

Somerset Occupational Therapist Competency Framework

Occupational Therapist

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. Newly Qualified Occupational Therapists will complete the SFYP programme prior to commencing work on the competency framework for Occupational Therapists.

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.

Authors:

Carolyn Smith, Principal Social Worker, Strategic Lead Safeguarding and DOLS

Paulette Baker, Principal Occupational Therapist, Strategic Lead Prevention and Independence

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 Occupational Therapist

Support	Training	CPD
<ul style="list-style-type: none"> • Supervision • Peer Support Groups • Learning and Development input from profession-specific leads • Opportunity to have support from advanced practitioner occupational therapists 	<ul style="list-style-type: none"> • Achieving Good Outcomes in Self Neglect • Culture and Identity • Dementia: the Facts • DFG • Induction • Introduction to Homelessness Law • Medequip Prescriber • Mental Capacity Act • Training and Trainer Moving and Handling • Oliver McGowen Mandatory Training • Optimal Handed Care • Safeguarding • Seating • Sexual Activity and Mental Capacity Act • Understanding Hoarding Behaviours • Wheelchair prescriber level 1 <p>Please see Learning Plan for more detail</p>	<ul style="list-style-type: none"> • Monthly CPD workshops (Operations, MCA/DoLS and Commissioning) • Quarterly OT CPD workshops • 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

Occupational Therapist Competency Framework

Key results areas	Competency	What do I need to do and when	Learning needs	Evidence and supervisor sign off
Professional Practice			Mandatory in red	
<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),</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).</p> <p>I understand the structure of health and social care organisations and the legislation and policies which influence them. I use this knowledge to inform my practice, and to support the people with whom I work</p> <p>Co-production, strengths-based,</p>			

	<p>relationship-based, and systemic practice is central to my work and evidenced in every conversation</p> <p>I actively engage in, apply and record relevant continuing professional development across the four Pillars of Practice, identifying gaps in my knowledge ,and updating my Personal Development Plan</p> <p>I recognise the complexity of identity and diversity of experience, discriminatory practices and inequality, and challenge discrimination. Anti-oppressive practice is central to my practice</p> <p>I have knowledge of policy, procedures and legislation that supports Adult Safeguarding</p>			
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	<p>activity including The Care Act 2014 and statutory guidance, Multi-agency policies and procedures, the Human Rights Act and Deprivation of Liberty Safeguards. I know when an IMCA needs to be instructed and when an application to the Court of Protection is required.</p> <p>Making Safeguarding Personal informs my practice. The outcomes identified by citizens are evidenced in my work.</p> <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> <p>Mental Capacity Act 2005 Self-assessment Tool.docx</p>			
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<p>Completed and supports others to complete, the Occupational Therapy process.</p>	<p>I complete the occupational therapy process, including managing complexity, with supervision as required</p> <p>I work autonomously and as part of a team, manage a designated workload within a scope of practice, and accept professional accountability and responsibility</p> <p>I exercise my professional judgement to manage risk, including positive risk-taking and know when to seek advice or support.</p> <p>I understand the unique contribution of 'occupational therapy' in health and social care and ensure</p>			

	<p>'occupation' is at the focus of all interventions.</p> <p>I use creativity and professional curiosity in practice to enable citizens to explore options to overcome dilemmas and problems.</p> <p>I use a comprehensive knowledge of theories, models of intervention and research to solve problems, and am aware of the limits of my knowledge base.</p> <p>I have an in depth knowledge of equipment and adaptations which can promote independence and use this to inform my interventions</p> <p>I have a comprehensive knowledge of the Somerset housing</p>			
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	<p>renewal policy and the legislation which underpins it , and I use this to advise on and recommend major adaptations .</p> <p>I have completed the Moving and Handling ‘training the trainer’ course and use and Optimal Handed care approach in all my assessments and reviews.</p>			
<p>Communicate information effectively and concisely in a range of situations</p>	<p>I am able to have difficult conversations. I communicate with compassion and authority in challenging situations and can understand and work effectively with negative responses.</p> <p>I can use a range of communication styles and where necessary adapt professional language to respond to</p>			

	and influence and wide range of audiences.			
Recording meets the requirement of the council and regulatory bodies (HCPC, RCOT) and local policies	<p>My record keeping and reports are timely, clear, accurate and defensible and meet the requirements of ASC and my regulator.</p> <p>My recording demonstrates clear clinical reasoning behind every decision.</p> <p>.</p>			
Leadership				
Actively engages in the clinical supervision and appraisal of self and others e.g. support workers	<p>I take responsibility for obtaining regular, effective supervision from my supervisor to ensure effective practice, reflection and continuing professional development.</p> <p>I give and receive feedback in an open, honest and constructive manner</p>			

	<p>I provide high quality supervision that is relationship-based, supports others to manage and prioritise work, and which integrates critical reflection,</p> <p>I identify good practice, and feedback to staff and others.</p> <p>I recognise early signs of poor performance and know what appropriate measures to take.</p>			
<p>Consolidates own performance and contributes proactively to the aims and organisation of the team.</p>	<p>I am confident about my in role my team, work positively with others and contribute to team working</p> <p>I work effectively across professional and agency boundaries, actively involving and respecting the contribution of others whilst promoting the</p>			

	<p>values and ethos of Occupational Therapy .</p> <p>I understand the roles of other team members and know when to seek or offer support.</p> <p>I am aware of the budgetary implications of my practice and ensure clear clinical reasoning is documented to justify provision</p> <p>I respond constructively to queries and complaints</p>			
<p>Assumes professional accountability and responsibility for a specific area of service delivery including allocation and prioritisation of cases to support workers</p>	<p>I exercise professional judgement to manage risk, whilst promoting positive risktaking.</p> <p>I identify and communicate the highest risks in my area of responsibility to my line manager.</p>			

	I take responsibility for the work of others within a defined scope of practice.			
Contribute to and co-create interprofessional networks to promote the exchange of knowledge, skills, resources and peer review processes	I am able to develop and implement effective ways of working in networks across organisation and professional boundaries			
Develops close relationships with neighbourhoods, health colleagues, and local community groups, to promote health and wellbeing through occupation	<p>I understand the structure and ethos of neighbourhood working and promote close working with those within my local community.</p> <p>I continually promote the value of occupation and work to educate others.</p>			
	I am aware of the budgetary implications of my practice and ensure clear clinical reasoning is documented to justify provision.			

	Facilitation of Learning			
Contribute to the development of self and others within the team, including apprentices, students and newly qualified OT's	<p>I provide learning opportunities, including shadowing and joint working, to students and new members of the team</p> <p>I am a qualified practice educator and regularly support students and apprentice.</p> <p>I contribute to professional networks to promote the exchange of knowledge skills and resources.</p> <p>I continually seek to develop and consolidate my practice through proactive CPD.</p>			
	Evidence, Research and Development			
Uses research findings to demonstrate the development of practice	I access databases about research and evidence, and uses this to underpin my practice.			

	I identify ideas for research/development activity from own practice and contribute to data gathering activities such as audit and evaluations.			
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Registered Practitioner

RCOT career framework 5-6

Registered practitioners consolidating pre-registration experience and patient/citizen-centred care, and getting ready for a higher level of functioning. The Level 5 practitioner is on a journey from novice, when initially registered, to practitioner.

People at Level 5 will have a comprehensive, specialised, factual and theoretical knowledge within a field of work and an awareness of the boundaries of that knowledge. They are able to use knowledge to solve problems creatively, make judgements that require analysis and interpretation, and actively contribute to service and self-development. They may have responsibility for supervision of staff or training (©Skills for Health).

Practitioners have a broad knowledge base in a particular field of practice, which enables them to work with a considerable degree of autonomy. They may have line management responsibilities but will not be responsible for service delivery. They actively use research findings to enhance and underpin their practice. A practitioner is competent in their area of practice and will seek opportunities to improve the service they offer (Skills for Health)

Generic description of job

The role will include:

- critical understanding of the unique contribution of occupational therapy in promoting occupation for health and well-being for everyone, knowledge of people as occupational beings
- Planning and implementing programmes to improve people's skills so the level of dependence on carers can be altered
- assessing and reviewing peoples Moving and handling requirement using the lens of Optimal Handed Care.
- complex risk assessments (this includes evaluation of carer provision, advising on boundaries of safe practice)
- demonstrating use of equipment and techniques to enable people to maximise their independence or to support carers in their caring role.
- complex problem solving and dealing with more multifaceted situations, working with people with deteriorating conditions
- Creating accessible environments through the use of major or minor adaptations.
- in reablement, assessing suitability for programmes, assessing potential and providing support and advice to colleagues, planning programmes • facilitating and enabling team development through providing leadership and support to team members
- provides mentoring, supervision and guidance to less experienced staff , and practice placements to students and apprentices.

Learning Plan and CPD Record

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 and Defensible Decision-making for Practitioners (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 - Recognising Adult Abuse	
Safeguarding - Making Safeguarding Enquiries	
Safeguarding – Making Safeguarding Personal	
Safeguarding – Achieving Good Outcomes in Self-neglect	
Sexual Activity and Mental Capacity Act	
Seating	
Transitions to Adults information session	
Understanding Hoarding Behaviours	
Writing Witness Statements for Court	

Specialist

Title	Date completed
Wheelchair Prescriber Level 1	

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 (4 day course – Edge)	
Supporting Students in Practice (non-accredited via UWE)	
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	
Practice Learning & Student Support	

e-Learning available via The Learning Centre

Title	Date completed
Adult Obesity	
Autism Awareness	
Autism – Intermediate Knowledge and Skills	
Black Lives Matter	
Care Act – Section within The Learning Centre	
Continuing Health Care	
Corporate e-induction (including Health & Safety)	
Dementia	
Dementia – Becoming a Dementia Friend	
Dementia – The Open Dementia Programme (Multiple Modules) SCIE	
Deprivation of Liberty Safeguards	
Dignity and Respect	

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	
Mental Health Awareness	
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)	
Making Research Count	
Social Care Institute for Excellence Practice Based e-Learning Materials	

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.