expected to do in their daily lives, as part of helping them to live life well F1.2 Different ways that children and adults learn	
Skills (practice-based, technical or research-related): F1.3 Record relevant learning and development activities to identify the impact and benefit of your learning for yourself and those accessing your service F1.4 Support others to learn about the importance of doing activities	*Ways of thinking:* F1.5 Seek opportunities to learn from and with each other F1.6 Take direction from more experienced colleagues to identify and act on own learning needs, across the four Pillars of Practice F1.7 Actively participate in ongoing learning including orientation, induction, mandatory training and relevant educational / development opportunities

Level 2 Facilitation of Learning Pillar

Possess basic factual knowledge of:

F2.1 The importance of supporting people to do what they need, or want, or are expected to do in their daily lives, as part of helping them to live life well

F2.2 Different ways that children and adults learn

Skills (practice-based, technical or research-related):	*Ways of thinking:*
F2.3 Engage in, apply and record relevant learning and development activities to identify the impact and benefit of your learning for yourself and those accessing your service	F2.7 Seek opportunities to learn from and with each other
F2.4 Contribute to a culture where everyone is encouraged to learn (including from mistakes), to receive and give constructive feedback and learn from and with each other	F2.8 Consolidate own knowledge, skills and ways of thinking and begin to identify your own learning needs, across the four Pillars of Practice, through proactive participation in regular supervision / mentoring
F2.5 Use basic teaching skills to support people to learn new techniques or regain pre-existing ones (e.g. the correct use of standard equipment)	F2.9 Actively participate in ongoing learning including orientation, induction, mandatory training and relevant educational / development opportunities
F2.6 Support others to learn about the importance of doing activities	

Level 3 Facilitation of Learning Pillar

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

F3.1 The importance of supporting people to do what they need, or want, or are expected to do in their daily lives, as part of helping them to live life well

F3.2 Different ways that children and adults learn

Skills (practice-based, technical or research-related):	*Ways of thinking:*
F3.3 Engage in, apply and record relevant learning and development activities to identify the impact and benefit of your learning for yourself and those accessing your service	F3.8 Seek opportunities to learn from and with each other
F3.4 Contribute to a culture where everyone is encouraged to learn (including from mistakes), to receive and give constructive feedback and learn from and with each other	F3.9 Begin to identify own learning needs, across the four Pillars of Practice, through proactive participation in regular supervision / mentoring
F3.5 Support people to learn new techniques or regain pre-existing ones (e.g. the correct use of mobility and adaptive equipment)	F3.10 Actively participate in ongoing learning including orientation, induction, mandatory training and relevant educational / development opportunities
F3.6 Support others to learn about the importance of doing activities	
F3.7 Contribute to the delivery and evaluation of educational resources (e.g. for learners, people who access occupational therapy services etc.)	

Level 4 Facilitation of Learning Pillar

Possess factual and theoretical knowledge of:

F4.1 The importance of supporting people to do what they need, or want, or are expected to do in their daily lives, as part of helping them to live life well

F4.2 Different ways that children and adults learn

Skills (practice-based, technical or research-related):	*Ways of thinking:*
F4.3 Engage in, apply and record relevant learning and development activities to identify the impact and benefit of your learning for yourself and those accessing your service	F4.9 Engage in peer review processes to support your own learning
F4.4 Support the creation of a culture where everyone is encouraged to learn (including from mistakes), to receive and give constructive feedback and learn from and with each other	F4.10 Identify learning needs, across the four Pillars of Practice, through proactive participation in regular supervision / mentoring
F4.5 Support people to learn new techniques or regain pre-existing ones (e.g. the correct use of standard equipment)	F4.11 Actively engage in ongoing learning including orientation, induction, mandatory training and relevant educational / development opportunities
F4.6 Promote to others the value of occupations for health and well-being	F4.12 Have a clear understanding of the level of study and the specific learning outcomes when supporting learners on placement or in 'on-the-job' training, to enhance safe and effective learning
F4.7 Contribute to the development and evaluation of educational resources (e.g. for learners, people who access occupational therapy services etc.)	
F4.8 Contribute to the supervision, mentoring and education of others (including learners) with more experienced colleagues as required	

Level 5 Facilitation of Learning Pillar

Possess comprehensive, factual and theoretical knowledge of:

F5.1 Theories and principles about people as occupational beings

F5.2 Enabling people to do the things they want, need or are expected to do to support them being well in life

F5.3 Adult (andragogic), children (pedagogical) and social learning theories

Skills (practice-based, technical or research-based):	**Ways of thinking:**
F5.4 Support the creation of a culture where everyone is encouraged to reflect and learn (including from mistakes), to receive and give constructive feedback and learn from and with each other	F5.11 Engage in peer review processes to support your own learning
F5.5 Engage in, apply and record relevant continuing professional development, across the four Pillars of Practice, to identify the impact and benefit of your learning for yourself and those accessing your services	F5.12 Identify learning needs, across the four Pillars of Practice, through proactive participation in regular professional supervision / mentoring and reflective practice
F5.6 Support people (e.g. learners) to learn new techniques (e.g. study skills)	F5.13 Actively engage in ongoing learning including orientation, induction, mandatory training and relevant educational / development opportunities
F5.7 Support and inspire people to learn about the value of occupations for health and well-being	F5.14 Have a clear understanding of the level of study and the specific learning outcomes when supporting learners on placement or in 'on-the-job' training, to enhance safe and effective learning
F5.8 Contribute to the development and evaluation of educational resources (e.g. for learners, people who access occupational therapy services etc.)	
F5.9 Supervise, mentor and educate others (including learners) for routine aspects of practice with more experienced colleagues as required	
F5.10 Contribute to professional networks to promote the exchange of knowledge, skills and resources	

Level 6 Facilitation of Learning Pillar

Possess enhanced knowledge and critical understanding of:

F6.1 Theories and principles about people as occupational beings

F6.2 Enabling people to do the things they want, need or are expected to do to support them being well in life

F6.3 Adult (andragogic), children (pedagogical) and social learning theories

Skills (practice-based, technical or research-based):	*Ways of thinking:*
F6.4 Facilitate the creation of a culture where everyone is encouraged to reflect and learn (including from mistakes), to receive and give constructive feedback and learn from and with each other	F6.13 Consolidate own knowledge, skills and attitudes and identify learning needs of self and others, across all four Pillars of Practice, through proactive participation in regular professional supervision / mentoring and reflective practice
F6.5 Engage in, apply and record relevant continuing professional development, across the four Pillars of Practice, to identify the impact and benefit of your learning for yourself and those accessing your services, and support others to do so	F6.14 Actively engage in ongoing learning including orientation, induction, mandatory training and relevant educational / development opportunities and support others to do so
F6.6 Support learners and educators to consider and apply new techniques	
F6.7 Support and inspire people to teach and learn about the value of occupations for health and well-being	F6.15 Proactively seek opportunities to work across practice and education settings (e.g. student selection, student placements, curriculum development/teaching, assessment)
F6.8 Develop and evaluate high-quality educational resources (e.g. for learners, people who access occupational therapy services etc.)	
F6.9 Supervise, mentor and educate others (including learners)	
F6.10 Contribute to professional networks to promote the exchange of knowledge, skills, resources and peer review processes	F6.16 Have a clear understanding of the level of study and the specific learning outcomes when supporting learners on placement or in 'on-the-job' training and clarify these together to enhance safe and effective learning
F6.11 Encourage learning by challenging complacency, actions and ways of thinking which may not be in the interest of the public and /or those who access your services	
F6.12 Support the capacity for practice-based learning within your team / scope of practice for all learners	

Level 7 Facilitation of Learning Pillar

Possess advanced knowledge and critical awareness of:	
F7.1 Enabling people to do the things they want, need or are expected to do to support them being well in life	
F7.2 Theories and principles about people as occupational beings	
F7.3 Adult (andragogic), children (pedagogical) and social learning theories	

Skills (practice-based, technical or research-based):	***Ways of thinking:***
F7.4 Advocate for and facilitate the creation of a culture where everyone is encouraged to reflect and learn (including from mistakes), to receive and give constructive feedback and learn from and with each other	F7.17 Identify learning needs of self and the wider team, across the four Pillars of Practice through proactive participation in regular professional supervision / mentoring and reflective practice
F7.5 Role model ways to engage in, apply and record relevant continuing professional development, across the four Pillars of Practice, to identify the impact and benefit of your learning for yourself and those accessing your services	F7.18 Actively engage in ongoing learning including orientation, induction, mandatory training and relevant educational / development opportunities and support others to do so
F7.6 Support learners and educators to critically consider and use a range of new techniques	F7.19 When supporting or working as a learner on placement, understand the level of study and the specific learning outcomes for the placement and clarify these together to enhance safe and effective learning
F7.7 Role model ways to teach and learn about the value of occupations for health and well-being	F7.20 Consider the potential in emerging learning and development processes e.g. tech-enabled learning to promote accessible and flexible learning for all
F7.8 Appraise and respond to individuals' motivations, levels of practice and capacity to support their professional development	
F7.9 Develop and evaluate high quality educational resources (e.g. for learners, people who access occupational therapy services etc.) and new methods of delivery	F7.21 Proactively seek to work across practice and education settings (e.g. student selection, placements, curriculum development, teaching, assessment)
F7.10 Act as a role model to inspire, supervise, mentor and educate others (including learners) seeking to instil and develop the confidence of others	F7.22 Consider different models to deliver safe and effective practice education e.g. peer-assisted learning, long-arm supervision, inter-professional placements
F7.11 Contribute and co-create inter-professional networks to promote the exchange of knowledge, skills, resources and peer review processes	

F7.12 Create opportunities for self and others to work across practice and education settings (e.g. student selection, student placements, curriculum development/teaching, assessment) F7.13 Actively contribute to the dev elopement of pre-registration curricula F7.14 Encourage learning by challenging complacency, actions and ways of thinking which may not be in the interest of the public and/or those who access your services F7.15 Support the development of processes to ensure capacity for practice-based learning for all learners F7.16 Role model actively seeking feedback to learn about how your own behaviour and values impact on others	

Level 8 Facilitation of Learning Pillar

Possess the most advanced knowledge of:	
Possess the most advanced knowledge of: F8.1 Enabling people to do the things they want, need or are expected to do to support them being well in life F8.2 Theories and principles about people as occupational beings F8.3 Adult (andragogic), children (pedagogical) and social learning theories	
Skills (practice-based, technical or research-based): F8.4 Create a culture where everyone is encouraged to reflect and learn (including from mistakes), to receive and give constructive feedback and learn from and with each other F8.5 Ensure strategies are in place to support all learners to engage in, apply and record relevant continuing professional development across the four Pillars of Practice F8.6 Support learners and educators from a range of cohorts / multiple programmes to critically consider and use a range of new techniques F8.7 Develop and evaluate high quality educational resources (e.g. for learners, people who access occupational therapy services etc.) including those which promote the value of occupations for health and well-being F8.8 Develop and evaluate new methods of delivery to enhance the quality and impact of the learning experience F8.9 Act as a role model to inspire, supervise, mentor, peer-support and educate others (e.g. PhD supervision, research collaboration etc.) in order to strengthen the performance and effectiveness of others F8.10 Contribute, co-create and review the impact of inter-professional networks to aid the exchange of knowledge, skills, resources and peer review processes	*Ways of thinking:* F8.18 Identify learning needs of self and others, across the four Pillars of Practice, through proactive participation in regular peer support / mentoring and reflective practice F8.19 Actively engage in ongoing learning including orientation, induction, mandatory training and relevant educational / development opportunities and support others to do so F8.20 Consider the potential in emerging learning and development processes e.g. tech enabled learning to promote accessible and flexible learning for all F8.21 When guiding others to support learners, ensure they have a clear understanding of the level of study and the specific learning outcomes or in 'on-the-job' training, to enhance safe and effective learning F8.22 Consider different models to deliver safe and effective practice education e.g. peer-assisted learning, long-arm supervision, inter-professional placements

F8.11 Ensure effective processes are in place to create opportunities for self and others to work across practice and education settings (e.g. board membership, student placements, curriculum development/teaching, assessment) F8.12 Actively contribute to the development of pre-registration curricula F8.13 Establish effective processes to ensure the availability of and capacity for high quality practice-based learning for all learners F8.14 Challenge complacency, actions and ways of thinking which may not be in the interest of the public and/or those who access your services F8.15 Assume accountability and responsibility for overall delivery of teaching and learning or training programmes F8.16 Create a culture which facilitates mastery and innovation in practice based, technical and / or research-based skills to support career progression of others, drawing on experts with advanced knowledge of learning and teaching, to plan implement and evaluate current and future learning opportunities F8.17 Role model actively seeking feedback to learn about how your own behaviour and values impact on others	

Level 9 Facilitation of Learning Pillar

Possess the most advanced innovative knowledge of:

F9.1 Enabling people to do the things they want, need or are expected to do to support them being well in life

F9.2 Theories and principles about people as occupational beings

F9.3 Adult (andragogic), children (pedagogical) and social learning theories

Skills (practice-based, technical or research-based):	*Ways of thinking:*
F9.4 Ensure strategies are in place to create a culture where everyone is encouraged to reflect and learn (including from mistakes), to receive and give constructive feedback and learn from and with each other	F9.16 Identify learning needs of self and others through proactive participation in regular peer support / mentoring and reflective practice
F9.5 Ensure strategies are in place to support all learners to engage in, apply and record relevant continuing professional development and collect data to measure the impact and benefit of the learning for those who access services	F9.17 Actively engage in ongoing learning including orientation, induction, mandatory training and relevant educational / development opportunities and support others to do so
F9.6 Support learners and educators on multiple programmes, to critically consider and use a range of new techniques	F9.18 Consider the potential in emerging learning and development processes e.g. tech enabled learning to promote accessible and flexible learning for all
F9.7 Oversee the development and evaluation of high quality educational resources (e.g. for learners, people who access occupational therapy services etc.) and new methods of delivery	F9.19 When guiding others to support learners, ensure they have a clear understanding of the level of study and the specific learning outcomes or in 'on-the-job' training, to enhance safe and effective learning
F9.8 Inspire, supervise, mentor, peer support and educate others (e.g. senior leaders, post-doctoral supervision, research collaboration etc.) in order to strengthen the performance and effectiveness of yourself and others	F9.20 Consider different models to deliver safe and effective practice education e.g. peer-assisted learning, long-arm supervision, inter-professional placements
F9.9 Monitor the effectiveness and impact of inter-professional networks to aid the exchange of knowledge, skills, resources and peer review processes	
F9.10 Monitor the effectiveness and impact of the opportunities for yourself	

and others to work across practice and education settings (e.g. board membership, international collaborations) F9.11 Encourage learning by challenging complacency, actions and ways of thinking which may not be in the interest of the public and/or those who access your services F9.12 Embed and monitor strategies to ensure the availability of and capacity for high quality practice-based learning for all learners F9.13 Assume overall accountability and responsibility for teaching and learning or training programmes within a setting or multiple settings F9.14 Create a culture which facilitates mastery and innovation in practice based, technical and /or research-based skills to advance the profession, drawing on experts with advanced knowledge of learning and teaching, to plan, implement and evaluate current and future learning opportunities F9.15 Role model actively seeking feedback in order to learn how your own behaviour and values impact on others	

Level 1 Leadership Pillar

Possess basic general knowledge of:

L1.1 The unique contribution of occupational therapy in promoting occupation for health and wellbeing for everyone

L1.2 Ways to lead and work with others

L1.3 The local context and how it affects your work, with support from others

L1.4 The rights and responsibilities you have to look after yourself at work

Skills (practice-based, technical or research-based):	*Ways of thinking:*
L1.5 Act as a role model to promote the profession L1.6 Manage your daily work routine with direct or indirect supervision L1.7 Suggest alternative ways to get the job done without compromising service quality L1.8 Recognise the political and economic climate locally which impacts on service delivery	L1.9 Act, with support if needed, where performance and practice of self and others should be recognised, celebrated, reported or improved to contribute to a culture where people can excel L1.10 Alert colleagues and /or managers to resource issues which affect learning, development and performance

Level 2 Leadership Pillar

Possess basic factual knowledge of:

L2.1 The unique contribution of occupational therapy in promoting occupation for health and wellbeing for everyone

L2.2 Ways to lead and work with others

L2.3 The local context and how it affects your work, with support from others

L2.4 The rights and responsibilities you have to look after yourself at work

Skills (practice-based, technical or research-based):	*Ways of thinking:*
L2.5 Act as a role model to promote the profession L2.6 Manage a designated workload, time and resources effectively with direct supervision L2.7 Suggest alternative ways to get the job done without compromising service quality L2.8 Respond to the political and economic climate locally which impact on service delivery	L2.9 Act, with support if needed, where performance and practice of self and others should be recognised, celebrated, reported or improved to contribute to a culture where people can excel L2.10 Alert colleagues and / or managers to resource issues which affect learning, development and performance

Level 3 Leadership Pillar

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

L3.1 The unique contribution of occupational therapy in promoting occupation for health and wellbeing for everyone

L3.2 Leading and working with others

L3.3 The local context and how it affects your work, with support from others

L3.4 The rights and responsibilities you have to look after yourself at work

Skills (practice-based, technical or research-based):	*Ways of thinking:*
L3.5 Act as a role model to promote the profession	L3.9 Act, with support if needed, where performance and practice of self and others should be recognised, celebrated, reported or improved to contribute to a culture where people can excel
L3.6 Manage a designated workload, identify priorities, manage time and resources effectively with guidance within a complex and changing system	L3.10 Alert colleagues and / or managers to resource issues which affect learning, development and performance
L3.7 Suggest alternative ways to get the job done without compromising service quality	
L3.8 Manage the political and economic climate locally which impact on service delivery	

Level 4 Leadership Pillar

Possess factual and theoretical knowledge of:	
L4.1 The unique contribution of occupational therapy in promoting occupation for health and wellbeing for everyone L4.2 Leading and working with others L4.3 The local and regional contexts and how they affect your work L4.4 The rights and responsibilities for self and others in relation to professionalism, health and wellbeing in the workplace	
Skills (practice-based, technical or research-based):	*Ways of thinking:*
L4.5 Act as a role model to promote the profession L4.6 Manage a designated workload, identify priorities, manage time and resources effectively with guidance as appropriate, within a complex and changing system L4.7 Suggest alternative ways to get the job done without compromising service quality L4.8 Manage the political and economic climate locally which impacts on service delivery L4.9 Take some managerial/leadership responsibility for the work of others within a defined and supervised structure	L4.10 Act, with support if needed, where performance and practice of self and others should be recognised, celebrated, reported or improved to contribute to a culture where people can excel L4.11 Alert colleagues and / or managers to resource issues which affect learning, development and performance

Level 5 Leadership Pillar

Possess comprehensive, factual and theoretical knowledge of:

L5.1 The unique contribution of occupational therapy in promoting occupation for health and wellbeing for everyone

L5.2 The local, regional and national contexts and how these affect your work

L5.3 Leadership and management theories

Skills (practice-based, technical or research-based):	*Ways of thinking:*
L5.4 Provide leadership and support others to promote the profession founded on person-centred, compassionate and values-based principles	L5.12 Act where performance and practice of self and others should be recognised, celebrated, reported or improved to contribute to a culture where people can excel
L5.5 Manage a designated workload, identify priorities, manage time and resources effectively, within changing and complex environments	L5.13 Alert colleagues and / or managers to resource issues which affect learning, development and performance
L5.6 Contribute to and influence the achievement of setting specific objectives	L5.14 Actively promote the rights and responsibilities for self and others, in relation to professionalism, health and wellbeing in the workplace
L5.7 Manage the political and economic climate, both locally and nationally, which impact on service delivery and those who access your services, within your sphere of influence	L5.15 Know and understand the roles of the strategic decision makers within and beyond your organisation
L5.8 Take responsibility for the work of others within a defined and supervised structure	L5.16 Identify links between the work that you do and the current policies that shape services
L5.9 Review and develop services, as part of a team, and evaluate the effect and outcomes of change	
L5.10 Effectively use existing partnerships with others across organisation and agency boundaries	
L5.11 Use a range of communication styles and adapt professional language to influence, advocate and promote the profession to different audiences	

Level 6 Leadership Pillar

Possess enhanced knowledge and critical understanding of:

L6.1 The unique contribution of occupational therapy in promoting occupation for health and wellbeing for everyone

L6.2 The local, regional and national contexts and how these affect your work

L6.3 Leadership and management theories

Skills (practice-based, technical or research-based):	*Ways of thinking:*
L6.4 Provide leadership and support others to promote the profession founded on person-centred, compassionate and values-based principles	L6.14 Act where performance and practice of self and others should be recognised, celebrated, reported or improved to facilitate a culture where people can excel
L6.5 Manage your workload, identify priorities, manage time and resources effectively within changing and complex environments	L6.15 Alert colleagues and / or managers to current and potential future resource issues which may affect learning, development and performance
L6.6 Formulate and influence the achievement of setting specific objectives	
L6.7 Manage the political and economic climate, both locally and nationally, which impact on service delivery and those who access services, within your sphere of influence	L6.16 Actively promote the rights and responsibilities for self and others, in relation to professionalism, health and wellbeing in the workplace
L6.8 Take responsibility for the work of others within a defined scope of practice, with more experienced colleagues as required	
L6.9 Review and develop services as part of a team and evaluate the effect and outcomes of change	L6.17 Know and understand the role of the strategic decision makers within and beyond your organisation and ways to inform their work
L6.10 Effectively use and develop partnerships with others across organisation and agency boundaries	
L6.11 Contribute to the effective management of a budget in conjunction with others	L6.18 Know the current policy drivers that shape services and how to use them to inform your work
L6.12 Contribute to the recruitment of staff, learners and /or volunteers	
L6.13 Use a range of communication styles and adapt professional language to influence, advocate and promote the profession to different audiences	

Level 7 Leadership Pillar

Possess advanced knowledge and critical awareness of:

L7.1 The unique contribution of occupational therapy in promoting occupation for health and wellbeing for everyone

L7.2 Leadership and management theories

Skills (practice-based, technical or research-based):	*Ways of thinking:*
L7.3 Provide innovative and visionary team leadership to promote the profession founded on person-centred, compassionate and values-based principles	L7.17 Act where performance and practice of self and others should be recognised, celebrated, reported or improved to facilitate a culture where people can excel
L7.4 Manage your workload, identify priorities, manage time and resources effectively within complex and changing systems, acting as a role model for others in your team	L7.18 Recognise and address current and potential future resource issues which may affect learning, development and performance
L7.5 Evaluate your own practice to demonstrate the impact of advanced level practice within the team	L7.19 Actively promote the rights and responsibilities for self and others, in relation to professionalism, health and wellbeing in the workplace
L7.6 Formulate and lead on the achievement of specific objectives aligned to local, regional and national strategic direction, to facilitate a high performance team that focused on the needs of the people and populations it serves	L7.20 Role model the importance of self-awareness, emotional intelligence, resilience and engaging in courageous conversations when advocating for self and others
L7.7 Lead quality improvement and service redesign solutions, using feedback from multiple perspectives, and evaluate the impact and outcomes of change on service delivery and the experiences of those who access services	
L7.8 Manage and influence the political and economic climate, both locally, nationally and internationally which impact on service delivery and those who access your services, within your sphere of influence	L7.21 Contribute knowledge and information to the strategic decision makers within and beyond your organisation to inform their work
L7.9 Take responsibility for the work of others within a broad scope of practice	L7.22 Maintain curiosity in order to continually develop practice in response to changing population needs and challenges
L7.10 Effectively collaborate and develop partnerships with others within and across organisation and agency boundaries, including local community groups and patient associations, to promote health and well-being through occupation	L7.23 Actively promote to others how policy drivers can

L7.11 Contribute to the effective management of a budget in conjunction with others L7.12 Lead on components of the recruitment of staff, learners and volunteers L7.13 Monitor workloads, critically review skill mix and participate in service funding / commissioning activities e.g. build business cases L7.14 Negotiate an individual scope of practice within legal, ethical, professional and organisational policies, governance and procedures, with a focus on delivering safe and effective services L7.15 Seek opportunities to pioneer innovations, experiment and take supported risks to ensure safe and effective service provision at a systems level L7.16 Adapt professional language and actively promote the use of a range of communication styles to influence, advocate and promote the profession to different audiences	be used to shape local services L7.24 Think strategically and understand the importance of negotiating to influence change

Level 8 Leadership Pillar

Possess the most advanced knowledge of:

L8.1 The unique contribution of occupational therapy in promoting occupation for health and wellbeing for everyone

L8.2 Leadership and management theories

Skills (practice-based, technical or research-based):	*Ways of thinking:*
L8.3 Provide innovative and visionary strategic leadership to promote the profession founded on person-centred, compassionate and values-based principles	L8.24 Act where performance and practice of self and others should be recognised, celebrated, reported or improved, to facilitate a culture where people can excel
L8.4 Manage the balance between the requirements of operational verses strategic leadership within complex and changing systems, acting as a role model for others	L8.25 Recognise and strategically manage current and potential future resource issues which may affect learning, development and performance
L8.5 Formulate and lead on the achievement of objectives aligned to regional and national strategic priorities and maximise congruence between personal, team and organisational objectives, to facilitate high performing teams across the system	L8.26 Actively promote the rights and responsibilities for self and others, in relation to professionalism, health and wellbeing in the workplace
L8.6 Manage and influence the political and economic climate, nationally and internationally, which impact on service delivery	L8.27 Role model the importance of self-awareness, emotional intelligence resilience and engaging in courageous conversations when advocating for self and others
L8.7 Strategically influence the continued development of an integrated system at a regional and national level, that focuses on the needs of the people and the populations it serves	L8.28 Actively seek ways to support funders, commissioners and senior leaders with their decision-making
L8.8 Take strategic responsibility for the work of others within one or more services / departments	
L8.9 Facilitate cultures to provide high standard, cost-effective, streamlined services with capacity to work across traditional services and professional boundaries	
L8.10 Evaluate your own practice to demonstrate the impact of advanced level practice within the system	
L8.11 Evaluate the impact and outcomes of change on service delivery and the	

experiences of those who access services	
L8.12 Create opportunities to pioneer innovations, experiment and take supported risks to ensure safe and effective service provision at a systems level	
L8.13 Assume overall responsibility for the effective management of a budget	
L8.14 Maintain a strategic overview of the recruitment of staff / learners / volunteers	
L8.15 Monitor workloads, critically review skill mix, succession planning and build business cases where needed	
L8.16 Ensure the profession's voice is represented at a strategic level	
L8.17 Role model a strong visible presence to form open, trusting and collaborative relationships within and beyond organisational boundaries	
L8.18 Enable others to take on leadership responsibilities to build capacity from a diverse range of backgrounds	
L8.19 Build and maintain networks of leaders who can work together across the system for the benefit of those who access services	
L8.20 Anticipate the impact of wider determinants on health and participate in strategic planning to mitigate negative trends	
L8.21 Build and maintain sustainable strategic alliances across organisation and agency boundaries, including local community groups and patient associations, to promote health and well-being through occupation	
L8.22 Act as a national leader, create opportunities to represent the profession / organisation and ensure the profession / organisation is aware of local and national changes to health and care systems	
L8.23 Negotiate an individual scope of practice within legal, ethical, professional and organisational policies, governance and procedures, with a focus on delivering safe and effective services	

Level 9 Leadership Pillar

Possess the most advanced innovative knowledge of:	
L9.1 The unique contribution of occupational therapy in promoting occupation for health and wellbeing for everyone L9.2 Leadership and management theories L9.3 The national and international contexts and how these affect work	

Skills (practice-based, technical or research-based):	Ways of thinking:
L9.4 Provide executive leadership to promote and grow the profession founded on person-centred, compassionate and values-based principles L9.5 Manage your own work within complex and changing systems, acting as a role model for others L9.6 Create your own networks to enhance your own executive level abilities L9.7 Set the strategic vision for the organisation(s) and work with others to operationalise the strategic vision and ensure its reflection in the work of the organisation(s) L9.8 Evaluate the effect and outcome of change at a systems level L9.9 Lead and influence the political and economic climate, both locally, nationally and internationally which impact on service delivery and those who access services L9.10 Provide strategic oversight to develop and maintain high standard, cost-effective, streamlined services with capacity to work across traditional services and professional boundaries L9.11 Create and promote opportunities to pioneer innovations, experiment and take supported risks, to ensure safe and effective service provision across the system L9.12 Provide strategic leadership for quality improvement and service development projects, in accordance with new evidence and/or strategic intent L9.13 Accountable for the congruence in budget and strategic planning within the organisation L9.14 Maintain a strategic overview of the recruitment of staff / learners / volunteers L9.15 Accountable for governance, operational and	L9.20 Act where performance and practice of self and others should be recognised, celebrated, reported or improved to facilitate a culture where people can excel L9.21 Recognise and strategically manage current and potential future resource issues which may affect learning, development and performance L9.22 Accountable for and actively promote the rights and responsibilities for self and others, in relation to professionalism, health and wellbeing in the workplace L9.23 Role model the importance of self-awareness, emotional intelligence, resilience and engaging in courageous conversations when advocating for the profession across the system L9.24 Actively seek knowledge and information from people across the system and at

workforce planning and developing effective organisational communication systems L9.16 Role model a strong visible presence to form open, trusting and collaborative relationships within and beyond organisational boundaries L9.17 Build and maintain networks of leaders who can work together across the system for the benefit of those who access services L9.18 Anticipate the impact of wider determinants on health and participate in strategic planning to mitigate negative trends L9.19 Ensure the profession's voice is represented at the highest strategic level	all career levels to inform strategic thinking and decision making L9.25 Actively promote to others how policy drivers can be used to shape services across the system L9.26 Maintain curiosity in order to continually develop practice in response to changing population needs and challenges

Level 1 Evidence, Research and Development Pillar

Possess basic general knowledge of:

E1.1 People as occupational beings and the importance of enabling people to do the things they want, need or are expected to do to support wellbeing

E1.2 The concepts involved in doing research (e.g. keeping accurate records, service evaluation and research)

Skills(practice-based, technical or research-related):	*Ways of thinking:*
E1.3 Read different types of materials and discuss findings E1.4 Complete standard forms E1.5 Keep accurate records E1.6 Undertake components of delegated research processes with guidance E1.7 Take part in pre-designed audit and quality improvement projects	E1.8 Positively question own and others' practice to create opportunities to generate new knowledge E1.9 Understand and comply with research governance, including ethics, data protection and confidentiality

Level 2 Evidence, Research and Development Pillar

Possess basic factual knowledge of:

E2.1 People as occupational beings and the importance of enabling people to do the things they want, need or are expected to do to support wellbeing

E2.2 The concepts involved in doing research (e.g. keeping accurate records, service evaluation and research)

Skills (practice-based, technical or research-related):	*Ways of thinking:*
E2.3 Read different types of materials and discuss the findings	E2.10 Positively question own and others' practice to create opportunities to generate new knowledge
E2.4 Follow set, pre-designed protocols	E2.11 Understand and comply with research governance including ethics, data protection and confidentiality
E2.5 Complete standard forms	
E2.6 Keep accurate records	
E2.7 Undertake research and service evaluation processes and contribute to pre-designed audits and quality improvement initiatives with guidance	
E2.8 Sign up to receive research-related alerts	
E2.9 Take part in a journal club	

Level 3 Evidence, Research and Development Pillar

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

E3.1 People as occupational beings and the importance of enabling people to do the things they want, need or are expected to do to support wellbeing

E3.2 Doing research (e.g. keeping accurate records, service evaluation and research) to inform practice

Skills(practice-based, technical or research-related):	*Ways of thinking:*
E3.3 Read different types of materials and summarise key findings	E3.11 Positively question own and other's practice to create opportunities to generate new knowledge
E3.4 Support the recruitment of research participants	E3.12 Understand and comply with research governance including ethics, data protection and confidentiality
E3.5 Follow set, pre-designed protocols	
E3.6 Record routine research / service evaluation data with guidance	
E3.7 Undertake pre-designed audit and/or contribute to quality improvement initiatives with minimal guidance	
E3.8 Sign up to receive monthly journal alerts e.g. BJOT alerts	
E3.9 Set up a journal club	
E3.10 Use evidence-based practice guidelines	

Level 4 Evidence, Research and Development Pillar

Possess factual and theoretical knowledge of: E4.1 People as occupational beings and the importance of enabling people to do the things they want, need or are expected to do to support wellbeing E4.2 Different research approaches, including methods e.g. quantitative approaches including analysis of data	

Skills (practice-based, technical or research-related):	**Ways of thinking:**
E4.3 Undertake systematic information searches and summarise the findings E4.4 Undertake participant recruitment and consent activities as part of a team E4.5 Create research noticeboards, with guidance to inform content, to disseminate contemporary findings E4.6 Respond to Practice Guideline Development opportunities e.g. at RCOT E4.7 Engage in / set up audit activities and contribute to quality improvement projects E4.8 Apply evidence to inform practice with guidance E4.9 Prepare presentations and posters E4.10 Support the involvement of people who use services in quality improvement and research E4.11 Disseminate evidence / share findings e.g. audit findings and service evaluations	E4.12 Positively question own and others' practice to create opportunities to generate new knowledge E4.13 Understand and comply with research governance including ethics, data protection and confidentiality E4.14 Consider the needs of the local population when thinking about future research priorities and / or quality improvement projects

Level 5 Evidence, Research and Development Pillar

Possess comprehensive, factual and theoretical knowledge of:

E5.1 Occupational therapy and occupational science

E5.2 Research approaches, including methods e.g. e.g. quantitative approaches including analysis of data

Skills (practice-based, technical or research-related):	*Ways of thinking:*
E5.3 Undertake systematic information searches, select relevant information, critically read and synthesise new knowledge	E5.11 Positively question own and others' practice to create opportunities to generate new knowledge
E5.4 Recruit research participants, analyse basic research / service evaluation data and record routine research / service evaluation data with guidance	E5.12 Understand and comply with research governance including ethics, data protection and confidentiality
E5.5 Set up small-scale research, audit or quality improvement projects	E5.13 Incorporate policy drivers when thinking about research priorities
E5.6 Identify evidence gaps and contribute to the formulation of critical question(s) which warrant further audit or research, including research questions that could be explored by pre-registration occupational therapy learners at local universities	
E5.7 Contribute to the development of practice guidelines	
E5.8 Contribute to small grant applications and awards with guidance to facilitate research activity	
E5.9 Submit abstracts for conferences	
E5.10 Act as a local research champion	

Level 6 Evidence, Research and Development Pillar

Possess enhanced knowledge and critical understanding of:

E6.1 Occupational therapy and occupational science

E6.2 Research approaches, including methods e.g. quantitative approaches including analysis of data

Skills (practice-based, technical or research-related):	*Ways of thinking:*
E6.3 Critically appraise, translate and apply evidence to inform practice	E6.14 Positively question own and others' practice to create opportunities to generate new knowledge
E6.4 Facilitate the involvement of people who access occupational therapy services, staff and/or learners to co-design and co-produce aspects of research and/or quality improvement	
E6.5 Identify evidence gaps and contribute to the formulation of critical question(s) which warrant further audit or research, including research questions that could be explored by pre and post registration occupational therapy learners at local universities	E6.15 Understand and comply with research governance including ethics, data protection and confidentiality and support others to do so
E6.6 Co-ordinate and synthesise findings from small scale research, audit or quality improvement projects	E6.16 Incorporate local and national policy drivers when thinking about future research priorities
E6.7 Apply for fellowship opportunities and peer-reviewed funding e.g. via RCOT awards and research foundation	
E6.8 Contribute to the development of large grant applications	
E6.9 Contribute to the development of guidelines and policy at a local, regional and/or national level	
E6.10 Contribute to peer review processes e.g. journal reviewer, conference abstract reviewer, scientific programme committee etc.	
E6.11 Contribute to the supervision of research assistants and pre and post graduate masters learners, identifying and linking with local trials/studies (not necessarily occupational therapy specific)	
E6.12 Disseminate and publish research findings	
E6.13 Act as a local research champion	

Level 7 Evidence, Research and Development Pillar

Possess advanced knowledge and critical awareness of:

E7.1 Occupational therapy and occupational science

E7.2 Research approaches, including methods e.g. e.g. quantitative approaches including analysis of data

Skills (practice-based, technical or research-related):	*Ways of thinking:*
E7.3 Critically engage in and with research activity and support others to do so e.g. systematic information searches, recruitment of research participants, gathering and analysing data sets	E7.17 Positively question own and others' practice to create opportunities to generate new knowledge
E7.4 Identify evidence gaps and formulate critical question(s) which warrant further audit or research, proposing pragmatic ways to address them	E7.18 Develop, implement and comply with research governance including ethics, data protection and confidentiality and support others to do so
E7.5 Lead funding proposals, apply for fellowships and/or contribute to larger proposals with more experienced colleagues	
E7.6 Build partnerships between practice and local universities and/or other external organisations, including industry and professions beyond health and care	E7.19 Maintain awareness of national processes for research governance and their impact on local policies and procedures
E7.7 Critically appraise, translate and apply evidence using valid and reliable methods to inform your own practice and that of others	E7.20 Incorporate local and national policy drivers when thinking about future research priorities
E7.8 Disseminate research findings through a wide range of appropriate media and fora, including effective writing for a range of audiences	
E7.9 Lead research, quality improvement or service evaluation projects at a local and / or national level	
E7.10 Identify trends and changes in the health, wellbeing and needs of a population which warrant further research	
E7.11 Facilitate the involvement of people who access occupational therapy services, staff and/or learners to co-design and co-produce aspects of research and/or quality improvement	
E7.12 Contribute to the development and evaluation of guidelines and policy at a local, regional and/or national level	

E7.13 Contribute to peer review processes e.g. journal reviewer, conference abstract reviewer, scientific programme committee etc. E7.14 Supervise research assistants, pre and post registration masters and doctoral learners E7.15 Support the strategic vision to create a culture which values and enables others to engage in and with research and quality improvement initiatives at an operational level E7.16 Act as a local / regional research champion	

Level 8 Evidence, Research and Development Pillar

Possess the most advanced knowledge of:	

E8.1 Occupational therapy and occupational science

E8.2 Research approaches, including methods e.g. quantitative approaches including analysis of data

Skills (practice-based, technical or research-related):	***Ways of thinking:***
E8.3 Role model the integration of research and learning to inform practice and support others to do so, which includes identifying gaps in the evidence base and synthesising knowledge from multiple sources	E8.16 Positively question own and others' thinking and practice to generate new knowledge through original research or other advanced scholarship
E8.4 Identify trends and changes in the health, wellbeing and needs of a population, including at a national level, to formulate critical questions which warrant further research, audit or service evaluation	
E8.5 Lead on dissemination activities to enable the widest access to new research and innovations including high quality publications, professional and pubic engagement sessions and via appropriate media	E8.17 Ensure adherence to appropriate policies and research governance
E8.6 Contribute to and / or lead on substantial external proposals for competitive funding	
E8.7 Ensure strategic processes are in place to facilitate the involvement of people who access occupational therapy services, staff and/or learners to co-design and co-produce aspects of research and/or quality improvement	E8.18 Maintain awareness of national processes for research governance and their impact on local policies and procedures
E8.8 Contribute to the development and evaluation of guidelines and policy at a national and/or international level	
E8.9 Contribute to peer review processes e.g. journal reviewer, conference abstract reviewer, scientific programme committee etc.	E8.19 Incorporate national and global policy drivers when thinking about future research priorities
E8.10 Develop international research networks	
E8.11 Supervise research assistants and pre and post registration masters, doctoral and post-doctoral learners	
E8.12 Create a culture which values and supports others to engage in and with research and quality improvement (e.g. initiate and/or co-ordinate regional and/or international research programmes)	
E8.13 Build networks across sectors to form research collaborations	

E8.14 Lead national research programmes	
E8.15 Maintain a national research profile	

Level 9 Evidence, Research and Development Pillar

Possess the most advanced innovative knowledge of:

E9.1 Occupational therapy and occupational science

E9.2 Research approaches, including methods e.g. e.g. quantitative approaches including analysis of data

Skills (practice-based, technical or research-related):	*Ways of thinking:*
E9.3 Lead on substantial external proposals for competitive funding and multi-centre trials and supervise the contributions of others	E9.12 Positively question own and others' practice to generate new knowledge through original research or other advanced scholarship
E9.4 Integrate research and learning to create and embed a research culture at a strategic level, to inform practice	E9.13 At a strategic level, ensure adherence to appropriate policies and research governance, maintaining an overview of their currency
E9.5 Disseminate evidence including effective writing for a range of situations	
E9.6 Identify current and predict future trends and changes in the health, wellbeing and needs of populations, including at a global level, to formulate critical question(s) which warrant further research, audit or service evaluation	E9.14 Incorporate national and global policy drivers when thinking about future research priorities
E9.7 Ensure and review the strategic processes to facilitate the involvement of people who access occupational therapy services, staff and/or learners to co-design and co-produce aspects of research and/or quality improvement	
E9.8 Develop strategic approaches to influence national and international guidelines and research agendas based on best evidence/research	
E9.9 Contribute to peer review processes e.g. journal editor, conference abstract reviewer, scientific programme committee etc.	
E9.10 Supervise doctoral, research assistants and post-doctoral projects	
E9.11 Maintain an international research profile	

Section 6: Key terms

RCOT has selected or developed these definitions and explanations to help with the understanding of this document.

Capability	The ability to do something. A step beyond competence; capable practitioners can handle change and devise solutions in complex situations (McGee and Inman 2019, pg 14)
Carer	Someone who provides (or intends to provide), paid or unpaid, a substantial amount of care on a regular basis for someone of any age who is unwell, or who, for whatever reason, cannot care for themselves independently. (Based upon Great Britain.Parliament 1995) This is sometimes divided into formal carers (care workers) who are paid to give care, and informal carers (often family) who are not paid to provide care.
Clinical reasoning	A complex thought process to find what is best for each person who accesses the service, using professional knowledge, information, evidence and experience. The outcome of which is your professional rationale.
Competence/ Competency	Competence is the acquisition of knowledge, skills and abilities at a level of expertise sufficient to be able to perform in an appropriate work setting (Harvey 2014). Competence is performance measured at a required level (McGee and Inman 2019, pg 14)
Continuing professional development (CPD)	The way in which an individual continues to learn and develop throughout their career, including during their pre-registration programme. CPD is essential and involves skills, knowledge, ways of thinking and professional conduct to support individuals to stay up to date and to practise safely and effectively. (adapted from Broughton and Harris 2019)
Diverse settings	Working in settings or roles where occupational therapists traditionally have not worked.
Diversity	The fact of many different types of things or people being included in something; a range of different things or people. (Cambridge University Press 2019) The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique, and recognizing our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. (Queensborough Community College 2018)
Environment	The circumstances, objects, or conditions which make up a person's surroundings, in which they live and which they experience. This might include physical, social, societal, cultural, attitudinal or virtual environments.
Ethics	Principles and values that govern the behaviour of an individual or group, in this case within a profession.

Generic role	A generic role may involve or practice combining tasks previously undertaken by different professions. This might be a part or all of a role. For example, providing management support across a range of professional groups, or carrying out a range of health checks within the community.
Level of Practice	Refers to Career Levels 1-9 as defined by Skills for Health and used as the structure within the Career Development Framework. Also refers to your level of practice on the novice – expert continuum (based on the work by Benner 1982)
Lifelong learning	Formal and informal learning opportunities that allow an individual to continuously develop and improve the knowledge and skills they need for employment and personal fulfilment. (Broughton and Harris 2019).
Occupation	In occupational therapy, occupations refer to the everyday activities that people do as individuals, in families and with communities to occupy time and bring meaning and purpose to life. (World Federation of Occupational Therapists (WFOT) 2019) Occupation includes the things we need, want or have to do' (Wilcox 2006, p14)
Occupational therapy workforce	For the purposes of this document this is a collective term which includes occupational therapists, support workers and occupational therapy learners, including students and apprentices. It is applicable to practitioners in all roles, including those who are who are in management and leadership, education, research, consultancy and advisory roles and working in industry.
People who access services	The term 'people who access services' has been used for those to whom you provide intervention. This may be an individual, families and carers, a group or a community.
Pillars of Practice	The four Pillars of Practice are Professional Practice; Facilitation of Learning; Leadership; Evidence, Research and Development. Whole career learning and development must encompass elements of all four pillars for safe and effective practice.
Professional (clinical) reasoning	The *process that practitioners use to plan, direct, perform and reflect on client care.* (Boyt Schell 2003, p314)
Scope of practice	This is the area or areas of your profession in which you have chosen to practise, with the knowledge, skills and experience to practise lawfully, safely and effectively (adapted from HCPC 2013, p4). This may be a specialist scope of practice e.g. paediatrics linked to a medical speciality or it may be a setting.
Service	Within the context of this document the term 'service' usually refers to the occupational therapy service you provide as an individual or group, rather than referring to the occupational therapy department or facility.
Specialist	Refers to a scope of practice rather than a level of practice. A person may work as a specialist within a defined area at any Career Level e.g. a specialist technician in a wheelchair service.
Ways of thinking	A mental attitude or approach which predetermines your interpretation of information and situations, your response to them and your behaviour or conduct.

Section 7: Appendix one

Summary of the resources used to inform the development of this Framework (including those used to develop the first edition)

Anon (2018) Allied Health Professionals' competency framework for progressive neurological conditions. https://www.parkinsons.org.uk/sites/default/files/2018-10/AHP%20Competency%20framework%202018_0.pdf

Australian Primary Health Care Nurses Association (2018) Career and Education Framework for nurses in Primary Health Care: Registered Nurses. https://www.apna.asn.au/files/APNA%20Career%20and%20Education%20Framework%20for%20Nurses%20in%20Primary%20Health%20Care%20-%20Registered%20Nurses.pdf

Broughton W, Harris G eds (2019) Principles for continuing professional development and lifelong learning in health and social care. The Interprofessional CPD and Lifelong Learning UK Working Group. Bridgwater: College of Paramedics. https://www.rcot.co.uk/practice-resources/rcot-publications/downloads/rcot-standards-and-ethics

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College of Occupational Therapists (2009). The Occupational Therapy Support Worker Framework. London: COT.

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Council of Deans (2019) Becoming research confident - Research in pre-registration curricula for nursing, midwifery and allied health programmes in the UK https://councilofdeans.org.uk/2019/05/new-report-becoming-research-confident-research-in-pre-registration-curricula-for-nursing-midwifery-and-allied-health-programmes-in-the-uk/

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Health Education England (2019) Pre-publication draft: Consultant Capabilities and Impact Framework

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Macmillian (2017) The Macmillan Allied Health Professions Competence Framework https://www.macmillan.org.uk/_images/allied-health-professions-framework_tcm9-314735.pdf

National Leadership and Innovation Agency for Healthcare (NLIAH) (2010) Framework for Advanced Nursing, Midwifery and Allied Health Professional Practice in Wales. Wales. NLIAH http://www.weds.wales.nhs.uk/home

National Improvement and Leadership Development Board (2016). Developing People – Improving Care: A national framework for action on improvement and leadership development in NHS-funded services. https://improvement.nhs.uk/resources/developing-people-improving-care

National Health Service and Health Education England (2018) Integrated Urgent Care Competency Framework: https://www.england.nhs.uk/urgent-emergency-care/nhs-111/integrated-urgent-care-nhs-111-workforce-blueprint/

National Health Service Leadership Academy (2013) Healthcare Leadership Model. [Online] http://www.leadershipacademy.nhs.uk/discover/leadership-framework

NHS Education for Scotland (2016). Post registration career development framework for nurses, midwives and allied health professionals. http://www.careerframework.nes.scot.nhs.uk/

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Welsh Government, NHS Wales (2016) Modernising Allied Health Professions' Careers in Wales: A post registration framework. Digital ISBN 978 1 4734 7311 9 Print ISBN 978 1 4734 7910 2 http://gov.wales/docs/phhs/publications/160926postregistrationframeworken.pdf

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RCOT members can access a range of implementation tools to help use the Framework in practice. These are available from www.rcot.co.uk/cpd-rcot. If there are additional resources you would like us to consider, please contact us at prof.dev@rcot.co.uk