

The Career Development Framework:

Guiding Principles for Occupational Therapy

Royal College of Occupational Therapists

[NEXT PAGE](#)



This resource should be used alongside the implementation guide for the *Career Development Framework: Guiding principles for occupational therapy*. Other resources to support the use of the Career Framework are available for RCOT members via the RCOT.co.uk website.

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Guiding Principles for Occupational Therapy

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Acknowledgements

An ambitious project to co-create a Career Framework for the entire profession was always going to need the expertise of many people. It is not possible to name every individual who has worked on the production of this resource so our hope is that, in reading these acknowledgements, you are able to locate yourself here and know your help has been highly valued and of significant importance.

Grateful thanks to:

- The members of the scoping workshop who, in June 2016, discussed, debated and created the structure of the Career Development Framework.
- The members of the virtual advisory group who gave their time and expertise to comment on multiple drafts of multiple sections, as the Framework took shape over a ten-month period.
- The people who subsequently received drafts and commented on our early work via the virtual advisory group.
- Everyone who took part in the wider consultation via formal networks (council, boards, forums, specialist sections, regional and local groups, etc.) and the informal ones (#OTalk tweetchat, other social media channels and chance conversations in passing).
- The many people who got in touch to share their local frameworks and ideas or to offer encouragement that we were heading in the right direction.
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1 Introduction

The *Career Development Framework: guiding principles for occupational therapy* (which will be referred to as the Career Framework) offers a structured process to guide careers, learning and development within our profession. Four interacting Pillars of Practice (Professional Practice; Facilitation of Learning; Leadership; and Evidence, Research and Development), each with nine Levels, make up the Career Framework. Used together, the career Pillars and Levels highlight the breadth and range of opportunities available, from those new to occupational therapy, as a support worker or student, through to those at the forefront of advancing the profession.

The resource is an overarching set of guiding principles for occupational therapy. The spirit of this Career Framework is to provide a practical, flexible, accessible and aspirational tool to guide professional development for individuals, for services and for the occupational therapy profession as a whole.

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. This Career Framework provides a set of guiding principles; it is all about you and your development. It can help you identify the skills, knowledge and mind-set you already have or those you wish to develop, e.g. if you are thinking of a move into a different sector.

If you are seeking to develop local, context-specific competencies, you can still use the Career 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>).

The Career Framework is intended for use in any setting, at any career level and in any UK country. There is also scope for its use within the international occupational therapy community. There is no predefined starting level for regulated staff, nor is there a false ceiling for non-regulated staff. When you map yourself into the Career Framework, it is likely that you will be at different career Levels for different Pillars. For example, a newly qualified occupational therapist, with a first career in teaching, may already be at Level 6 for the Facilitation of Learning Pillar due to their experiences and transferable skills. An experienced technician in postural management may have specialist skills in the Professional Practice Pillar that can be mapped to Level 7. Everyone will have a different career profile with different abilities and development needs across the Pillars and Levels.

The Career Framework replaces the *Post qualifying framework for occupational therapists* (COT 2006) and the *Support worker framework* (COT 2009). It is intended to be used alongside other key documents, including The Royal College of Occupational Therapists' *Code of ethics and professional conduct*, the *Professional standards*, the *Learning and development standards for pre-registration education* and standards from the Health and Care Professions Council.

An implementation guide and associated tools have also been produced to help translate the Career Framework into practice. These are available from www.rcot.co.uk.

In short, this Career Framework supports your professional development to meet the needs of those who use your services.

2 Overview of the Career Development Framework

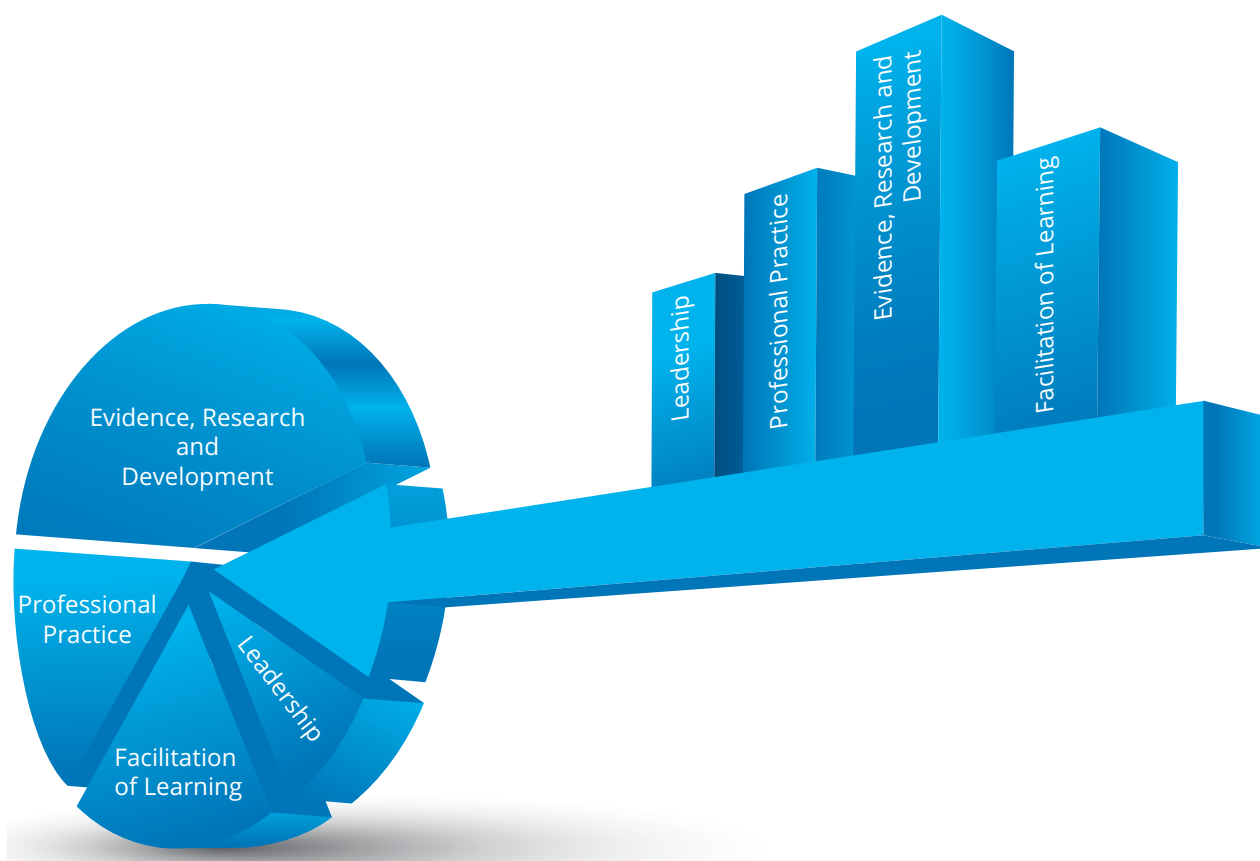
The Career Framework is based on the Post Registration Career Development Framework, available from <http://www.careerframework.nes.scot.nhs.uk> (NHS Education for Scotland, 2016). It also draws from the Skills for Health Career Framework (2016), available from <http://www.skillsforhealth.org.uk/career-framework>, both used with kind permission.

When considering the Career Framework, please remember:

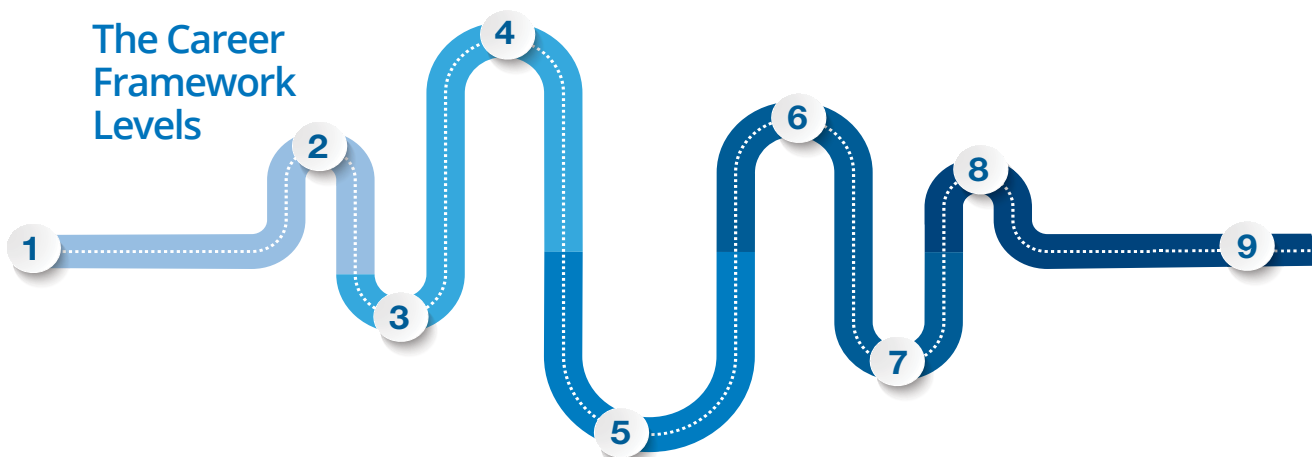
- *You will need to look at all four Pillars of Practice and not focus on just one or two.* Every role will have elements of all four Pillars, but the Levels are likely to differ. For example, a person who is working at a Level 7 in a practice-based role may have more responsibilities in the Professional Practice Pillar whereas someone working in a university lecturing role may have less responsibility in this Pillar but more responsibility in the Pillars for the Facilitation of Learning and Evidence, Research and Development.
- *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 housing, the independent sector and charities, so it is essential for this Career Framework to be inclusive and relevant to everyone.
- *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.

The Career Framework Pillars of Practice

Professional Practice	Maintain occupation at the centre of practice. Deliver safe, effective, person-centred and ethical practice. Use professional judgement, reasoning and decision making.
Facilitation of Learning	Teach, mentor, supervise and/or assess others. Facilitate placement learning. Create and evaluate learning environments, tools and materials.
Leadership	Identify, monitor and enhance own knowledge and skills. Guide, direct and/or facilitate teamwork. Design, implement and manage professional and/or organisational change.
Evidence, Research and Development	Influence broader socio-economic and political agendas. Create, use and/or translate evidence to inform practice. Design, implement, evaluate and disseminate research.



The Career Framework Levels



- 1 Level 1**
basic general knowledge and an awareness of the role of occupational therapy
 entry level; undertakes a limited number of straightforward tasks under direct supervision; any new starter to work in the sector, not necessarily straight from school; may progress rapidly to Level 2; aware of service improvement projects, and the need for self-development
- 2 Level 2**
basic understanding of occupational therapy and the field of work
 may carry out practice based, technical, scientific or administrative duties per established protocols or procedures, with guidance and supervision; participates in service improvement; beginning to identify areas for self-development
- 3 Level 3**
knowledge and understanding of occupational therapy procedures, processes and general concepts in a field of work
 may carry out a wide range of delegated duties with guidance and supervision available when needed; contributes to service improvement, and is responsible for self-development
- 4 Level 4**
knowledge and understanding of occupational therapy principles, procedures, processes and general concepts within a field of work
 guided by standard operating procedures and protocols; makes judgements, plans activities; contributes to service improvement and demonstrates self-development; may have responsibility for aspects of supervision of some staff or students
- 5 Level 5**
comprehensive, specialised, factual and theoretical knowledge and understanding of occupational therapy and of the boundaries of that knowledge
 creative problem-solver; makes judgements within own scope of work; actively contributes to service improvement and self-development; may have responsibility for supervision of staff or students; may be eligible for registration with the Health and Care Professions Council (the regulatory body in the United Kingdom) as an occupational therapist, or may be non-regulated and have own specialist trade or craft e.g. posture and seating skills
- 6 Level 6**
critical understanding of theory and practical occupational therapy knowledge
 leads in a specific area with some responsibility for service and team performance; creative problem-solver; supervises staff / students; consistently undertakes self-development
- 7 Level 7**
highly specialised knowledge and critical awareness
 specialist practice-based, technical or scientific skills; innovative; responsible for service development in complex environments; leads within services/research/ education contexts; supervises staff / students; pro-actively self-develops
- 8 Level 8**
most advanced and specialised knowledge
 at the forefront of the profession; strategic leader; political influencer; original thinker; responsible for finances, service development and / or multiple teams; supervises staff / students; intuitively self-develops
- 9 Level 9**
innovate and advance occupational therapy in the wider context
 develops services to a population; works at the highest level of an organisation; accountable for the performance of staff / services; thinks at a systems level; supervises staff / students; intuitively self-develops

3 Ways to use the Career Framework

The Career Framework provides a set of guiding principles for the nine Levels within each of the four Pillars. These can be used by individuals, service users, employers, managers, funders, commissioners and the profession. Resources to support the process of using the Career Framework, including the Implementation Guide, are available at www.rcot.co.uk.

If you are **an occupational therapist, support worker, student or someone who is interested in developing a career in occupational therapy**, the Career Framework supports you to plan your journey and direction within the profession. You can:

- Map your current skills and experience into the Pillars at various Levels to highlight your abilities, preferably with a critical and trusted friend or colleague.
- Identify and plan the learning opportunities you need to support your professional development, e.g. when preparing for mentoring, supervision or appraisal.
- Rely on the Career Framework to maintain your occupational identity when working in generic roles or diverse settings.
- Use the principles to show your transferable skills when planning a move between different settings, e.g. into research, academia, leadership, independent practice or diverse settings.
- Articulate your lifelong career pathway within the profession.

If you are **a person who accesses occupational therapy services**, the Career Framework offers assurance that there are expectations in terms of knowledge, skills and mind-set for occupational therapy personnel with whom you work. Service users in this context include those accessing statutory, charitable or private sector services, students who access academic occupational therapy services and members who access services from the professional body. The Career Framework demonstrates that as a profession, occupational therapy recognises the importance of continuous learning for up-to-date provision so people can trust the quality of the service we provide.

If you are **an employer or manager**, the Career Framework supports the development of job descriptions and clarifies/helps to identify the specific abilities of individual team members. It can be used to identify learning and development needs in appraisals/supervision of individuals or groups, to support the most appropriate skill mix and staff retention within a setting.

If you are **a funder or commissioner of services**, including statutory services, the insurance industry or case managers, the Career Framework articulates the broad knowledge and skills that occupational therapy personnel can offer. The Career Framework is part of a strategic toolkit to guide the profession, including the Professional Standards and Code of Ethics. This supports the development of an effective and efficient skill mix to meet service demands.

The Career Framework will raise the profile of **the profession** by emphasising the range of knowledge, skills and mind-set across the four Pillars of Practice. It will support 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 diverse settings. The Career 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.

4 Tips for mapping yourself into the Career Development Framework

The pilot testing of this, the first edition of the Career Development Framework, has taught us a few things. We are sharing the learning, in the form of tips, for you to consider when mapping yourself into the Career Framework:

- ✓ 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! Pilot participants report finding the process thought-provoking, clear and easy, interesting, enjoyable and enlightening. But, like all self-evaluation, it is a bit challenging.
- ✓ Familiarise yourself with the structure of the Career Framework, i.e. the four Pillars and the 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 Framework Pillars and Levels from the diagrams.
- ✓ 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 Career Level
Professional Practice	7
Facilitation of Learning	5
Leadership	5
Evidence, Research and Development	6

- ✓ 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.
- ✓ Don't see each Pillar in isolation, they are not mutually exclusive. There are elements of each Pillar within *all* areas of work. That is a crucial point.
- ✓ It is highly likely that you will be at different career Levels for different Pillars; 88% of people in the pilot testing (n=100) rated themselves at different levels across the Pillars and some with a wide range.
- ✓ If you work in the NHS, please remember the career Levels are not the same as NHS Bands. So please don't be disheartened if you are employed at a Band 8 but identify at Level 6 (or less) for some pillars – they are different things.
- ✓ 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 Career Framework is about you and your whole career development.

- ✓ You do not need to 'tick off' all the guiding principles in a given Level to 'pass' it. When mapping yourself into the Career 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.
- ✓ Appreciate that there is subjectivity in some of the terms. For example, what does 'most advanced and specialist skills' look like? 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.
- ✓ RCOT members can access templates and tools to help use the Career Framework in practice at www.rcot.co.uk.

5 Development of the Career Framework

This resource has been co-created by and with occupational therapy personnel. Consensus from a scoping workshop, with stakeholders from a wide range of settings (n=60), provided the structure and the initial ideas. A virtual advisory group (n=200) were invited to review and comment on drafts of each section in the development phase. The group also shared drafts within their own networks prior to a full, formal consultation process which sought opinions via an online survey, formal networks, informal opportunities and social media. People from all four UK countries and beyond, from many different settings and at all stages of their careers, have shaped this Career Framework. It will continue to evolve and be influenced by policy, codes and standards and from feedback by those using it to support the development of the profession.

The Career Framework and existing resources

Several key frameworks were reviewed and incorporated into this Career Framework. These are highlighted in Appendix 1. It is anticipated that within local areas or specialisms, other frameworks will need to be aligned. The Career Framework offers the guiding principles to facilitate this process and enable transferability of occupational therapy careers across areas and sectors.

Future plans and keeping in touch

The Career Framework will evolve through a process of continuous evaluation and updates to remain contemporary for our profession. Of importance is that future work also seeks to assess and understand the implementation of the Career Framework and its impact on and for the occupational therapy profession. The future relevance and success of this Career Framework will require ongoing co-development with those who use it.

We would value hearing about how you use it in practice and would like to keep in touch. Please share your thoughts at: www.rcot.co.uk or <https://www.facebook.com/theRCOT> or www.twitter.com/theRCOT using #RCOTCareerFramework.

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Career Framework: Professional Practice Pillar

Level 1 Professional Practice Pillar

Level 1: Basic general knowledge and an awareness of the role of occupational therapy Entry level; undertakes a limited number of straightforward tasks under direct supervision; any new starter to work in the sector, not necessarily straight from school; may progress rapidly to Level 2; aware of service improvement projects, and the need for self-development. Qualifications which might be expected at this Level of the Career Framework: ■ Maths and English to GCSE, Standard Grades or equivalent. ■ Evidence of personal development in previous employment and/or education.	<i>Possess basic general knowledge of:</i> ■ The importance of enabling people to do the things they want, need or are expected to do to support them being well in life.
<i>Skills:</i> ■ Work on specific delegated tasks within established protocols with direct supervision. ■ Work with a degree of autonomy and as part of a team to undertake specific activities per established protocols with direct supervision. ■ Work within national and local policies and procedures (including, but not limited to, confidentiality, consent, ethics, health and safety, risk management, complaints, data protection, equality and diversity policies, service user involvement). ■ Use basic communication skills to share information in routine situations.	<i>Mind-set:</i> ■ Actively listen to the views of others to help solve routine problems. ■ Consider different perspectives and question yourself and others in your work, seeking advice from more experienced colleagues when required.

Level 2 Professional Practice Pillar

Level 2: Basic understanding of occupational therapy and the field of work May carry out practice-based, technical, scientific or administrative duties per established protocols or procedures, with guidance and supervision; participates in service improvement; beginning to identify areas for self-development. Qualifications which might be expected at this Level of the Career Framework: ■ Maths and English to GCSE, Standard Grades or equivalent. ■ Higher education qualification, e.g. National Vocational Qualification (Level 2), Scottish Vocational Qualification (Level 2) or a willingness to complete or equivalent experience. ■ Evidence of personal development in previous employment and/or education.	<i>Possess basic factual knowledge of:</i> ■ The importance of enabling people to do the things they want, need or are expected to do to support them being well in life.
<i>Skills:</i> ■ Work on specific delegated tasks within established protocols with indirect supervision. ■ 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. ■ Work within national and local policies and procedures (including, but not limited to, confidentiality, consent, ethics, health and safety, risk management, complaints, data protection, equality and diversity policies, service user involvement). ■ Share information effectively and concisely in routine situations.	<i>Mind-set:</i> ■ Consider different perspectives and question yourself and others in your work, seeking advice from more experienced colleagues when required. ■ Actively listen to the views of others to solve routine problems.

Level 3 Professional Practice Pillar

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

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

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

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

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

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

Skills:

- Complete routine elements of the occupational therapy process with supervision.
- Work with a degree of autonomy and as part of a team, manage delegated activities and accept accountability and responsibility for own actions.
- Work within national and local policies and procedures (including, but not limited to, confidentiality, consent, ethics, health and safety, risk management, complaints, data protection, equality and diversity policies, service user involvement).
- Share information effectively and concisely in a range of situations.

Mind-set:

- Consider different perspectives and question yourself and others when making decisions guided as necessary by more experienced colleagues.
- Actively listen to the views of others to facilitate problem solving.

Level 4 Professional Practice Pillar

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

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

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

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

Possess factual and theoretical knowledge of:

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

Skills:

- Complete elements of the occupational therapy process with supervision.
- 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.
- Work within national and local policies and procedures (including, but not limited to, confidentiality, consent, ethics health and safety, risk management, complaints, data protection, equality and diversity policies, service user involvement).
- Share information effectively and concisely in a range of situations.

Mind-set:

- Consider different perspectives and question yourself and others when making decisions guided as necessary by more experienced colleagues.
- Actively listen to the views of others to facilitate problem solving.

Level 5 Professional Practice Pillar

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

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

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

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

Possess comprehensive, specialised, factual and theoretical knowledge of:

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

Skills (practice-based, technical or scientific):

- Complete the occupational therapy process with supervision.
- Work autonomously and as part of a team, manage a designated workload within a scope of practice and accept professional accountability and responsibility.
- Work within national and local policies and procedures (including, but not limited to, health and safety, risk management, complaints, data protection, professional regulation where appropriate (Health and Care Professions Council), codes and standards of professional practice (Royal College of Occupational Therapists), equality and diversity policies, service user involvement).
- Share information effectively and concisely in a range of situations.

Mind-set:

- Think critically and reflect when making professional judgements guided as necessary by more experienced colleagues.
- Actively listen and seek the views of others to facilitate shared ownership of decision making.

Level 6 Professional Practice Pillar

Level 6: Critical understanding of theory and practical occupational therapy knowledge Leads in a specific area with some responsibility for service and team performance; creative problem-solver; supervises staff/students; consistently undertakes self-development. Qualifications which might be expected at this Level of the Career Framework: ■ Diploma in Occupational Therapy. ■ Degree, Honours Degree or Masters. ■ Degree in Occupational Therapy. ■ Postgraduate study.	<i>Possess advanced knowledge and critical understanding of:</i> ■ 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.
<i>Skills (practice-based, technical or scientific):</i> ■ Complete the occupational therapy process. ■ Work autonomously and as part of a team and assume professional accountability and responsibility for a specific aspect of service delivery. ■ Work within national and local policies and procedures (including, but not limited to, health and safety, risk management, complaints, data protection, professional regulation where appropriate (Health and Care Professions Council), codes and standards of professional practice (Royal College of Occupational Therapists), equality and diversity policies) and support others to do so. ■ Share and defend own viewpoint succinctly and appropriately in a range of situations. ■ Respond constructively to queries and complaints. ■ Implement practices that promote service users' and carers' rights and participation, in line with their choices, and support others to do so.	<i>Mind-set:</i> ■ Think critically and reflect when making professional judgements, including those in more complex and unpredictable contexts, guided as necessary by peers and more experienced colleagues. ■ Actively listen and seek the views of others to facilitate shared ownership of decision making.

Level 7 Professional Practice Pillar

Level 7: **Highly specialised knowledge and critical awareness**

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

Qualifications which might be expected at this Level of the Career Framework (in addition to Levels 5/6):

- Postgraduate Certificate or Diploma.
- Masters Degree.
- Doctorate.

Possess highly specialised knowledge and critical awareness of:

- 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.

Skills (practice-based, technical or scientific):

- Complete the occupational therapy process.
- Work autonomously and as part of a team and assume professional accountability and responsibility for a broad aspect of service delivery.
- Work within national and local policies and procedures (including, but not limited to, health and safety, risk management, complaints, data protection, professional regulation where appropriate (Health and Care Professions Council), codes and standards of professional practice (Royal College of Occupational Therapists), equality and diversity policies) and ensure others do so.
- Share and defend own viewpoint succinctly and appropriately in a range of situations.
- Respond constructively to queries and complaints and support others to do so.
- Contribute to strategies and practices that promote service users' and carers' rights and participation in line with their choices, and support others to do so.

Mind-set:

- Think critically and reflect when making professional judgements, including those in more complex and unpredictable contexts, guided as necessary by peers and more experienced colleagues.
- Actively listen and seek the views of others to facilitate shared ownership of decision making.

Level 8 Professional Practice Pillar

Level 8: **Most advanced and specialised knowledge and skills**

At the forefront of the profession; strategic leader; political influencer; original thinker; responsible for finances, service development and/or multiple teams; supervises staff/students; intuitively self-develops.

Qualifications which might be expected at this Level of the Career Framework (in addition to Levels 5/6/7):

- Masters Degree.
- Doctorate.

Possess the most advanced and specialist knowledge of:

- 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.

Skills (practice-based, technical or scientific):

- Complete the occupational therapy process.
- Work autonomously and as part of a team and assume professional accountability and responsibility for service delivery.
- Work within national and local policies and procedures (including, but not limited to, health and safety, risk management, complaints, data protection, professional regulation (Health and Care Professions Council), codes and standards of professional practice (Royal College of Occupational Therapists), equality and diversity policies) and ensure others do so.
- Share and defend own viewpoint succinctly and appropriately in a range of situations.
- Accountable for the overall management of complaints and/or conflicts.
- Contribute to strategies and practices that promote service users' and carers' rights and participation in line with their choices.

Mind-set:

- Think critically and reflect when making professional judgements, including those in the most complex and unpredictable contexts, guided as necessary by peers.
- Actively listen and seek the views of others to facilitate shared ownership of decision making.
- Make critical judgements and decisions in circumstances where a precedent may not exist.

Level 9 Professional Practice Pillar

Level 9: **Most advanced and specialised knowledge and skills**

Develops services to a population; works at the highest level of an organisation; accountable for the performance of staff/services; thinks at a systems level; supervises staff/students; intuitively self-develops.

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

- Masters Degree.
- Doctorate.

Possess the most advanced and specialist knowledge of:

- 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.

Skills (practice-based, technical or scientific):

- Complete the occupational therapy process.
- Work autonomously and as part of a team and assume professional accountability and responsibility for service delivery.
- Work within national and local policies and procedures (including, but not limited to, health and safety, risk management, complaints, data protection, professional regulation (Health and Care Professions Council), Codes and standards of professional practice (Royal College of Occupational Therapists), equality and diversity policies) and ensure others do so.
- Share and defend own viewpoint succinctly and appropriately in a range of situations.
- Accountable for the overall decisions made regarding management of complaints and/or conflicts.
- Contribute to strategies and practices that promote service users' and carers' rights and participation in line with their choices.

Mind-set:

- Think critically and reflect when making professional judgements, including those in the most complex and unpredictable contexts, guided as necessary by peers.
- Actively listen and seek the views of others to facilitate shared ownership of decision making.
- Make critical judgements and decisions in circumstances where a precedent may not exist.

Career Framework: Facilitation of Learning Pillar

Level 1 Facilitation of Learning Pillar

Level 1: Basic general knowledge and an awareness of the role of occupational therapy Entry level; undertakes a limited number of straightforward tasks under direct supervision; any new starter to work in the sector, not necessarily straight from school; may progress rapidly to Level 2; aware of service improvement projects, and the need for self-development. Qualifications which might be expected at this Level of the Career Framework: ■ Maths and English to GCSE, Standard Grades or equivalent. ■ Evidence of personal development in previous employment and/or education.	<i>Possess basic general knowledge of:</i> ■ Humans as occupational beings. ■ Adult and social learning theories.
<i>Skills:</i> ■ Record relevant learning and development activities to identify the impact and benefit of your learning for yourself and those accessing your services.	<i>Mind-set:</i> ■ Seek opportunities to learn from and with each other. ■ Take direction from more experienced colleagues to identify and act on own learning needs. ■ Actively participate in ongoing learning, including orientation, induction, mandatory training and relevant educational/development opportunities.

Level 2 Facilitation of Learning Pillar

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

May carry out practice-based, technical, scientific or administrative duties per established protocols or procedures, with guidance and supervision; participates in service improvement; beginning to identify areas for self-development.

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

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

Possess basic factual knowledge of:

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

Skills:

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

Mind-set:

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

Level 3 Facilitation of Learning Pillar

Level 3: Knowledge and understanding of facts, occupational therapy procedures, processes, principles and general concepts in a field of work May carry out a wide range of delegated duties with guidance and supervision available when needed; contributes to service improvement, and is responsible for self-development. Qualifications which might be expected at this Level of the Career Framework: ■ Maths and English to GCSE, Standard Grades or equivalent. ■ Higher education qualification, e.g. National Vocational Qualification (Level 2/3), Scottish Vocational Qualification (Level 2/3). ■ Evidence of education or training relevant to therapies. ■ Evidence of personal development in previous employment and/or education.	<i>Possess knowledge of facts, principles, processes and general concepts of:</i> ■ Humans as occupational beings. ■ Adult and social learning theories.
<i>Skills:</i> ■ Contribute to a culture where everyone is encouraged to learn from mistakes, receive and give constructive feedback and learn from and with each other. ■ Record relevant learning and development activities to identify the impact and benefit of your learning for yourself and those accessing your services. ■ Support people to learn new techniques or regain pre-existing ones (e.g. the correct use of mobility and adaptive equipment). ■ Contribute to the delivery and evaluation of educational resources (e.g. for students, service users, etc.).	<i>Mind-set:</i> ■ Begin to identify own learning needs through proactive participation in regular supervision/mentoring. ■ Actively participate in ongoing learning, including orientation, induction, mandatory training and relevant educational/development opportunities.

Level 4 Facilitation of Learning Pillar

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

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

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

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

Possess factual and theoretical knowledge of:

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

Skills:

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

Mind-set:

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

Level 5 Facilitation of Learning Pillar

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

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

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

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

Possess comprehensive, specialised, factual and theoretical knowledge of:

- Theories and principles about humans as occupational beings.
- Adult and social learning theories.

Skills (practice-based, technical or scientific):

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

Mind-set:

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

Level 6 Facilitation of Learning Pillar

Level 6: Critical understanding of theory and practical occupational therapy knowledge Leads in a specific area with some responsibility for service and team performance; creative problem-solver; supervises staff/students; consistently undertakes self-development. Qualifications which might be expected at this Level of the Career Framework: ■ Diploma in Occupational Therapy. ■ Degree, Honours Degree or Masters. ■ Degree in Occupational Therapy. ■ Postgraduate study.	<i>Possess advanced knowledge and critical understanding of:</i> ■ Humans as occupational beings. ■ Adult and social learning theories.
<i>Skills (practice-based, technical or scientific):</i> ■ Support the creation of a culture where everyone is encouraged to learn from mistakes, receive and give constructive feedback and learn from and with each other. ■ Record relevant continuing professional development to identify the impact and benefit of your learning for yourself and those accessing your services. ■ Support individuals/cohorts to learn new techniques. ■ Develop and evaluate educational resources (e.g. for students, service users, etc.). ■ Supervise, mentor and educate others (including students) with more experienced colleagues as required. ■ Contribute to professional networks to promote the exchange of knowledge, skills and resources.	<i>Mind-set:</i> ■ Consolidate own knowledge, skills and attitudes and identify learning needs of self and others through proactive participation in regular professional supervision/mentoring and reflective practice. ■ Actively engage in ongoing learning, including orientation, induction, mandatory training and relevant educational/development opportunities, and support others to do so. ■ Proactively seek opportunities to work across practice and education settings (e.g. student selection, student placements, curriculum development/teaching, assessment).

Level 7 Facilitation of Learning Pillar

Level 7: **Highly specialised knowledge and critical awareness**

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

Qualifications which might be expected at this Level of the Career Framework (in addition to Levels 5/6):

- Postgraduate Certificate or Diploma.
- Masters Degree.
- Doctorate.

Possess highly specialised knowledge and critical awareness of:

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

Skills (practice-based, technical or scientific):

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

Mind-set:

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

Level 8 Facilitation of Learning Pillar

Level 8: **Most advanced and specialised knowledge and skills**

At the forefront of the profession; strategic leader; political influencer; original thinker; responsible for finances, service development and/or multiple teams; supervises staff/students; intuitively self-develops.

Qualifications which might be expected at this Level of the Career Framework (in addition to Levels 5/6/7):

- Masters Degree.
- Doctorate.

Possess the most advanced and specialist knowledge of:

- Enabling people to do the things they want, need or are expected to do to support them being well in life.
- Humans as occupational beings.
- Adult and social learning theories.

Skills (practice-based, technical or scientific):

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

Mind-set:

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

Level 9 Facilitation of Learning Pillar

Level 9: **Most advanced and specialised knowledge and skills**

Develops services to a population; works at the highest level of an organisation; accountable for the performance of staff/services; thinks at a systems level; supervises staff/students; intuitively self-develops.

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

- Masters Degree.
- Doctorate.

Possess the most advanced and specialist knowledge of:

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

Skills (practice-based, technical or scientific):

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

Mind-set:

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

Career Framework: Leadership

Level 1 Leadership Pillar

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

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

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

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

Possess basic general knowledge of:

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

Skills:

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

Mind-set:

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

Level 2 Leadership Pillar

Level 2: Basic understanding of occupational therapy and the field of work May carry out practice-based, technical, scientific or administrative duties per established protocols or procedures, with guidance and supervision; participates in service improvement; beginning to identify areas for self-development. Qualifications which might be expected at this Level of the Career Framework: ■ Maths and English to GCSE, Standard Grades or equivalent. ■ Higher education qualification, e.g. National Vocational Qualification (Level 2), Scottish Vocational Qualification (Level 2) or a willingness to complete or equivalent experience. ■ Evidence of personal development in previous employment and/or education.	<i>Possess basic factual knowledge of:</i> ■ The unique contribution of occupational therapy in promoting occupation for health and wellbeing for everyone. ■ Ways to lead and work with others. ■ The rights and responsibilities you have to look after yourself at work.
<i>Skills:</i> ■ Act as a role model to promote the profession. ■ Manage a designated workload, time and resources effectively with direct supervision. ■ Suggest alternative ways to get the job done without compromising service quality. ■ Respond to the political and economic climate locally which impacts on service delivery.	<i>Mind-set:</i> ■ Take action where performance and practice of self and others should be recognised, reported or improved with more experienced colleagues. ■ Alert managers to resource issues which affect learning, development and performance.

Level 3 Leadership Pillar

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

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

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

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

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

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

Skills:

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

Mind-set:

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

Level 4 Leadership Pillar

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

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

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

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

Possess factual and theoretical knowledge of:

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

Skills:

- Act as a role model to promote the profession.
- Manage a designated workload, identify priorities, manage time and resources effectively, with guidance as appropriate.
- Suggest alternative ways to get the job done without compromising service quality.
- Manage the political and economic climate locally which impacts on service delivery.
- Manage own work within complex and changing systems.
- Take some managerial/leadership responsibility for the work of others within a defined and supervised structure.

Mind-set:

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

Level 5 Leadership Pillar

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

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

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

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

Possess comprehensive, specialised, factual and theoretical knowledge of:

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

Skills (practice-based, technical or scientific):

- Provide leadership to promote the profession.
- Manage a designated workload, identify priorities, manage time and resources effectively.
- Contribute to and influence the achievement of setting specific objectives.
- Manage the political and economic climate, locally, nationally and internationally, which impacts on service delivery.
- Manage your own work within complex and changing systems.
- Take responsibility for the work of others within a defined and supervised structure.
- Effectively use existing partnerships with others across organisation and agency boundaries.

Mind-set:

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

Level 6 Leadership Pillar

Level 6: **Critical understanding of theory and practical occupational therapy knowledge**

Leads in a specific area with some responsibility for service and team performance; creative problem-solver; supervises staff/students; consistently undertakes self-development.

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

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

Possess advanced knowledge and critical understanding of:

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

Skills (practice-based, technical or scientific):

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

Mind-set:

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

Level 7 Leadership Pillar

Level 7: **Highly specialised knowledge and critical awareness**

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

Qualifications which might be expected at this Level of the Career Framework (in addition to Levels 5/6):

- Postgraduate Certificate or Diploma.
- Masters Degree.
- Doctorate.

Possess highly specialised knowledge and critical awareness of:

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

Skills (practice-based, technical or scientific):

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

Mind-set:

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

Level 8 Leadership Pillar

Level 8: **Most advanced and specialised knowledge and skills**

At the forefront of the profession; strategic leader; political influencer; original thinker; responsible for finances, service development and/or multiple teams; supervises staff/students; intuitively self-develops.

Qualifications which might be expected at this Level of the Career Framework (in addition to Levels 5/6/7):

- Masters Degree.
- Doctorate.

Possess the most advanced and specialist knowledge of:

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

Skills (practice-based, technical or scientific):

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

Mind-set:

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

Level 9 Leadership Pillar

Level 9: **Most advanced and specialised knowledge and skills**

Develops services to a population; works at the highest level of an organisation; accountable for the performance of staff/services; thinks at a systems level; supervises staff/students; intuitively self-develops.

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

- Masters Degree.
- Doctorate.

Possess the most advanced and specialist knowledge of:

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

Skills (practice-based, technical or scientific):

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

Mind-set:

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

Career Framework: Evidence, Research and Development Pillar

Level 1 Evidence, Research and Development Pillar

Level 1: Basic general knowledge and an awareness of the role of occupational therapy Entry level; undertakes a limited number of straightforward tasks under direct supervision; any new starter to work in the sector, not necessarily straight from school; may progress rapidly to Level 2; aware of service improvement projects, and the need for self-development. Qualifications which might be expected at this Level of the Career Framework: ■ Maths and English to GCSE, Standard Grades or equivalent. ■ Evidence of personal development in previous employment and/or education.	<i>Possess basic general knowledge of:</i> ■ Humans as occupational beings and the importance of enabling people to do the things they want, need or are expected to do to support wellbeing. ■ The concepts involved in doing research (e.g. keeping accurate records, service evaluation and research).
<i>Skills:</i> ■ Read different types of materials and discuss findings, complete standard forms, keep accurate records and undertake research and service evaluation processes with guidance from more experienced colleagues.	<i>Mind-set:</i> ■ Positively question own and others' practice to create opportunities to generate new knowledge. ■ Understand and comply with research governance, including ethics, data protection and confidentiality.

Level 2 Evidence, Research and Development Pillar

Level 2: Basic understanding of occupational therapy and the field of work May carry out practice-based, technical, scientific or administrative duties per established protocols or procedures, with guidance and supervision; participates in service improvement; beginning to identify areas for self-development. Qualifications which might be expected at this Level of the Career Framework: ■ Maths and English to GCSE, Standard Grades or equivalent. ■ Higher education qualification, e.g. National Vocational Qualification (Level 2), Scottish Vocational Qualification (Level 2) or a willingness to complete or equivalent experience. ■ Evidence of personal development in previous employment and/or education.	<i>Possess basic factual knowledge of:</i> ■ Humans as occupational beings and the importance of enabling people to do the things they want, need or are expected to do to support wellbeing. ■ The concepts involved in doing research (e.g. keeping accurate records, service evaluation and research).
<i>Skills:</i> ■ Follow set protocols, read different types of materials and discuss the findings, complete standard forms, keep accurate records and undertake research and service evaluation processes with guidance from more experienced colleagues.	<i>Mind-set:</i> ■ Positively question own and others' practice to create opportunities to generate new knowledge. ■ Understand and comply with research governance, including ethics, data protection and confidentiality.

Level 3 Evidence, Research and Development Pillar

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

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

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

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

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

- Humans as occupational beings and the importance of enabling people to do the things they want, need or are expected to do to support wellbeing.
- Doing research (e.g. keeping accurate records, service evaluation and research) to inform practice.

Skills:

- Follow set protocols, read different types of materials and summarise key findings, recruit research participants and record routine research/ service evaluation data with guidance from more experienced colleagues.

Mind-set:

- Positively question own and others' practice to create opportunities to generate new knowledge.
- Understand and comply with research governance, including ethics, data protection and confidentiality.

Level 4 Evidence, Research and Development Pillar

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

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

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

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

Possess factual and theoretical knowledge of:

- Humans as occupational beings and the importance of enabling people to do the things they want, need or are expected to do to support wellbeing.
- Research approaches, including methods, e.g. the audit cycle, basic statistics, qualitative data.

Skills:

- Undertake systematic information searches, select relevant information, recruit research participants, record routine research/service evaluation data with guidance.
- Apply evidence to inform practice with guidance from more experienced colleagues.
- Disseminate evidence including effective writing for a range of situations (e.g. emails, internal reports, presentations, study events) with more experienced colleagues.

Mind-set:

- Positively question own and others' practice to create opportunities to generate new knowledge.
- Understand and comply with research governance, including ethics, data protection and confidentiality.

Level 5 Evidence, Research and Development Pillar

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

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

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

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

Possess comprehensive, specialised, factual and theoretical knowledge of:

- Occupational therapy and occupational science.
- Research approaches, including methods, e.g. audit cycle, statistics, qualitative data analysis.

Skills (practice-based, technical or scientific):

- Undertake systematic information searches, select relevant information, critically read, recruit research participants, analyse basic research/ service evaluation data and record routine research/service evaluation data in line with guidance.
- Disseminate evidence including effective writing for a range of situations (e.g. emails, audit reports, conference abstracts, research papers, presentations, study events) with more experienced colleagues.
- Identify evidence gaps and contribute to the formulation of critical question(s) which warrant further research, audit or service evaluation, considering policy drivers and future research priorities.
- Contribute to grant applications and awards with support from more experienced colleagues.

Mind-set:

- Positively question own and others' practice to create opportunities to generate new knowledge.
- Understand and comply with research governance, including ethics, data protection and confidentiality.

Level 6 Evidence, Research and Development Pillar

Level 6: **Critical understanding of theory and practical occupational therapy knowledge**

Leads in a specific area with some responsibility for service and team performance; creative problem-solver; supervises staff/students; consistently undertakes self-development.

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

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

Possess advanced knowledge and critical understanding of:

- Occupational therapy and occupational science.
- Research approaches, including methods, e.g. audit cycle, statistics, qualitative data analysis.

Skills (practice-based, technical or scientific):

- Undertake systematic information searches, select relevant information, critically read, recruit research participants, analyse research/service evaluation data and record research/service evaluation data in line with guidance.
- Translate and apply evidence to inform practice.
- Disseminate evidence including effective writing for a range of situations (e.g. audit reports, conference abstracts, research papers, presentations, study events) with more experienced colleagues.
- Identify evidence gaps and contribute to the formulation of critical question(s) which warrant further research, audit or service evaluation, considering policy drivers and future research priorities.
- Contribute to the development of small grant applications and awards (£100–£50k) with more experienced colleagues.
- Facilitate the involvement of service users, staff and/or students to co-design and co-produce aspects of research and/or service development with more experienced colleagues.
- Contribute to the development of guidelines and policy at a local, regional and/or national level.
- Contribute to peer review processes, e.g. journal reviewer, conference abstract reviewer, scientific programme committee, etc.
- Contribute to the supervision of research assistants and Masters projects.

Mind-set:

- Positively question own and others' practice to create opportunities to generate new knowledge.
- Understand and comply with research governance, including ethics, data protection and confidentiality and support others to do so.

Level 7 Evidence, Research and Development Pillar

Level 7: **Highly specialised knowledge and critical awareness**

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

Qualifications which might be expected at this Level of the Career Framework (in addition to Levels 5/6):

- Postgraduate Certificate or Diploma.
- Masters Degree.
- Doctorate.

Possess highly specialised knowledge and critical awareness of:

- Occupational therapy and occupational science.
- Research approaches, including methods, e.g. audit cycle, statistics, qualitative data analysis.

Skills (practice-based, technical or scientific):

- Undertake systematic information searches, select relevant information, critically read, recruit research participants, analyse research/service evaluation data and record research/service evaluation data or support others to do so.
- Translate and apply evidence to inform practice.
- Disseminate evidence, including effective writing for a range of situations.
- Identify trends and changes in the health, wellbeing and needs of a population to formulate critical question(s) which warrant further research, audit or service evaluation.
- Lead funding proposals, and/or contribute to larger proposals with more experienced colleagues.
- Facilitate the involvement of service users, staff and/or students to co-design and co-produce aspects of research and/or service development.
- Contribute to the development and evaluation of guidelines and policy at a local, regional and/or national level.
- Contribute to peer review processes, e.g. journal reviewer, conference abstract reviewer, scientific programme committee, etc.
- Supervise research assistants, Masters and PhD projects.
- Create a culture which supports others to engage in research and service improvement (e.g. initiate and/or co-ordinate local, regional and/or international research programmes).

Mind-set:

- Positively question own and others' practice to create opportunities to generate new knowledge.
- Understand and comply with research governance, including ethics, data protection and confidentiality, and support others to do so.

Level 8 Evidence, Research and Development Pillar

Level 8: **Most advanced and specialised knowledge and skills**

At the forefront of the profession; strategic leader; political influencer; original thinker; responsible for finances, service development and/or multiple teams; supervises staff/students; intuitively self-develops.

Qualifications which might be expected at this Level of the Career Framework (in addition to Levels 5/6/7):

- Masters Degree.
- Doctorate.

Possess the most advanced and specialist knowledge of:

- Occupational therapy and occupational science.
- Research approaches, including methods, e.g. audit cycle, statistics, qualitative data analysis.

Skills (practice-based, technical or scientific):

- Undertake systematic information searches, select relevant information, critically read, recruit research participants, analyse research/service evaluation data and record research/service evaluation data or support others to do so.
- Translate and apply evidence to inform practice.
- Disseminate evidence including effective writing for a range of situations.
- Identify trends and changes in the health, wellbeing and needs of a population to formulate critical question(s) which warrant further research, audit or service evaluation.
- Contribute to substantial external proposals (>£100k).
- Facilitate the involvement of service users, staff and/or students to co-design and co-produce aspects of research and/or service development.
- Contribute to the development and evaluation of guidelines and policy at a local, regional, national and/or international level.
- Contribute to peer review processes, e.g. journal reviewer, conference abstract reviewer, scientific programme committee, etc.
- Supervise Masters, PhD and post-doctoral projects.
- Create a culture which supports others to engage in research and service improvement (e.g. initiate and/or co-ordinate local, regional and/or international research programmes).

Mind-set:

- Positively question own and others' practice to generate new knowledge through original research or other advanced scholarship.
- Ensure adherence to appropriate policies and research governance.

Level 9 Evidence, Research and Development Pillar

Level 9: **Most advanced and specialised knowledge and skills**

Develops services to a population; works at the highest level of an organisation; accountable for the performance of staff/services; thinks at a systems level; supervises staff/students; intuitively self-develops.

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

- Masters Degree.
- Doctorate.

Possess the most advanced and specialist knowledge of:

- Occupational therapy and occupational science.
- Research approaches, including methods, e.g. audit cycle, statistics, qualitative data analysis.

Skills (practice-based, technical or scientific):

- Undertake systematic information searches, select relevant information, critically read, recruit research participants, analyse research/service evaluation data and record research/service evaluation data or support others to do so.
- Translate and apply evidence to inform practice.
- Disseminate evidence including effective writing for a range of situations.
- Identify trends and changes in the health, wellbeing and needs of a population to formulate critical question(s) which warrant further research, audit or service evaluation.
- Contribute to substantial external proposals (>£100k), and/or supervise others to do so.
- Facilitate the involvement of service users, staff and/or students to co-design and co-produce aspects of research and/or service development.
- Develop strategic approaches to influencing local, national and international guidelines and research agendas based on best evidence/research.
- Contribute to peer review processes, e.g. journal reviewer, conference abstract reviewer, scientific programme committee, etc.
- Supervise Masters, PhD and post-doctoral projects.
- Create a culture which supports others to engage in research and service improvement (e.g. initiate and/or co-ordinate local, regional and/or international research programmes).

Mind-set:

- Positively question own and others' practice to generate new knowledge through original research or other advanced scholarship.
- Ensure adherence to appropriate policies and research governance.

Appendix I: Summary of the resources used in the development of this Framework

- College of Occupational Therapists (2015) *Consultant Occupational Therapist Briefing*. London: COT. www.rcot.co.uk
- College of Occupational Therapists (2006) *Post Qualifying Framework: a resource for occupational therapists*. London: COT.
- College of Occupational Therapists (2009) *The Occupational Therapy Support Worker Framework*. London: COT.
- Department of Health (2004) *The NHS Knowledge and Skills Framework (NHS KSF) and the development review process*. London: DoH. <http://www.nhsemployers.org/SimplifiedKSF>
- European Commission (2008) *Descriptors defining levels in the European Qualifications Framework (EQF)*. <https://ec.europa.eu/ploteus/en/content/descriptors-page>
- Johnstone J (2016) *Supported First Year in Practice Framework for Newly Qualified Occupational Therapists*. Somerset County Council.
- Morley M (2012) *Preceptorship handbook for occupational therapists*. 3rd ed. London: COT. www.rcot.co.uk
- 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 Leadership Academy (2013) *Healthcare Leadership Model*. [Online] <http://www.leadershipacademy.nhs.uk/discover/leadership-framework>
- National Health Service Education for Scotland (2016) *Post Registration Career Development Framework for Nurses, Midwives and AHPs*. <http://www.careerframework.nes.scot.nhs.uk/>
- National Occupational Standards. <http://www.ukstandards.org.uk/>
- Northern Ireland Practice and Education Council for Nursing and Midwifery (2017) *Interim Career Framework for Specialist Practice Nursing Roles: supporting specialist practice nursing in health and social care*. [Online] <http://www.nursingandmidwiferycareersni.hscni.net/>
- Skills for Health Career Frameworks – Allied Health Professionals. [Online] <http://www.skillsforhealth.org.uk/career-framework/>
- Skills for Health National Occupational Standards. [Online] www.skillsforhealth.org.uk/competences.aspx

- Social Care Wales (2017) *Career Development Framework for Social Care Occupational Therapists in Wales*. [Online]
<https://socialcare.wales/learning-and-development?record-language-choice=en-cy>
- Qualifications and Credit Framework (QCF) and the Scottish Credit and Qualifications Framework (SCQF).
<http://www.accreditedqualifications.org.uk/european-qualifications-framework-eqf.html>
<https://www.gov.uk/what-different-qualification-levels-mean/overview>
- Welsh Government (2014) *Revised guidance for the development of consultant practitioners in Wales*. Cardiff: Welsh Government.
<http://www.wales.nhs.uk/sites3/Documents/890/Guidance%20Notes%20for%20the%20development%20of%20Consultant%20Practitioners%20April%202014.pdf>
- Welsh Government, NHS Wales (2016) *Modernising Allied Health Professions' Careers in Wales: a post registration framework*.
<http://gov.wales/docs/phhs/publications/160926postregistrationframeworken.pdf>

Thank you to those from health, education, social care and research sectors who shared your local guides, which have also been used to shape the Career Framework.