

Somerset Occupational Therapist Competency Framework Advanced Practitioner

Introduction.

The Somerset Competency Framework sets out 'levels of practice' rather than specific job roles. It illustrates the knowledge, skills and behaviours required for good performance at each level of practice as well as evidencing readiness for progression to the next level. Individuals are expected to have learning and development needs on entry to each level of practice. Completion of learning and development activities and the provision of evidence for each competency is expected to take at least one to two years at each level.

Development goals.

Individuals and line managers/supervisors should agree development goals, learning activities and review evidence of competency within the supervision process. Manageable development goals should be recorded in the PDP (within the Supervision, Development and Achievement Plan). There is also a Learning Plan and CPD Record at the end of this document to record your training.

Carrying out the assessment of competency.

It is suggested that line managers/supervisors assess competency using a range of methods including direct observation of practice, discussion and critical reflection in supervision and audits. Evidence should be recorded in the final column and signed off by the line manager/supervisor when competency has been completed.

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April 2023

Career Development Steps - Occupational Therapist

Adult Social Care Practitioner

NVQ 3

Occupational Therapist Assistant

Occupational Therapy Integrated Degree
Apprenticeship

Occupational Therapist

Newly Qualified Programme - Supported First Year in Practice

Occupational Therapist

Best Interest Assessment (Graduate / Post Graduate)
Supporting Students in Practice (non-accredited)
Practice Placement Educator / Update (University specific)
Practice Learning and Student Support (Graduate / Post Graduate)

Advanced Practitioner

Best Interest Assessment (Graduate / Post Graduate)
Initial Leadership Programme (ILM) Level 3
Practice Learning and Student Support (Graduate / Post Graduate)

Service Manager

Leadership Programme (ILM) Level 3 /4 /5 /6
Post Graduate Diploma / Masters / PhD

Strategic Manager

Leadership Programme (ILM) Level 3 /4 /5 /6
Post Graduate Diploma / Masters / PhD

Job Specific Training and Support Advanced Practitioner - Occupational Therapist

Support

- Supervision
- Peer Support Groups
- Learning and Development input from profession-specific leads

Training

- Achieving Good Outcomes in Self Neglect
- Culture and Identity
- Dementia: the Facts
- Induction
- Introduction to Homelessness Law
- Medequip Prescriber
- Mental Capacity Act
- Moving and Handling
- Oliver McGowen Mandatory Training
- Optimal Handed Care
- Postural management
- Safeguarding
- Sexual Activity and Mental Capacity Act
- Understanding Hoarding Behaviours
- Wheelchair Prescriber level 2

Please see Learning Plan for more detail

CPD

- Monthly CPD workshops (Operations, MCA/DoLS and Commissioning)
- Quarterly OT CPD workshops
- Safeguarding Workshop for Advanced Practitioners
- Access to a suite of e-Learning modules
- Access to RCOT specialist sections
- Opportunity to join regional and national OT communities of practice
- Making Research Count

Advanced Practitioner Competency Framework

Key results areas	Competency	What do I need to do and when	Learning needs	Evidence and supervisor sign off
Professional Practice				
<p>Work within national and local policies and procedures (including, but not limited to, complaints, confidentiality, consent, data protection, equality, diversity and inclusion, ethics, health and safety, risk management and safeguarding), the Health and Care Professions Council's professional regulatory requirements and the Royal College of Occupational Therapists' Professional standards for occupational therapy practice, conduct and ethics (2021), and support others to do so</p>	<p>I practice within the Health and Care Professions Council's professional regulatory requirements and the Royal College of Occupational Therapists' Professional standards for occupational therapy practice, conduct and ethics (2021), and support others to do.</p> <p>I understand the structure of health and social care organisations and the policies which influence them. I use this knowledge to inform my practice, support my team and to help develop and implement policies, protocols and standard operating procedures which reflect national policy and legislation</p>			

	<p>Co-production, strengths-based, relationship-based, and systemic practice are central to my practice and approach to leadership.</p> <p>I am actively Involved in clinical networks, communities of practice, AHP/ RCOT.</p> <p>I am continuing to develop my practice by achieving or working towards one of the following awards/qualifications:</p> <ul style="list-style-type: none"> •Post graduate modules leading to Level 7 qualification •Best Interest Assessor. •? A management or leadership award. <p>I have evidenced competency at Level 3 of the Somerset Mental Capacity Act Competency Framework.</p> <p>Somerset Mental Capacity Act Competency.pdf</p>			
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	<p>Mental Capacity Act 2005 Self-assessment Tool.docx</p> <p>I support staff to fully understand and implement their role in adult safeguarding</p> <p>I have a clear understanding of local and national policy, procedures and legislation and how these relate to adult safeguarding in a multi-agency context.</p>			
<p>Completes, and supports others to complete, the occupational therapy process using advanced decision-making skills within complex contexts where protocols and pathways may not exist to ensure high quality practice and the development of skills with the team.</p>	<p>I can quickly analyse complex situations, identify important aspects and take appropriate action</p> <p>I can apply advanced skills, knowledge and behaviours relevant to specific area of practice, such as Postural management, Major adaptations, Optimal handed care.</p> <p>I anticipate, assess and manage risk, and use professional judgement,</p>			

	<p>within complex and unpredictable situations and support others to develop positive risk management skills</p> <p>I champion the unique contribution of 'occupational therapy' in health and social care and ensure 'occupation' is at the focus of all interventions</p>			
<p>Role models clear and accurate recording which meets the requirement of the council and regulatory bodies (HCPC, RCOT) and supports the team to do so through training, audits, and supervision</p>	<p>I present complex information effectively in written and oral reports to a wide range of colleagues.</p>			
Leadership				
<p>Collates and feeds back on performance against set objectives with team and others to support continual</p>	<p>I provide timely feedback to the team that recognises good performance and identifies areas for improvement.</p>			

improvement against organisational targets	.			
Provides high quality regular supervision and appraisals, to qualified workers within the team to ensure practice is safe, legal and high quality, and meets HCPC and ASC requirements	<p>I take an active and prominent role in providing direction to staff and others</p> <p>I provide high quality supervision that is relationship-based, supports others to manage and prioritise work, and which integrates critical reflection, legal literacy, theory and research.</p> <p>I identify good practice, and feedback to staff and others.</p> <p>I promote up to date standards of excellent practice, identify and help resolve poor practice and know how and when to seek professional and HR advice and guidance.</p> <p>I advocate for, and facilitate the creation of, a culture in which everyone is encouraged to reflect and</p>			

	learn (including from mistakes), to receive and give constructive feedback and to learn from and with each other			
Identify, Formulate and lead on the achievement of specific objectives aligned to local, regional, and national strategic direction, to facilitate a high-performance team focused on the needs of the people and populations who access services, their families, and their carers	<p>I understand and make good use of data collection and reporting e.g PowerBI to evidence performance</p> <p>I can critically review team performance and use results to enhance person-centred care.</p> <p>I embed the evaluation of impact into practice, across all settings and at an operational level</p>			
Respond constructively to queries and complaints, and support others to do so.	<p>I can facilitate difficult discussions effectively to achieve clear outcomes</p> <p>I role-model advanced communication skills, including active listening,</p>			

	negotiation, managing sensitive news and justifying own viewpoint			
Support the service manager by providing innovative and visionary team leadership which promotes the profession, founded on person-centred, compassionate, and values-based leadership principles, influencing a cultural shift where needed.	<p>I provide direction to people to enable, inspire, motivate and support them to achieve what the organisation has set out to do and can apply different styles of leadership appropriate to different people and situations</p> <p>I can demonstrate experience of managing change within a complex environment</p> <p>I focus on creating a culture of support and empowerment for the team.</p> <p>I have knowledge of HR processes and can effectively carry out recruitment, sickness, performance management and other HR processes</p>			
Assumes professional accountability and responsibility for a	I role model resilience under pressure and do not let			

<p>broad aspect of service delivery including allocation and prioritisation of cases</p>	<p>setbacks affect my performance</p> <p>I exercise professional judgement to manage risk, promoting positive risktaking, especially in complex and unpredictable situations, and support others to do so</p> <p>I identify and communicate the highest risks in my area of responsibility to my line manager.</p>			
<p>Contribute to and co-create interprofessional networks to promote the exchange of knowledge, skills, resources and peer review processes</p>	<p>I am able to develop and implement effective ways of working in networks across organisation and professional boundaries</p>			
<p>Develops close relationships with neighbourhoods, health colleagues, and local community groups, to promote</p>	<p>I understand the structure and ethos of neighbourhood working and promote close working with those within my local community.</p>			

health and wellbeing through occupation				
As directed by the service manager, formulate and lead on the achievement of specific objectives aligned to local, regional, and national strategic direction, to facilitate a high-performance team focused on the needs of the people and populations who access services, their families, and their carers	<p>I ensure that organisational goals are reflected in personal and team objectives.</p> <p>I understand and co</p>			
Acts as authoriser for a delegated value of items ordered through the community equipment service to ensure value for money and client satisfaction	<p>I am aware of the budgetary implications and ensure good clinical reasoning is in place to justify provision.</p> <p>I understand the legislation which underpins our CES provision and can advise others.</p>			
Proactively participates in audits and assurance activities to ensure high quality, safe and legal practice	<p>I provide timely responses to audit requests.</p> <p>I can identify areas for audit and feedback results to team</p>			

	and service manager to support assurance and improvement.			
	Facilitation of Learning			
Lead on the development of others within the team, including apprentices, students and newly qualified OT's	<p>I act as a role model to inspire, supervise, mentor, and educate others (including learners and apprentices) seeking to instil and develop confidence</p> <p>I seek to create opportunities for self and others to work across practice and education settings (e.g., student recruitment, practice-based learning, curriculum development/teaching, assessment)., including practice education</p> <p>I am a qualified practice educator and take a lead in being a mentor for apprentices.</p>			
	Evidence, Research and Development			
Support the strategic vision to create a culture that values and	I can lead research, quality improvement or service			

enables people to engage in and with research and quality improvement initiatives at a level that is appropriate for them.	evaluation projects at a local, regional and/or national level			
	I can critically evaluate data and information with accuracy and perception and can synthesise and use data drawn from a variety of different methods.			
	I contribute to the wider research agenda through initiating or supporting research activity which I present.			

Advanced practitioner

RCOT Career framework Level 7

Advanced practitioners are experienced professionals who have developed their skills and theoretical knowledge to a very high standard, and are continuously developing their practice within a defined field and/or have management responsibilities for a section/small team.

People at Level 7 of the career framework will think strategically and understand how social care works within the wider system. They are innovative, and have a responsibility for developing and changing practice and/or services in a complex and unpredictable environment (Skills for Health).

They may have their own caseload or work area responsibilities (Skills for Health) requiring an expert knowledge base, complex decision-making skills and clinical competencies for expanded scope of practice, the characteristics of which are shaped by the context in which the individual practices.

Advanced practice should be viewed as a 'level of practice' rather than a specific role and it is not exclusively characterised by the clinical domain, but may also include those working in research, education, management/leadership roles.

Generic description of job

The role will cover various aspects of advanced practice including:

Management

- management of staff, including disciplinary, sickness, capability
- service development and providing a strategic overview i.e. understanding and influencing the strategic direction of service and linking with integrated teams, attending partnership meetings to plan new services
- overview of quality standards and addressing skills gaps, including audit
- supervising qualified occupational therapists, allocating work/cases and doing personal development plans for junior staff
- Supporting the Principal Occupational Therapist as part of the OT leadership team
- providing second opinions in complex cases, undertaking joint visits as consultancy, and supporting staff to keep increasingly complex cases as those staff develop
- dealing with informal complaints and representation.

Clinical

- highly specialised and/or expert knowledge of humans as occupational beings

- expert decision-making skills in occupational therapy within general setting or specialist setting
- managing complex cases and working with people with a complex range of services and interventions (case management)
- safeguarding and investigation management
- preventing escalation e.g. keeping people in their existing home or preventing a move to residential or nursing home care
- complex manual handling reviews and training advisors, focussing on Optimal Handed Care.
- in housing, identifying accessible housing, allocation determinations and very complex adaptations, working with surveyors, design and building teams
- providing specialist occupational therapy advice for new build specifications
- lead projects, pilots, extending scope and innovations such as Optimal handed care projects, in-reach to health, housing, SILC, Technology Enabled Care.
- very specialist/bespoke equipment, seating or adaptations

Learning Plan and CPD Record

Advanced Practitioner – Occupational Therapist

Core

Title	Date completed
Adult Social Care Induction - Core Days (x2)	
Applying the MCA (2005) in Everyday Practice	
Applying the MCA (2005) in Everyday Practice – Annual update	
Best Interest Assessor – Practice Update*	
CHC Checklist	
CHC professionals' course (to be confirmed)	
Culture and Identity	
Dementia: the Facts	
DFG	
Education and SEND information session	
Introduction to Homelessness Law	
Legal Literacy for Managers (exact title TBC)	
Medequip Prescriber	
Motivational Interviewing (Under Review)	
Moving and Handling Train the Trainer	
Moving and Handling Update for Occupational Therapists	
Oliver McGowen – Mandatory Training – Level 2	
Optimal Handed Care ROSPA Level 4	
Safeguarding – Making Safeguarding Enquiries	

Safeguarding – Making Safeguarding Personal	
Safeguarding – Advanced Practitioner Workshop	
Safeguarding – Achieving Good Outcomes in Self-Neglect	
Sexual Activity and Mental Capacity Act	
Transitions to Adults information session	
Understanding Hoarding Behaviours	
Writing Witness Statements for Court	

Specialist

Title	Date completed
Wheelchair Prescriber Training Level 2	
Postural Management and Seating	

Qualifications¹

Core

Title	Date completed
BIA to Approved Mental Capacity Professional (AMCP) conversion	
British Sign Language (Stage 1 and/or 2)	
People Handling & Risk Assessment Key Trainer's Certificate	
Supporting Students in Practice (non-accredited via UWE)	
Practice Learning and Student Support	
Practice Placement Educator / Update	

Specialist

Title	Date completed
Advanced Practice in Adults at Risk (Safeguarding Adults)	
Apprenticeships offered by Organisational Development	
End of Life Care	
Evidencing Work Based Learning	
Fundamental Principles of Dementia/Principles of Dementia	

e-Learning available via The Learning Centre

Title	Date completed
An Introduction to Human Rights	
Autism Awareness	
Autism – Intermediate Knowledge and Skills	
Black Lives Matter	
Continuing Health Care	
Corporate e-induction (including Health & Safety)	
Data Protection Awareness (2019)	
Dementia	
Dementia – Becoming a Dementia Friend	
Dementia – The Open Dementia Programme (Multiple Modules) SCIE	
Deprivation of Liberty Safeguards	
Dignity and Respect	
Dignity at Work	

Domestic Abuse Awareness (via Somerset Survivors website)	
Down's Syndrome Awareness	
Drugs and Alcohol Awareness	
End of Life Care	
Fire Safety (2021)	
Fire Warden Training	
GDPR 2022	
Introduction to Health and Safety	
Leadership - What is Leadership?	
Leadership Styles and Theories	
Legislation and Partnership Working	
Making Every Contact Count	
Managing Health and Safety	
Meeting Skills	
Mental Health Awareness	
Modern Slavery and Human Trafficking	
No Recourse to Public Funds	
Oral Health (Adults)	
Personalisation	
Prevent	
Preventing Falls	
Reablement	
Recording Skills	

Safeguarding and Child Protection for Non-Children's Service Workers	
Safeguarding for Adult Service Workers	
Self-neglect	
Strokes	
Supervision for Supervisees	
Supervision for Supervisors	
The Care Act 2014	
The Equality Act 2010	
The Mental Capacity Act 2005	
Trans Awareness	

Electronic Resource

Title	Date completed
Community Care Inform Adults (TBC)	N/A
Making Research Count	
Social Care Institute for Excellence Practice Based e-Learning Materials	N/A

Continuing Professional Development (CPD)

Some of the job specific courses will not be relevant to the employee so we suggest you record N/A (not applicable) next to these in the date completed column.