

# **Somerset Occupational Therapist Competency Framework**

## **Occupational Therapist Assistant**

## **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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## 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 Therapy Assistant

Support	Training	CPD
<ul style="list-style-type: none"> <li>• Supervision</li> <li>• Peer Support Groups</li> <li>• Learning and Development input from profession-specific leads</li> <li>• Opportunity to have support from advanced practitioner occupational therapists</li> </ul>	<ul style="list-style-type: none"> <li>• Achieving Good Outcomes in Self Neglect</li> <li>• Activity Analysis, Minor Works and Equipment</li> <li>• Culture and Identity</li> <li>• Dementia: the Facts</li> <li>• Housing Options</li> <li>• Induction</li> <li>• Introduction to Homelessness Law</li> <li>• Medequip Prescriber</li> <li>• Mental Capacity Act</li> <li>• Foundation level Manual Handling</li> <li>• Oliver McGowen Mandatory Training</li> <li>• Safeguarding</li> <li>• Sexual Activity and Mental Capacity Act</li> <li>• Understanding Hoarding Behaviours</li> </ul> <p>Please see Learning Plan for more detail</p>	<ul style="list-style-type: none"> <li>• Monthly CPD workshops (Operations, MCA/DoLS and Commissioning)</li> <li>• Quarterly OT CPD workshops</li> <li>• Access to a suite of e-Learning modules</li> <li>• Opportunity to join regional and national OT communities of practice</li> <li>• Making Research Count</li> </ul>

### Occupational Therapist Assistant Competency Framework

Key results areas	Competency	What do I need to do and when	Learning needs	Evidence and supervisor sign off
<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),</p>	<p><b>Practice</b></p> <p>I am aware of the structure of health and social care organisations and the policies which influence them. I use this knowledge to inform my practice, and to support the people with whom I work.</p> <p>I ensure my practice promotes service users' and carers' rights and participation in line with their choices.</p> <p>I communicate information effectively and concisely in a range of situations, including with line managers, colleagues and people who access services, their families, and their carers.</p>			

	<p>I understand my role in identifying and reporting concerns regarding the abuse or neglect of an adult with care and support needs</p> <p>I demonstrate skills and knowledge to contribute effectively to the safeguarding process.</p> <p>I have evidenced competency at Level 2 of the Somerset Mental Capacity Act Competency Framework.</p> <p><a href="#">Somerset Mental Capacity Act Competency.pdf</a></p> <p><a href="#">Mental Capacity Act 2005 Self-assessment Tool.docx</a></p>			
<p>Promote independence through strength-based approaches which look to maximise independence to support people to remain in their homes</p>	<p>I maintain a good knowledge of community services, including health, welfare benefits, Independent Living Centres, housing,</p>			

<p>and communities, without formal social care support wherever possible</p>	<p>leisure, learning and employment, voluntary and user-led organisations and share this information with a wide range of people.</p> <p>I carry out elements of the Occupational Therapy process with direct or indirect supervision</p> <p>I have a basic knowledge of physiology, anatomy, and cognition and can use activity analysis to identify barriers to Occupational Performance.</p> <p>I use a strength-based approach to promote independence by gathering, evaluating, and analysing information, and use that information to identify sustainable solutions to deliver good outcomes for people.</p>			
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	<p>I 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.</p> <p>I am aware of the scope of my knowledge and know when to seek support or to refer on to others, including alerting my manager or supervisor to any high-risk situations.</p> <p>I understand the unique contribution of 'occupational therapy' in health and social care and ensure 'occupation' is at the focus of all interventions.</p> <p>I am consciously aware of own values, culture and position, and the impact these have on</p>			
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	<p>my own work and that of others.</p> <p>I have a good knowledge of Housing options and can complete Housing reports and support people to relocate into an accessible environment.</p> <p>I have a good knowledge of low-level equipment and minor adaptations which can promote independence and I ensure safe and effective use of equipment, including fitting, demonstrating and teaching safe and appropriate use.</p> <p>I can assess and recommend straightforward major adaptations, such as stairlifts, bathing adaptations and simple access solutions under the Disabled Facility</p>			
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	<p>Grant legislation with guidance as necessary.</p> <p>I have basic knowledge of the principles of safe moving and handling of people and the ergonomics of good back care.</p>			
<p>Maintain and update appropriate administrative/IT records on individual service users and carers as required by the service guidelines and prepare reports for meetings. Take responsibility for making accurate and timely recording of all information and activity onto the social care records database in accordance with work targets set by the Manager and Supervisor.</p>	<p>My records are clear, concise and reflect the persons needs and wishes.</p> <p>I prepare accurate and timely reports for peer forum, housing options, and case discussions.</p> <p>I share information appropriately and in accordance with data protection and client confidentiality.</p>			
	<b>Leadership</b>			
<p>Can work effectively in teams and understands</p>	<p>I work effectively within my team,</p>			

the roles of other members of the team.	understanding and respecting the contribution of others.			
Actively engages in supervision and identifies areas for personal development	<p>I can recognise and act where performance and practice of self and others should be improved or reported (e.g., where practice is potentially unsafe, where there are displays of microaggressions, or behaviours that are discriminatory or that reinforce stigma).</p> <p>I can recognise and act where performance and practice of self and others should be recognised and celebrated, to facilitate a culture within which people can excel.</p> <p>I am a reflective practitioner and actively participate in building self-awareness, emotional intelligence, and resilience.</p>			

Consolidates own performance and contributes proactively to the aims and organisation of the team.	<p>I understand the importance of good data collection and ensure accurate completion of Eclipse.</p> <p>I manage a designated workload, identify priorities, and manage time and resources effectively with guidance as appropriate.</p>			
Have good relationships and daily contacts with care professionals, GPs, voluntary bodies, and other agencies to clarify client needs, pass information and make recommendations	I understand the structure and ethos of neighbourhood working and promote close working with those within my local community.			
Contributes to audits and assurance activities to ensure high quality, safe and legal practice	I provide timely responses to audit requests.			
	<b>Facilitation of Learning</b>			
Contribute to the development of others	I take an active role sharing knowledge and			

<p>within the team, including work experience, apprentices, students., and ASCP's</p>	<p>skills by supporting inexperienced staff and providing mentoring where required.</p> <p>I act as an educator for apprentices coming into the ASCP role and provide support to students who are on placement within my team.</p> <p>I understand and promote the value of occupations for health and wellbeing to others.</p> <p>I hold or am working towards NVQ level 3 qualification.</p>			
	<p><b>Evidence, Research and Development</b></p>			
<p>Apply evidence to inform practice with guidance from more experienced colleagues</p>	<p>I undertake systematic information searches, select relevant information use it to inform my practice</p>			
	<p>I disseminate evidence including effective writing for a range of situations (e.g., emails,</p>			

	internal reports, presentations, study events) with more experienced colleagues.			
	I contribute to the wider research agenda by supporting the gathering of data.			

#### **RCOT career framework 4**

People at Level 4 will have a 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.

At this stage there is a requirement for factual and theoretical knowledge of principles, procedures, processes, and concepts in broad contexts within a field of work. Work is guided by standard operating procedures, protocols or systems of work, but people must make judgements, plan activities, contribute to service development and demonstrate self-development. They will provide practical training to less experienced staff, including students. ( AHP support worker Competency framework)

## Learning Plan and CPD Record

### Occupational Therapist Assistant

#### Core

Title	Date completed
Activity Analysis, Minor Works, and Equipment	
Adult Social Care Induction - Core Days (x2)	
Applying the MCA (2005) in Everyday Practice	
Applying the MCA (2005) in Everyday Practice – annual update	
CHC Checklist	
Culture and Identity	
Dementia: the Facts	
Education and SEND information session	
Equality and Diversity (Corporate)	
Foundation level Manual Handling	
Housing Options	
Introduction to Homelessness Law	
Legal Literacy and Defensible Decision-making for Practitioners (TBC)	
Medequip Prescriber	
Motivational Interviewing (Under review)	
Oliver McGowan – Mandatory training – Level 1 (TBC if Level 2 required)	
Safeguarding – Developing Safeguarding Practice	
Safeguarding – Recognising Adult Abuse	
Safeguarding – Achieving good outcomes in Self Neglect	

Sexual Activity and Mental Capacity Act	
Transitions to Adults information session	
Understanding Hoarding Behaviours	

### Specialist

Title	Date completed
Dementia and Sensory Loss	
Optima Low Vision Refresher	

### Qualifications<sup>1</sup>

#### Core

Title	Date completed
NVQ 3	
British Sign Language (Stage 1 and/or 2)	
Occupational Therapy Apprenticeship	

#### Specialist

Title	Date completed
Apprenticeships offered by organisational development	

### e-Learning available via The Learning Centre

Title	Date completed
Adult Obesity	
An Introduction to Human Rights	
Autism Awareness	



Autism – Intermediate Knowledge and Skills	
Black Lives Matter	
Corporate e-induction (including Health & Safety)	
Data Protection Awareness	
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	
Fire Warden Training	
Food Safety for Social Care	
Food Safety – Level 2	
GDPR	
Introduction to Health and Safety	
Legislation and Partnership Working	
Making Every Contact Count	
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	
The Care Act 2014	
The Care Certificate	
The Equality Act 2010	
The Mental Capacity Act	
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	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.