

Physiotherapy

Framework (condensed version)



putting physiotherapy behaviours,
values, knowledge & skills into practice

A resource to promote & develop physiotherapy practice



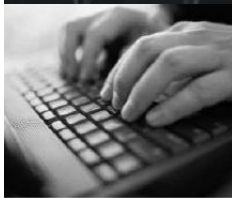
Welcome to the CSP's Physiotherapy Framework.

The CSP's Physiotherapy Framework is a resource designed to promote & develop physiotherapy practice. The Physiotherapy Framework defines & describes the behaviours (& underpinning values), knowledge & skills required for contemporary physiotherapy practice:

- at all levels - from a new support worker through to a senior level registered physiotherapist;
- across a variety of occupational roles – clinical, educational, leadership, managerial, research, & support;
- in a variety of settings – in health & social care, in industry & workplaces, in education & development, & in research environments;
- across all 4 nations of the UK.



The Physiotherapy Framework is based on the idea of physiotherapy being a complex intervention. It therefore goes beyond the task-based focus of existing generic competency frameworks & defines the unique blend of behaviours, knowledge & skills used by the physiotherapy workforce. The framework's content is based on an analysis of policy drivers across the UK & sources describing the behaviours, knowledge & skills used in physiotherapy practice. The content was refined with feedback from the CSP's Charting the Future Steering Group, Standing Committees, & Council, & consultation with the wider CSP membership during 2008-10.



Please note that this is a condensed version of the CSP's Physiotherapy Framework. The document is divided into 3 sections:

1. Definition of physiotherapy

2. Structure of the framework:

This section explains how the domains & descriptors within the framework work together to describe physiotherapy practice



3. Physiotherapy values, behaviours, knowledge & skills

Tables that describe the behaviours, knowledge & skills used by the physiotherapy workforce at 6 different levels of practice

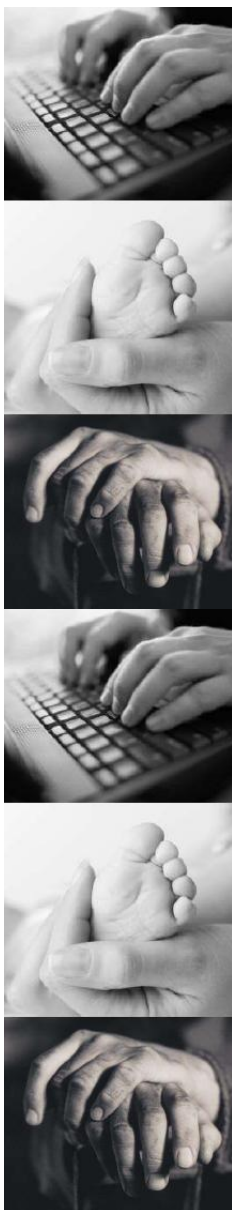


The full version of the framework is available for members to use in the CPD Resources workspace of the CSP's ePortfolio system (<http://www.csp.org.uk/professional-union/careers-development/cpd/csp-eportfolio/my-eportfolio/cpd-resources>). This full interactive version of the Physiotherapy Framework contains detailed information about the domains/ descriptors & signposts to specific CPD resources & tools.

Physiotherapy

framework

Definition of physiotherapy



Definition of physiotherapy

This definition is based on sources that present a picture of contemporary physiotherapy practice. This definition presents a picture of what the behaviours, knowledge & skills described by the framework look like in practice.

Physiotherapy is a healthcare profession that works with people to identify & maximise their ability to move & function. Functional movement is a key part of what it means to be healthy. This means that physiotherapy plays an important role in enabling people to improve their health, wellbeing & quality of life.

Physiotherapists use their professional knowledge & practical skills, together with thinking skills & skills for interaction in their day-to-day practice. This combination of knowledge & skills means that practitioners can work in partnership with the individual & other people involved with that person. Physiotherapists recognise that physical, psychological, social & environmental factors can limit movement & function. They use their knowledge & skills to identify what is limiting an individual's movement & function, & to help individuals decide how to address their needs.

Physiotherapy's values means that practice is person-centred, ethical & effective. The evidence-base underpinning physiotherapy is constantly evolving as practitioners develop new knowledge & understanding through critical reflection, evaluation & research. This evolving evidence base supports the use & development of physiotherapy's scope of practice. The Royal Charter gives physiotherapy a broad scope of practice that includes manual therapy, exercise & movement, electrotherapy & other physical approaches.

Physiotherapy is an autonomous profession. This means that physiotherapists can accept referrals for assessment from a range of sources: from an individual themselves (self-referral) or from other people involved with that individual. Physiotherapy can offer a range of interventions, services & advice to improve individuals' health & wellbeing. Physiotherapy works to maximise an individual's movement capability at three different levels. It can help maintain & improve the body's movement & function by offering treatment when someone is acutely ill in hospital. It can also improve someone's function & independence (at home, at work) by offering rehabilitation & advice. It can also enhance their performance & participation (in their community & wider society) by offering advice & by challenging the environmental or social barriers that limit participation.

Physiotherapy's strong clinical leadership & adaptable workforce means that it can deliver high quality innovative services that are accessible, effective & efficient. Physiotherapy maintains strong links between clinical & academic settings. This means that the profession responds to developments in practice, education or research, & actively ensures its workforce continues to be fit for purpose.

Physiotherapy

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Framework structure

Structure of the framework

Physiotherapy is made up of many different elements (or sets of behaviours, knowledge & skills) - all essential to practice. No one element can be defined as *the* 'active ingredient' which makes practice effective. The individual elements that make up practice ultimately influence one another - a real example of the whole being greater than the sum of its component parts. This idea has informed the structure & content of the physiotherapy framework.



Figure 1: structure of physiotherapy framework showing how individual elements work together to produce physiotherapy practice
CSP (2011) Physiotherapy Framework: putting physiotherapy behaviours, values, knowledge & skills into practice [updated Sept 2013]

A review of the literature & reflection on contemporary physiotherapy practice suggests that physiotherapy practice is made up of four elements that become integrated in practice.

1. Physiotherapy values

At the heart of physiotherapy practice is a set of values that are shared by all CSP members - regardless of their occupational role, practice setting, or level of practice. These values inform the behaviour of CSP members, & the knowledge (theoretical & applied) & skills that the physiotherapy workforce uses & develops.

2. Physiotherapy knowledge

The theoretical knowledge required for physiotherapy practice. Physiotherapy knowledge shapes, & is shaped by the profession's constantly evolving scope of practice. Although an individual's knowledge base will be shaped by the demands & context of their practice, physiotherapists must demonstrate how their knowledge & understanding relates to physiotherapy & their individual scope of practice.

3. Physiotherapy practice skills

The practical (psycho-motor) skills used by the physiotherapy workforce. In order to apply physiotherapy-specific practice skills, physiotherapy values & knowledge are required. Without physiotherapy values & knowledge, physiotherapy-specific practice skills of exercise & movement, manual therapy, electro-physical modalities & other physical approaches become nothing more than a physical technique. The physiotherapy workforce also uses practical skills/techniques such as First Aid or Manual Handling that are shared with other groups of staff that work in the health & wellbeing economy. As with physiotherapy knowledge, an individual's skill-base will evolve according to their experiences & context of practice, but practitioners must demonstrate how their skills relate to physiotherapy & their personal scope of practice.

4. Generic behaviours, knowledge & skills

As well as its physiotherapy values, knowledge & practice skills, the physiotherapy workforce also requires generic knowledge & skills. These are behaviours, knowledge & skills used by all practitioners working in the health & wellbeing economy. The physiotherapy workforce uses these sets of generic behaviours, knowledge & skills to apply its physiotherapy values, knowledge & practice skills to maximise individuals' potential – through its clinical, educational, leadership & research practice. This element is subdivided: behaviours, knowledge & skills for interaction; & behaviours, knowledge & skills for problem-solving & decision-making.

Each element of the framework contains a number of inter-related domains (specific sets of behaviours, knowledge & skills) as Table 1 shows.

| Element | Framework domain |
|--|---|
| 1. Physiotherapy values [1 domain] | Values |
| 2. Physiotherapy knowledge [3 domains] | Knowledge & understanding of physiotherapy Political awareness Self-awareness |
| 3. Physiotherapy practice skills [1 domain] | Physiotherapy practice skills |
| 4. Generic behaviours, knowledge & skills: - for interacting [6 domains] | Communicating Helping others learn & develop Managing self & others Promoting integration & teamwork Putting the person at the centre of practice Respecting & promoting diversity |
| - for problem-solving & decision-making [6 domains] | Ensuring quality Improving & developing services Lifelong learning Practice decision making Researching & evaluating practice Using evidence to lead practice |

Table 1: summary of physiotherapy framework elements/domains

Describing roles in practice

The structure of the Physiotherapy Framework is designed to help individuals recognise/describe the behaviours/knowledge/skills they use as part of their day-to-day physiotherapy practice. Although the behaviours/knowledge/skills presented in the framework are shared across the physiotherapy workforce, how they are used in practice will vary depending on what an individual's practice is at any given time.

Table 2 shows how 3 different roles that are part of physiotherapy practice draw on different sets of behaviours/knowledge/skills. Mapping practice in this way is useful to show how different aspects of an individual's role draw on specific sets of behaviours/knowledge/skills.

| Framework domain | Conducting a physiotherapy assessment | Supporting someone else's development as a mentor | Leading a team to evaluate & redesign a service |
|--|---------------------------------------|---|---|
| Physiotherapy values | ✓ | ✓ | ✓ |
| Knowledge & understanding of physiotherapy | ✓ | ✓ | ✓ |
| Political awareness | | ✓ | ✓ |
| Self-awareness | ✓ | ✓ | ✓ |
| Physiotherapy practice skills | ✓ | | |
| Communicating | ✓ | ✓ | ✓ |
| Helping others learn & develop | | ✓ | |
| Managing self & others | ✓ | ✓ | ✓ |
| Promoting integration & teamwork | | | ✓ |
| Putting the person at the centre of practice | ✓ | ✓ | |
| Respecting & promoting diversity | ✓ | ✓ | ✓ |
| Ensuring quality | ✓ | ✓ | ✓ |
| Improving & developing services | | | ✓ |
| Lifelong learning | ✓ | ✓ | ✓ |
| Practice decision making | ✓ | ✓ | ✓ |
| Researching & evaluating practice | | | ✓ |
| Using evidence to lead practice | | | ✓ |

Table 2: using the Physiotherapy Framework domains to describe roles in practice

As these examples illustrate, the Physiotherapy Framework can be used to highlight how a particular set of behaviours, knowledge & skills transfer from one role to another, & what elements make one role distinct from another. This function of the framework enables it to move beyond the task-based focus of existing competency frameworks.

The Physiotherapy Framework can therefore be used to:

- deconstruct practice to recognise & celebrate personal strengths & highlight potential learning/development needs.
- recognise how specific sets of behaviours, knowledge & skills transfer from one area of practice to another.
- build a picture of individual/departmental/organisational profile of the physiotherapy workforce.

Levels of practice

Although all the elements/domains within the framework are shared by the physiotherapy workforce, across all levels of practice, in different occupational roles & practice settings, some domains are more highly developed in some contexts of practice than in others. A review of the literature & descriptors used to design programmes of education suggests that progression from one level of practice to the next reflects a change in 3 different dimensions: complexity; predictability; sphere of influence; which together inform the extent of an individual's personal autonomy. The relationship between these dimensions is presented in Figure 2.

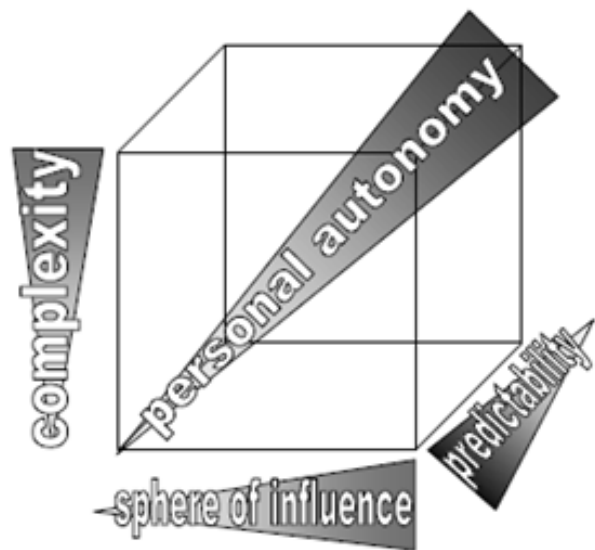


Figure 2: relationship between practice dimensions



The framework domains are described at 6 levels on a continuum from support to expert (summarised in Table 3). An individual's progression through & across the levels will depend on their access to & engagement with personalised learning & development opportunities.

Support level practice is generally predictable, the practitioner has a very local sphere of influence (e.g. self, client and physiotherapy team) and works with a relatively straightforward caseload. Personnel practising at this level have their work delegated by others who take responsibility for ensuring the individual has the necessary knowledge, skills and behaviours to undertake the delegated task.

Graduate level practice is sub-divided into 2 levels to show how a newly qualified physiotherapist's practice evolves during the early years of their career. The early experiences of new graduates will have a lasting effect on their future professional practice & commitment to physiotherapy. Evidence also highlights the emotional rollercoaster ride experienced by new entrants as they work to consolidate their existing behaviours/knowledge/skills & develop a deeper understanding of physiotherapy's ways of working. The key factors differentiating the 'entry-level' & 'experienced' graduate is a growth in the individual's confidence & competencies which is gained from applying their knowledge & skills in a supported clinical environment. The divisions within graduate level demonstrate the added value of providing a supportive working environment, processes & resources to support an individual's transition from student to qualified staff.

Expert level practice works within complex, unpredictable & normally specialised contexts that demand innovative work that may involve extending the current limits of knowledge. Practice at this level therefore provides opportunities to have a broader sphere of influence (e.g. through professional leadership or consultancy roles), & the complex/unpredictable nature of the practice carries high levels of personal autonomy.

The level descriptors within the physiotherapy framework were developed using descriptors used to design programmes of education. 'Support' & 'Advanced support' practice reflects the descriptors associated with vocational qualifications (e.g. S/NVQ; HNC/D; Foundation degrees). 'Entry-level graduate' practice reflects the descriptors associated with a Bachelor degree, while 'advanced' & 'expert' practice reflect the descriptors associated with Masters & Doctoral level study respectively.

| Framework level | complexity (examples) | predictability | sphere of influence (examples) | personal autonomy |
|----------------------|---|--|---|--|
| support | Delegated caseload of clients requiring rehabilitation | Practice within predictable contexts | Clients on caseload & delegating physiotherapist(s) | Responsible to delegating physiotherapist(s) Practice according to treatment protocols & Trust policies/procedures |
| advanced support | Delegated caseload - some presenting with complex needs | Practice within predictable & normally specialised contexts | Clients on caseload; MDT | Responsible to delegating physiotherapist(s) Practice according to set treatment protocols & Trust policies/procedures |
| entry-level graduate | Own caseload of clients with complex needs | Practice within complex & generally predictable contexts | Clients on caseload; MDT; support workers (delegation) | Responsible for own actions. Practice according to professional codes & Trust policies/procedures |
| experienced graduate | Own caseload of clients with complex needs | Practice within complex & increasingly unpredictable contexts | Clients on caseload; MDT; support workers (delegation & supervision)& students | Responsible for own actions. Practice according to professional codes & Trust policies/procedures |
| advanced | Specialised caseload of clients with complex needs | Practice within complex & unpredictable contexts which demands innovation | Clients; MDT; staff in primary & secondary care; professional networks at local & national level; students | Professionally & legally accountable for own actions |
| expert | Highly specialised caseload of clients with complex needs | Practice within complex, unpredictable and normally specialised contexts demanding innovative work | Clients/carers on caseload; AHPs (clinical, professional & education leadership); public/ other professions/policy makers at regional/national level. | Accountable for own actions. Practice characterised by an element of risk taking - guided by own knowledge & relevant professional codes/standards /guidelines. |

Table 3: summary of support to expert continuum

How are the definitions and descriptors presented?

In this version of the framework, each of the 17 domains, except for the values domain, is presented as a set of tables.

The main table is structured and colour-coded to make it easier to follow. The left hand column defines the domain, with the rest of the table describing what the domain looks like at the 6 different levels of practice.

FRAMEWORK ELEMENT

| | | | | | | DOMAIN TITLE |
|--|--|------------------|----------------------|----------------------|----------|--------------|
| Domain descriptors | support | advanced support | entry-level graduate | experienced graduate | advanced | expert |
| Definition of the domain | Individual level descriptors that describe what the behaviours, knowledge & skills look like at a particular level of practice | | | | | |
| Description of the specific behaviours, knowledge & skills | | | | | | |

The domains have been mapped to a set of 6 other competency frameworks relevant to the practices of the physiotherapy workforce:

- Department of Health (2004) Knowledge & Skills Framework
- Skills for Health (2008) Career Framework
- NHS Leadership Academy (2011) Leadership Framework
- Public Health Resource Unit/Skills for Health (2008) Public Health Skills & Career Framework
- Joint Negotiating Committee for Higher Education Staff (2004 – amended Jan 2005) Academic role profiles
- VITAE (2011) Researcher Development Framework

Table 4 presents a summary of how each domain from the CSP's Physiotherapy Framework maps across to these other competency frameworks. A more detailed breakdown of that mapping is available in the full version of the Physiotherapy Framework which is available to CSP members in the CPD Resources workspace in the CSP ePortfolio system.

Mapping physiotherapy framework domains against other competency frameworks relevant to physiotherapy practice (summary).

| | DoH (2004) NHS KSF | Healthcare careers (SfH 2008) | Clinical Leadership (NHSLA 2011) | Public health (PHRU, 2008) | JNCHES (academic) | VITAE (research) |
|---|-----------------------|-------------------------------------|--|-------------------------------|----------------------|---------------------|
| Physiotherapy Framework | | | | | | |
| Physiotherapy values | | | | | | |
| Knowledge & understanding of physiotherapy | | ✓ | | ✓ | ✓ | ✓ |
| Political awareness | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Self-awareness | | | ✓ | ✓ | ✓ | ✓ |
| Physiotherapy practice skills | ✓ | ✓ | | | | |
| Communicating | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Helping others learn & develop | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Managing self & others | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Promoting integration & teamwork | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Putting the person at the centre of practice | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Respecting & promoting diversity | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Ensuring quality | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Improving & developing services | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Lifelong learning | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Practice decision making | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Researching & evaluating practice | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Using evidence to lead practice | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

Physiotherapy

framework

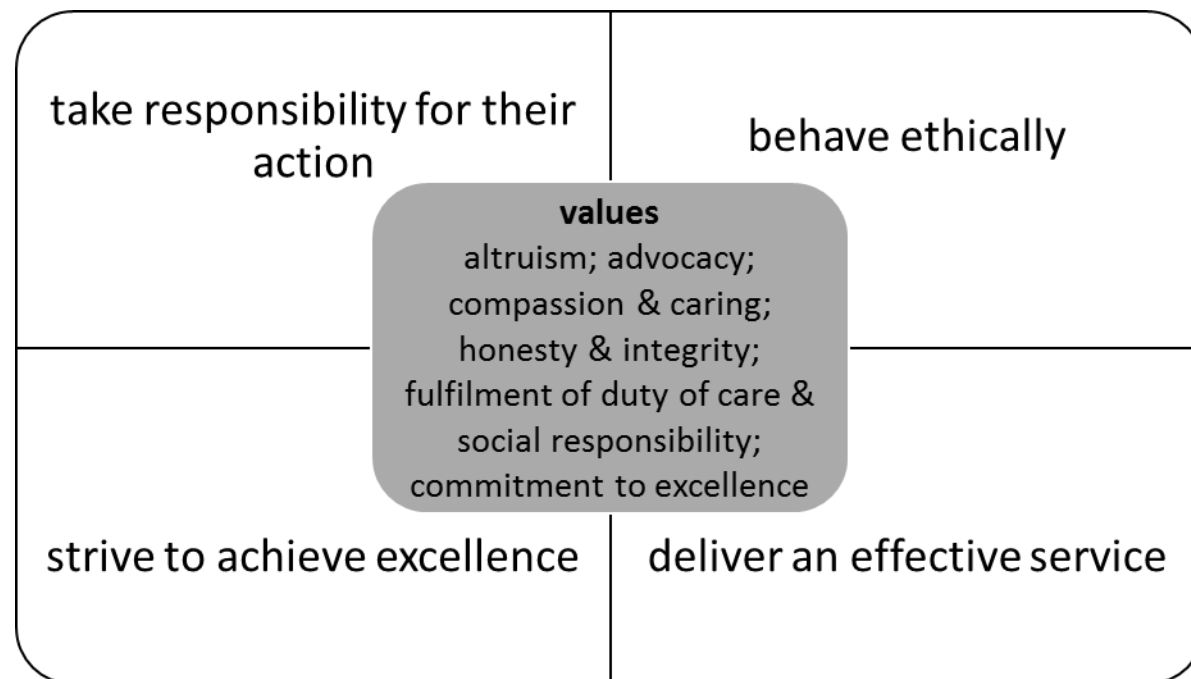


**Physiotherapy behaviours,
knowledge & skills**

Values

Values are defined as a set of ideals that motivates & informs an individual's behaviour & actions. The nature of values means that, unlike the other domains in the framework, they cannot be described at different levels.

The values at the heart of the Physiotherapy Framework are shared by all CSP members; regardless of their occupational role, practice setting or level of practice. They are fundamental to the CSP's expectation of members' professionalism (www.csp.org.uk/code).



As the figure shows, these values underpin the behaviours, knowledge & skills used by the physiotherapy workforce in their day-to-day professional practice.

2. Physiotherapy knowledge

| KNOWLEDGE & UNDERSTANDING OF PHYSIOTHERAPY | | | | | | |
|---|--|---|--|--|---|---|
| Domain descriptors | support | advanced support | entry-level graduate | experienced graduate | advanced | expert |
| <p>Demonstrate knowledge & understanding that is relevant to their area of practice & that underpins their individual scope of practice</p> <p>The core knowledge of physiotherapy addresses:</p> <ul style="list-style-type: none"> the role of other professions in health & social care the principles & applications of scientific enquiry concept of leadership structure & function of the human body the theories underpinning the approaches used in physiotherapy practice understanding of scientific bases of physiotherapy <ul style="list-style-type: none"> biological science physical science clinical science behavioural science the ethical principles underpinning physiotherapy practice the legal & policy frameworks governing physiotherapy practice <p>HCPC (2013)</p> | practice within predictable & straightforward contexts which requires the application of basic knowledge & facts relevant to their area of practice. | practice within predictable & normally specialised contexts which requires the application & understanding of basic knowledge, ideas & principles relevant to their area of practice. | practice within complex & generally predictable contexts which requires the application of current physiotherapy knowledge | practice within complex & increasingly unpredictable contexts which requires the application of current physiotherapy knowledge | practice within complex & unpredictable contexts which demands innovative work which may involve exploring current limits of knowledge | practice within complex, unpredictable & normally specialised contexts demanding innovative work which may involve extending the current limits of knowledge |
| | | | working to consolidate the knowledge gained from qualifying physiotherapy programme | continuing to consolidate the knowledge gained from qualifying physiotherapy programme, & learning how that knowledge transfers from one area of practice to another | a systematic understanding of knowledge, much of which is at, or informed by, the forefront of professional practice | a systematic acquisition & understanding of a substantial body of knowledge which is at the forefront of professional practice |
| | | | | | demonstrate a critical awareness of current problems & /or new insights through application of research or advanced scholarship techniques relevant to their area of practice | create & interpret new knowledge, through original research or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline, & merit publication |

2. Physiotherapy knowledge

| POLITICAL AWARENESS | | | | | | |
|---|--|---|--|---|---|--|
| Domain descriptors | support | advanced support | entry-level graduate | experienced graduate | advanced | expert |
| <p>Knowledge & understanding of the political, social, economic & institutional factors shaping the health & wellbeing economy & how they inform the design/delivery of physiotherapy.</p> <p><i>Political awareness</i> describes the behaviour, knowledge & skills required to:</p> <ul style="list-style-type: none"> • identify the political, social, economic & institutional factors influencing the delivery & organisation of health & social care & the design, delivery & development of physiotherapy • engage with the implementation & development of policy. | <p>basic knowledge of the political, social, economic & institutional factors that inform their practice</p> | <p>knowledge of the political, social, economic & institutional factors that inform the delivery of physiotherapy services locally</p> | <p>knowledge of the political, social, economic & institutional factors shaping the health & wellbeing economy & how they inform the delivery of physiotherapy across the UK</p> | <p>knowledge & understanding of the political, social, economic & institutional factors shaping the health & wellbeing economy & how they inform the design & delivery of physiotherapy across the UK</p> | <p>critical awareness of the political, social, economic & institutional factors shaping the health & wellbeing economy & how they inform the current & future design, delivery & professional development of physiotherapy at a local & regional level</p> | <p>critical awareness of the political, social, economic & institutional factors shaping the health & wellbeing economy & how they inform the design, delivery & professional development of physiotherapy across the UK</p> |
| | <p>participate in professional networks & relevant discussions to inform the implementation of policies specific to their area of practice</p> | <p>contribute to the work of professional networks, relevant discussions & provide feedback to inform the implementation of policies relevant to their area of practice</p> | <p>participate in professional networks & relevant discussions to inform the implementation & development of policies specific to physiotherapy practice</p> | <p>contribute to the work of professional or policy networks, relevant discussions & provide feedback to inform the implementation & development of policies relevant to professional practice</p> | <p>play an active role in a variety of professional & policy networks that inform the implementation & development of policies relevant to professional practice</p> | <p>play an active role in a wide variety of professional & policy networks that inform the development of policies that influence the shape the future of professional practice</p> |

2. Physiotherapy knowledge

| SELF-AWARENESS | | | | | | |
|---|---|---|--|---|---|---|
| Domain descriptors | support | advanced support | entry-level graduate | experienced graduate | advanced | expert |
| <p>A conscious knowledge & understanding of one's self which is developed through reflective practice.</p> <p><i>Self-awareness</i> describes the behaviour, knowledge & skills required to:</p> <ul style="list-style-type: none"> identify personal values, preferences & ways of working (e.g. likes & dislikes; strengths & weaknesses; emotions & prejudices; personal scope of practice), & understand how these can affect the individual's behaviour, judgement, & practice. | <p>demonstrate a growing self-awareness by using the guidance of others to identify & articulate their personal values, preferences, & with support, acknowledge how these may influence behaviour, judgement & practice.</p> | <p>demonstrate self-awareness by using reflection on personal practice & feedback from others to identify & articulate their personal values, preferences & ways of working, & with guidance, understand how these may influence behaviour, judgement & practice.</p> | <p>demonstrate self-awareness by using reflection on personal practice & feedback from others to identify & articulate their personal values, preferences & ways of working, & with guidance, analyse how these may influence behaviour, judgement & practice.</p> | <p>demonstrate self-awareness by using reflection on personal practice & feedback from others to identify & articulate their personal values, preferences & ways of working, & with guidance, evaluate how these may influence behaviour, judgement & practice.</p> | <p>demonstrate strong self-awareness by using critical reflection on personal practice & feedback from others to identify & articulate their personal values, preferences & ways of working, & critically evaluate how these may influence behaviour, judgement & practice.</p> | <p>demonstrate strong self-awareness by using critical reflection on personal practice & feedback from others to identify & articulate their personal values, preferences & ways of working, & critically evaluate how these may influence behaviour, judgement & practice.</p> |

3. Physiotherapy practice skills

| PHYSIOTHERAPY PRACTICE SKILLS | | | | | | |
|--|--|--|--|---|---|--|
| Domain descriptors | support | advanced support | entry-level graduate | experienced graduate | advanced | expert |
| Profession-specific practice skills These relate to physiotherapy's scope of practice & primary aim of maximising individuals' movement potential. Approaches that fall within the scope of physiotherapy practice include: <ul style="list-style-type: none"> • manual therapy • exercise & movement • electrophysical modalities • kindred physical approaches | perform a range of routine skills safely & effectively with guidance & support | perform a range of routine skills consistently with confidence & a degree of co-ordination & fluidity within relatively predictable contexts | working to consolidate & refine the performance of complex skills gained from qualifying physiotherapy programme | perform complex skills consistently with confidence & a degree of co-ordination & fluidity, learning how those skills transfer from one area of practice to another | demonstrate technical mastery of complex skills within unpredictable contexts | demonstrate technical mastery of complex skills within unpredictable & normally specialised contexts |
| | modify routine skills with guidance | modify routine skills within accepted standards | modify a technique in response to feedback (e.g. from a client, peer, supervisor) | becoming increasingly self-aware of when/how to modify a technique & less dependent on feedback from others | modify a technique in-action | subconsciously modify a technique in-action |
| Generic practical & technical skills: These practical & technical skills are shared with other workers in health, social care & education e.g. First Aid, Manual handling. | evaluate own performance with guidance & support from others | evaluate own performance with guidance from others | evaluate own performance | evaluate own & others' performance | evaluate own & others' performance in unpredictable contexts | evaluate own & others' performance in unpredictable & normally specialised contexts |

4. Generic behaviours, knowledge & skills for interacting

| COMMUNICATING | | | | | | |
|---|---|---|--|--|---|--|
| Domain descriptors | support | advanced support | entry-level graduate | experienced graduate | advanced | expert |
| <p>The interactive process of constructing & sharing information, ideas & meaning through the use of a common system of symbols, signs & behaviours.</p> <p><i>Communicating</i> describes the behaviour, knowledge & skills required to:</p> <ul style="list-style-type: none"> • facilitate the sharing of information, advice & ideas with a range of people, using a variety of media (including spoken, non-verbal, written & e-based) • modify communication to meet individuals' preferences & needs • engage with technology, particularly the effective & efficient use of Information & Communication Technology | <p>use a range of routine communication skills to share information & ideas with both specialist & non-specialist audiences</p> | <p>use a wide range of routine communication skills to share information, ideas, problems & solutions with both specialist & non-specialist audiences</p> | <p>use a wide range of routine & some advanced communication skills to share information, ideas, problems & solutions, with both specialist & non-specialist audiences</p> | <p>use a wide range of routine & advanced communication skills to share specialised information, ideas, problems & solutions with both specialist & non-specialist audiences</p> | <p>use a range of advanced & specialised communication skills to share specialised information & ideas/engage in critical dialogue with a range of audiences with different levels of knowledge & expertise</p> | <p>use a broad range of advanced & specialised communication skills to share complex information & ideas/engage in critical dialogue with a wide range of audiences with different levels of knowledge & expertise</p> |
| | <p>with guidance, modify communication in response to feedback to meet the needs of different audiences</p> | <p>with guidance, modify communication in response to feedback to meet the needs of different audiences & to enhance user involvement</p> | <p>modify communication in response to feedback (e.g. from a client, peer, supervisor) to meet the needs of different audiences & to enhance user involvement</p> | <p>becoming increasingly self-aware & able to modify communication to meet the needs of different audiences & to enhance user involvement & collaboration</p> | <p>modify communication to take account of the needs of different audiences & demonstrate a commitment to user involvement & collaboration</p> | <p>modify communication in-action to take account of the needs of different audiences & demonstrate a commitment to user involvement & collaboration</p> |
| | <p>use standard ICT applications to obtain, process & combine information & data</p> | <p>use a range of standard ICT applications to obtain & process a variety of information & data</p> | <p>use a range of ICT to support & enhance practice</p> | <p>use a range of ICT to support & enhance the effectiveness of practice</p> | <p>use a wide range of ICT to support & enhance the effectiveness of practice</p> | <p>use a wide range of ICT to support & enhance the effectiveness of practice & specify software requirements to enhance work</p> |

4. Generic behaviours, knowledge & skills for interacting

HELPING OTHERS LEARN & DEVELOP

| Domain descriptors | support | advanced support | entry-level graduate | experienced graduate | advanced | expert |
|---|--|---|---|--|---|---|
| <p>The process of working with individuals &/or groups to create activities & opportunities to promote learning & development.</p> <p><i>Helping others learn & develop</i> describes the behaviour, knowledge & skills required to:</p> <ul style="list-style-type: none"> • assess the learner's needs & preferences • design materials/ experiences that facilitate learning & development • deliver materials/ experiences that facilitate learning • evaluate the effectiveness of the learning & development experience <p>[continued overleaf]</p> | with guidance, deliver pre-planned learning activities to specified individuals/groups | with guidance & support, plan & deliver learning activities to a specified range of individuals/groups | with guidance, plan & deliver learning activities to a specified range of individuals/groups | with guidance, design, plan & deliver learning sessions of activities & opportunities to a range of audiences with similar levels of knowledge & expertise | design, plan & deliver learning activities & opportunities to a range of audiences with different levels of knowledge & expertise | design, plan & deliver learning activities & opportunities to a wide range of audiences with different levels of knowledge & expertise |
| | with guidance, apply standard approaches to learning & teaching (techniques & material) to meet specific learning outcomes | with guidance, apply a range of standard approaches to learning & teaching (techniques & material) to meet specific learning outcomes | apply appropriate approaches to learning & teaching (techniques & material) to meet learners' needs | select & apply appropriate approaches to learning & teaching (techniques & material) to meet learners' needs | select & apply appropriate approaches to learning & teaching (techniques & material) to meet learners' needs & promote a change in practice | develop & apply innovative approaches to learning & teaching (techniques & material) to meet learners' needs & promote a change in practice |
| | with guidance, use a basic evaluation tool to assess a learner's performance | with guidance, use a standardised evaluation tool to assess a learner's performance & provide them with appropriate feedback. | with guidance, predetermined criteria to assess a learner's performance & progress & provide them with appropriate feedback | use predetermined criteria to assess a learner's performance & progress, & provide them with constructive feedback | select & apply appropriate assessment tools to evaluate a learner's performance & progress, & provide them with constructive feedback | develop & apply innovative approaches to assess a learner's performance & progress, & provide them with constructive feedback |

HELPING OTHERS LEARN & DEVELOP continued

| Domain descriptors | support | advanced support | entry-level graduate | experienced graduate | advanced | expert |
|---|--|---|--|---|--|---|
| <ul style="list-style-type: none"> reflect on the learning & development process | with guidance & support, identify strengths & weaknesses of learning & teaching performance, & use this information to inform future practice. | with guidance & support, reflect on learning & teaching performance & use this evaluation to inform future practice | with guidance, reflect on learning & teaching performance & use this evaluation to inform future practice. | reflect on learning & teaching performance & use this evaluation to inform future practice. | critically reflect on learning & teaching performance & use this evaluation to inform future practice. | critically reflect on learning & teaching performance & use this evaluation to inform future practice (self & others) |

4. Generic behaviours, knowledge & skills for interacting

| MANAGING SELF & OTHERS | | | | | | |
|--|---|--|---|--|--|--|
| Domain descriptors | support | advanced support | entry-level graduate | experienced graduate | advanced | expert |
| <p>The process of planning, prioritising, organising, directing/facilitating action & evaluating performance. This process may involve the organisation of financial, human, physical & technological resources.</p> <p><i>Managing self & others</i> describes the behaviour, knowledge & skills required to:</p> <ul style="list-style-type: none"> plan, prioritise & organise personal workload/activities & use of resources to fulfil work requirements & commitments adapt personal behaviour & actions in response to the demands of the situation <p>[continued overleaf]</p> | take responsibility for carrying out tasks delegated by others | take responsibility for carrying out a range of delegated activities with indirect supervision | exercise autonomy & initiative in accordance with current professional codes & practices seeking guidance where appropriate | exercise autonomy & initiative in accordance with current professional codes & practices | exercise substantial autonomy & initiative in complex & unpredictable situations at the limits of current professional codes & practices | exercise a high level of autonomy & initiative in complex & unpredictable situations not addressed by current professional codes & practices |
| | work alone or with others on tasks with supervision & manage limited resources within delegated areas of work | take some supervisory responsibility for the work of others & manage limited resources within delegated areas of work | take some responsibility for the work of others (e.g. delegation of tasks to support workers) & for a range of resources | take significant responsibility for the work of others (e.g. support workers, students) & for a range of resources | take managerial responsibility for the work of others & for a significant range of resources | take significant managerial responsibility for the work of others & /or for a significant range of resources |
| | with guidance, modify personal behaviour & actions in response to feedback to meet the demands of the situation | with guidance, modify personal behaviour & actions in response to feedback to meet the demands of the situation & to enhance own performance | modify personal behaviour & actions in response to feedback to meet the demands of the situation & to enhance own performance | becoming increasingly self-aware & able to modify personal behaviour & actions to meet the demands of the situation & to enhance own performance | modify personal behaviour & actions to meet the demands of the situation & to enhance own & others' performance | modify personal behaviour & actions 'in-action' to meet the demands of the situation & to maximise the impact of own & others' performance |

MANAGING SELF & OTHERS continued

| Domain descriptors | support | advanced support | entry-level graduate | experienced graduate | advanced | expert |
|---|--|--|---|---|--|---|
| <ul style="list-style-type: none"> evaluate the effectiveness of performance (own & others) lead & inspire others | with guidance & support, identify strengths & weaknesses of personal performance, & use this information to inform future practice | with guidance & support, reflect on personal performance & use this evaluation to inform future practice | with guidance, reflect on personal performance & use this evaluation to inform future practice | reflect on personal performance & use this evaluation to inform future practice | critically reflect on own & others' performance & use this evaluation to inform future practice | critically reflect on own & others' performance & use this evaluation to inform future practice (own & others) |
| | take the lead in implementing specified tasks in familiar or defined contexts | take the lead in implementing agreed plans in familiar or defined contexts | take the lead in implementing agreed plans designed to bring about change, development & /or new thinking in complex but predictable contexts | exercise leadership & /or initiative to bring about change, development & /or new thinking in complex & increasingly unpredictable contexts | exercise leadership with responsibility for decision making designed to bring about change & development within complex & unpredictable contexts | exercise leadership with accountability for decision making & development across a range of contexts, including those within which there is a high degree of uncertainty & a need to take innovative approaches to service delivery & development |

4. Generic behaviours, knowledge & skills for interacting

PROMOTING INTEGRATION & TEAMWORK

| Domain descriptors | Support | advanced support | entry-level graduate | experienced graduate | advanced | expert |
|--|---|--|---|--|---|---|
| <p>The process of working with others to achieve shared goals.</p> <p><i>Promoting integration & teamwork</i> describes the behaviour, knowledge & skills required to:</p> <ul style="list-style-type: none"> • build, maintain & promote effective interpersonal relationships • work collaboratively with others to achieve shared goals • work with others to maintain & develop the effective performance of teams/networks | <p>join appropriate professional networks to foster collaboration, share information & ideas to enhance practice</p> | <p>participate in & promote professional networks to foster collaboration, share information & ideas to enhance practice</p> | <p>participate in & develop professional networks to foster collaboration, share information & ideas to enhance practice</p> | <p>support & develop professional/ policy networks to foster collaboration, share information & ideas to enhance practice</p> | <p>support, lead & develop local/ regional professional & policy networks to foster collaboration, share information & ideas to enhance practice</p> | <p>support, lead & develop regional/ national professional & policy networks to foster collaboration, share information & ideas to enhance practice</p> |
| | <p>work effectively with others to complete specific delegated tasks</p> | <p>work effectively with others to meet the requirements of their delegated areas of work</p> | <p>work effectively with others to meet the responsibilities of professional practice</p> | <p>work effectively with others to meet the responsibilities of professional practice, & to identify situations where collaborative approaches could add value to practice</p> | <p>work effectively with others to meet the responsibilities of professional practice, & to develop collaborative approaches that add value to practice</p> | <p>work effectively with others to meet the responsibilities of professional practice, & use innovative collaborative approaches that add value to & develop practice</p> |
| | <p>with guidance & support, identify enablers of & barriers to collaborative working, & use this information to support the effective performance of teams/networks</p> | <p>with guidance, identify enablers of & barriers to collaborative working, & use this information to identify solutions to support & maintain the effective performance of teams/networks</p> | <p>reflect on experiences of collaborative working, & with guidance, use this information to identify solutions to maintain & develop the effective performance of teams/networks</p> | <p>reflect on experiences of collaborative working, & use this information to identify & implement solutions to maintain & develop the effective performance of teams/networks</p> | <p>critically reflect on experiences of collaborative working & use this information to identify & implement creative solutions to maintain & develop the effective & efficient performance of teams/networks</p> | <p>critically reflect on experiences of collaborative working & use this information to identify & implement innovative solutions to maintain & develop the effective & efficient performance of teams/networks</p> |

4. Generic behaviours, knowledge & skills for interacting

| PUTTING THE PERSON AT THE CENTRE OF PRACTICE | | | | | | |
|---|--|---|---|--|---|--|
| Domain descriptors | support | advanced support | entry-level graduate | experienced graduate | advanced | expert |
| <p>The process of developing an understanding of an individual & their lived experience, & using that understanding to tailor practice to the needs of that person</p> <p><i>Putting the person at the centre of practice</i> describes the behaviour, knowledge & skills required to:</p> <ul style="list-style-type: none"> • demonstrate respect for the individual • provide information & support that enables an individual to make informed choices • involve individuals in shaping the design & delivery of their service | <p>demonstrate respect for the individual by acknowledging their unique needs, preferences, & values, autonomy & independence in accordance with legislation, policies, procedures & best practice</p> | <p>demonstrate respect for the individual by acknowledging their unique needs, preferences & values, autonomy & independence in accordance with legislation, policies, procedures & best practice</p> | <p>demonstrate respect for the individual by acknowledging their unique needs, preferences & values, autonomy & independence in accordance with legislation, policies, procedures & best practice</p> | <p>demonstrate respect for the individual by acknowledging their unique needs, preferences & values, autonomy & independence in accordance with legislation, policies, & procedures, & by working to promote best practice</p> | <p>demonstrate respect for the individual by acknowledging their unique needs, preferences & values, autonomy & independence in accordance with legislation, policies, procedures, & by working to inform & promote legislation, policies, procedures & best practice</p> | <p>demonstrate respect for the individual by acknowledging their unique needs, preferences & values, autonomy & independence in accordance with legislation, policies, procedures, & by working to inform, develop & promote legislation, policies, procedures & best practice</p> |

PUTTING THE PERSON AT THE CENTRE OF PRACTICE continued

| Domain descriptors | support | advanced support | entry-level graduate | experienced graduate | advanced | expert |
|--------------------|--|--|--|--|---|--|
| | provide information that empowers an individual to make an informed choice & to exercise their autonomy in accordance with legislation, policies, procedures & best practice | provide information that empowers an individual to make an informed choice & to exercise their autonomy in accordance with legislation, policies, procedures & best practice | provide information & support that empowers an individual to make an informed choice & to exercise their autonomy in accordance with legislation, policies, procedures & best practice | provide information & support that empowers an individual to make an informed choice & to exercise their autonomy in accordance with legislation, policies & procedures, & work to promote best practice | provide info. & support that empowers an individual to make an informed choice & to exercise their autonomy in accordance with legislation, policies, pro-cedures, & work to inform & promote legislation, policies, procedures & best practice | provide info. & support that empowers an individual to make an informed choice & to exercise their autonomy in accordance with legislation, policies, pro-cedures, & work to inform, develop & promote legislation, policies, procedures & best practice |
| | with guidance & support, involve individuals in shaping the design & delivery of their service by working in accordance with policies & processes that promote a culture of service user involvement | with guidance, involve individuals in shaping the design & delivery of their service by working in accordance with policies & processes that promote a culture of service user involvement | involve individuals in shaping the design & delivery of their service by working in accordance with policies & processes that promote a culture of service user involvement | involve individuals in shaping the design & delivery of their service, & work with others to implement & support policies & processes that promote a culture of service user involvement | involve individuals in shaping the design & delivery of their service, & work with others to critically appraise user involvement, & to develop & implement policies, & processes that promote a culture of service user involvement | actively involve individuals in shaping the design & delivery of their service, & work with others to critically appraise user involvement, & to develop policies & processes that promote a culture of service user involvement that contribute to the development of best practice |

4. Generic behaviours, knowledge & skills for interacting

| RESPECTING & PROMOTING DIVERSITY | | | | | | |
|--|--|--|---|--|---|--|
| Domain descriptors | support | advanced support | entry-level graduate | experienced graduate | advanced | expert |
| <p>The process of recognising, respecting & valuing people's differences (e.g. age, disability, gender, race, religion & belief, sexuality) & applying this to daily work & decision making</p> <p><i>Respecting & promoting diversity</i> describes the behaviour, knowledge & skills required to:</p> <ul style="list-style-type: none"> • respect & value diversity • examine own values & principles to avoid discriminatory behaviour & to minimise the potential negative effects of individual differences • work constructively with people of all backgrounds & orientations <p>[continued overleaf]</p> | <p>respect & value diversity by working in accordance with legislation, policies, procedures & best practice</p> | <p>respect & value diversity by working in accordance with legislation, policies, procedures & best practice</p> | <p>respect & value diversity by working in accordance with legislation, policies, procedures & best practice</p> | <p>respect & value diversity by working in accordance with legislation, policies, procedures, & to promote best practice</p> | <p>respect & value diversity by working to inform & promote legislation, policies, procedures & best practice</p> | <p>respect & value diversity by working to inform, develop & promote legislation, policies, procedures & best practice</p> |
| | <p>with guidance & support, identify & articulate their own values & principles, acknowledge how these may differ from other individuals/groups & with guidance, use this knowledge to maintain standards of practice even in situations of personal incompatibility</p> | <p>with guidance, identify & articulate their own values & principles & recognise how these may differ from other individuals/groups & with guidance use this understanding to maintain standards of practice even in situations of personal incompatibility</p> | <p>identify & articulate their own values & principles, & with guidance, evaluate how these may differ from other individuals/groups & use this understanding to maintain high standards of practice even in situations of personal incompatibility</p> | <p>identify & articulate their own values & principles, evaluate how these may differ from other individuals/groups & use this understanding to maintain high standards of practice even in situations of personal incompatibility</p> | <p>identify & articulate their own values & principles, critically evaluate how these may differ from other individuals/groups & use this understanding to maintain high standards of practice even in situations of personal incompatibility</p> | <p>identify & articulate their own values & principles, critically evaluate how these may differ from other individuals/groups & use this understanding to maintain excellent standards of practice even in situations of personal incompatibility</p> |

| RESPECTING & PROMOTING DIVERSITY continued | | | | | | |
|--|--|---|---|---|--|--|
| Domain descriptors | support | advanced support | entry-level graduate | experienced graduate | advanced | expert |
| | work constructively with people of all backgrounds & orientations by treating individuals with dignity & respect | work constructively with people of all backgrounds & orientations by recognising & respecting individuals' expressed beliefs, preferences & choices | work constructively with people of all backgrounds & orientations by recognising & responding to individuals' expressed beliefs, preferences & choices. | work constructively with people of all backgrounds & orientations by recognising & responding to individuals' expressed beliefs, preferences & choices, & with guidance, support individuals who need assistance in exercising their rights | work constructively with people of all backgrounds & orientations by recognising & responding to individuals' expressed beliefs, preferences & choices, & support individuals who need assistance in exercising their rights | work constructively with people of all backgrounds & orientations by recognising & responding to individuals' expressed beliefs, preferences & choices, & support individuals whose rights have been compromised |
| | identify & report practice that discriminates against an individual or group of people | identify discriminatory behaviour & with guidance, take appropriate action to challenge this behaviour | identify discriminatory behaviour & take appropriate action to challenge this behaviour | identify & challenge discriminatory practices & work with others to implement & promote policies & processes that promote a non-discriminatory culture | identify & challenge discriminatory practices & work with others to critically appraise current practice, & to develop & implement policies & processes that promote a non-discriminatory culture | identify & actively challenge discriminatory practices & work with others to critically appraise current practice, & to develop policies & processes that promote a non-discriminatory culture that contribute to the development of best practice |

4. Generic behaviours, knowledge & skills for problem-solving & decision making

| ENSURING QUALITY | | | | | | |
|--|--|--|---|---|---|--|
| Domain descriptors | support | advanced support | entry-level graduate | experienced graduate | advanced | expert |
| <p>The process of maintaining the effectiveness, efficiency & quality of a service provided.</p> <p><i>Ensuring quality</i> describes the behaviour, knowledge & skills required to:</p> <ul style="list-style-type: none"> fulfil the requirements of the legal & policy frameworks governing practice recognise situations where the effectiveness, efficiency & quality of a service are compromised, & take appropriate action critically reflect on practice | <p>with guidance, fulfil the requirements of the legal & policy frameworks governing their practice</p> | <p>fulfil the requirements of the legal & policy frameworks governing their practice</p> | <p>fulfil the requirements of the legal & policy frameworks governing professional practice</p> | <p>fulfil the requirements of the legal & policy frameworks governing professional practice, & work to promote best practice</p> | <p>fulfil the requirements of the legal & policy frameworks governing professional practice, & work to inform & promote legislation, policies, procedures & best practice</p> | <p>fulfil the requirements of the legal & policy frameworks governing professional practice, & work to inform, develop & promote legislation, policies, procedures & best practice</p> |
| | <p>with guidance & support, recognise & report situations where the effectiveness, efficiency & quality of a service are compromised</p> | <p>with guidance, recognise & report situations where the effectiveness, efficiency & quality of a service are compromised</p> | <p>with guidance, recognise situations where the effectiveness, efficiency & quality of a service are compromised, & with support, take appropriate action to challenge the situation</p> | <p>recognise situations where the effectiveness, efficiency & quality of a service are compromised, & with guidance, take appropriate action to challenge the situation</p> | <p>recognise & critically appraise situations where the effectiveness, efficiency & quality of a service are compromised, & take appropriate action to resolve the situation</p> | <p>recognise & critically appraise situations where the effectiveness, efficiency & quality of a service are compromised, & take appropriate action to resolve the situation & contribute to best practice</p> |
| | <p>with guidance, identify strengths & weaknesses of personal performance, & with support, use this information to enhance the effectiveness, efficiency & quality of future practice.</p> | <p>with guidance, reflect on personal performance & with support, use this evaluation to enhance the effectiveness, efficiency & quality of future practice.</p> | <p>with guidance, reflect on personal performance & use this evaluation to enhance the effectiveness, efficiency & quality of future practice.</p> | <p>reflect on personal performance & with guidance, use this evaluation to enhance the effectiveness, efficiency & quality of future practice.</p> | <p>critically reflect on own & others' performance & use this evaluation to enhance the effectiveness, efficiency & quality of future practice.</p> | <p>critically reflect on own & others' performance & use this evaluation to enhance the effectiveness, efficiency & quality of future practice (own & others).</p> |

4. Generic behaviours, knowledge & skills for problem-solving & decision making

IMPROVING & DEVELOPING SERVICES

| Domain descriptors | support | advanced support | entry-level graduate | experienced graduate | advanced | expert |
|--|---|---|--|--|---|---|
| <p>The process of improving the effectiveness, efficiency & quality of the service provided.</p> <p><i>Improving & developing services</i> describes the behaviour, knowledge & skills required to:</p> <ul style="list-style-type: none"> critically evaluate practice & use this appraisal to inform service improvement, development & redesign develop innovative & sustainable recommendations to improve the quality of service plan, facilitate & manage change critically evaluate the process & outcome <p>[continued overleaf]</p> | <p>with guidance & support, use a basic tool to evaluate practice & share the outcome of this appraisal with relevant personnel</p> | <p>with guidance, use a standardised tool to evaluate practice & share the outcome of this appraisal with relevant personnel</p> | <p>with guidance, critically evaluate practice, & share the outcome of this appraisal with relevant personnel</p> | <p>critically evaluate practice, & with guidance, use this appraisal in combination with knowledge of best practice & political awareness to inform service improvement</p> | <p>critically evaluate practice & use this appraisal in combination with knowledge of best practice & political awareness to identify opportunities for service improvement & development</p> | <p>critically evaluate practice & use this appraisal in combination with knowledge of best practice & political awareness to identify opportunities for service improvement, development & redesign</p> |
| | <p>with guidance & support use a problem-solving approach to develop safe & effective recommendations for improving the quality of an area of routine practice in a predictable context</p> | <p>with guidance, use a problem-solving approach to develop safe, effective & efficient recommendations for improving the quality of an area of routine but normally specialised practice in predictable contexts</p> | <p>use a problem-solving approach to develop safe & effective recommendations for improving the quality of professional practice in predictable contexts</p> | <p>use problem-solving approaches to develop safe, effective & efficient recommendations for improving the quality of professional practice in increasingly unpredictable contexts</p> | <p>use problem-solving approaches to develop original, safe, effective & efficient recommendations for improving the quality of professional practice in unpredictable contexts</p> | <p>use problem-solving approaches to develop original, effective & efficient recommendations that demonstrate evidence of positive risk taking, for improving the quality of professional practice in unpredictable & normally specialised contexts</p> |

IMPROVING & DEVELOPING SERVICES continued

| <i>Domain descriptors</i> | support | advanced support | entry-level graduate | experienced graduate | advanced | expert |
|---------------------------|--|--|---|--|--|--|
| | support change & development within their specific area of practice | support change & development within the profession or service at a local level | contribute to change & development within the profession or service at a local level | contribute to change & development within the profession or service at a local or regional level | make an identifiable contribution to change & development within the profession or service at a regional or national level | make an identifiable contribution to change & development within the profession or service & beyond – at a national or international level |
| | with guidance & support, identify strengths & weaknesses of the change process & use this information to appraise the outcome & inform future practice | with guidance & support, reflect on the change process & use this information to appraise the outcome & inform future practice | with guidance, reflect on the change process, & use this information to appraise the outcome & inform future practice | reflect on the change process, & use this information to appraise the outcome & inform future practice | critically reflect on the change process, & use this information to appraise the outcome & inform future practice | critically reflect on the change process, & use this information to appraise the outcome & inform future practice |

4. Generic behaviours, knowledge & skills for problem-solving & decision making

| LIFELONG LEARNING | | | | | | |
|---|--|---|--|--|---|--|
| Domain descriptors | support | advanced support | entry-level graduate | experienced graduate | advanced | expert |
| <p>The process of learning & development directed towards maintenance & enhancement of professional competence</p> <p><i>Lifelong learning</i> describes the behaviour, knowledge & skills required to:</p> <ul style="list-style-type: none"> • assess personal learning & development needs & preferences • develop & engage in a personalised plan designed to meet those needs • reflect on the learning process • document process | <p>developing self-awareness of learning preferences, & with guidance & support can identify personal learning & development needs</p> | <p>demonstrate self-awareness of learning preferences, & with guidance & support can identify personal learning & development needs</p> | <p>demonstrate self-awareness of learning preferences, & with guidance can identify personal learning & development needs.</p> | <p>demonstrate increasing self-awareness of learning preferences, & with guidance can identify personal learning & development needs</p> | <p>demonstrate strong self-awareness of learning preferences, & with minimal guidance can identify personal learning & development needs</p> | <p>demonstrate strong self-awareness of learning preferences, & can independently identify personal learning & development needs</p> |
| | <p>with guidance & support, advance personal knowledge & skills in line with identified learning needs, by making use of a variety of learning & development resources & opportunities</p> | <p>with guidance, advance personal knowledge, understanding & skills in line with identified learning needs, by making use of a variety of learning & development resources & opportunities</p> | <p>independently advance personal knowledge, understanding & skills in line with identified learning needs, & with guidance & support, can use a variety of learning & development resources & opportunities</p> | <p>independently advance personal knowledge, understanding & skills in line with identified learning needs, & with guidance, can use a variety of learning & development resources & opportunities</p> | <p>independently advance personal knowledge, understanding & skills in line with identified learning needs by making appropriate use of a variety of learning & development resources & opportunities</p> | <p>independently advance personal knowledge, understanding & skills in line with identified learning needs by making appropriate use of a wide variety of learning & development resources & opportunities</p> |

| LIFELONG LEARNING continued | | | | | | |
|-----------------------------|--|---|--|--|---|--|
| Domain descriptors | support | advanced support | entry-level graduate | experienced graduate | advanced | expert |
| | with guidance & support, identify enablers of & barriers to personal learning & development, & use this information to inform the planning & management of future learning & development experiences | with guidance, identify enablers of & barriers to personal learning & development, & use this information to inform the planning & management of future learning & development experiences. | reflect on personal learning & development, & with guidance & support, use this information to inform the planning & management of future learning & development experiences | reflect on personal learning & development, & with guidance, use this information to inform the planning & management of future learning & development experiences | critically reflect on personal learning & development, & with guidance, use this information to inform the planning & management of future learning & development experiences | critically reflect on personal learning & development & use this information to inform the planning & management of future learning & development experiences |
| | with guidance & support, record the outcome of personal learning & development in a format that meets personal preferences & organisational requirements | with guidance & support, record the outcome of personal learning & development in a format that meets personal preferences & organisational requirements | with guidance, record the outcome of personal learning & development in a format that meets personal preferences & professional requirements | record the outcome of personal learning & development in a format that meets personal preferences & professional requirements | select & apply appropriate approaches to record the outcome of personal learning & development in a format that meets personal preferences & professional requirements | develop & apply innovative approaches to record the outcome of personal learning & development in a format that meets personal preferences & professional requirements |

4. Generic behaviours, knowledge & skills for problem-solving & decision making

| PRACTICE DECISION MAKING | | | | | | |
|---|--|---|--|--|---|--|
| Domain descriptors | support | advanced support | entry-level graduate | experienced graduate | advanced | expert |
| <p>The context-dependent thinking & decision making processes used in professional practice to guide practice actions</p> <p><i>Practice decision making</i> describes the behaviour, knowledge & skills required to:</p> <ul style="list-style-type: none"> • collect information from a variety of sources relevant to the decision making situation • process & analyse the information collected • draw reasoned conclusions & make informed judgements to address issues/resolve problems in practice • critically evaluate the decision making process. | <p>efficient & effective use of a range of routine approaches & techniques to systematically collect information from a specified set of sources</p> | <p>efficient & effective use of a wide range of routine approaches & techniques to systematically collect information from a specified set of sources</p> | <p>efficient & effective use of a wide range of routine & some specialised approaches & techniques to systematically collect information from a variety of sources relevant to the situation</p> | <p>efficient & effective use of a wide range of routine & advanced approaches & techniques to systematically collect information from a variety of sources relevant to the situation</p> | <p>efficient & effective use of a range of advanced & specialised approaches & techniques to systematically collect information from a variety of sources relevant to the situation</p> | <p>efficient & effective use of a broad range of advanced & specialised approaches & techniques to systematically collect information from a wide variety of sources relevant to the situation</p> |
| | <p>process & interpret information in predictable & straightforward situations where data/information comes from a specified set of sources</p> | <p>process & analyse information in predictable & normally specialised situations where data/information comes from a specified set of sources</p> | <p>process & critically analyse information in complex & predictable situations where data/information comes from a range of sources or is incomplete</p> | <p>process & critically analyse information in complex & unpredictable situations where data/information comes from a range of sources or is incomplete</p> | <p>process & critically analyse information in complex & unpredictable situations where data/information is incomplete or consistent</p> | <p>process & critically analyse information in complex, unpredictable & normally specialised situations where data/information is incomplete or inconsistent</p> |

PRACTICE DECISION MAKING continued

| Domain descriptors | support | advanced support | entry-level graduate | experienced graduate | advanced | expert |
|--------------------|---|--|---|---|---|--|
| | draw reasoned conclusions & make informed judgements supported by factual information to address issues arising in practice in predictable & straightforward situations | draw reasoned conclusions & make informed judgements supported by factual & theoretical information to address issues arising in practice in predictable & normally specialised situations | draw reasoned conclusions, supported by current policy & evidence-based thinking, & make informed judgements to address ethical & professional issues in complex & predictable situations | draw reasoned conclusions, supported by current policy & evidence-based thinking, & make informed judgements to address ethical & professional issues in complex & unpredictable situations | draw reasoned conclusions, supported by current policy & evidence-based thinking, & make informed judgements to address ethical & professional issues in complex & unpredictable situations at the limits of current professional codes & practices | draw reasoned conclusions, supported by current policy & evidence-based thinking, & make informed judgements to address ethical & professional issues in complex & unpredictable situations not addressed by current professional codes & practice |
| | with guidance & support, identify strengths & weaknesses of the decision making process, & use this information to appraise the outcome | with guidance & support, reflect on their decision making process & use this evaluation to appraise the outcome & to inform future practice | with guidance, reflect on their decision making process & use this evaluation to appraise the outcome & to inform future practice | reflect on their decision making process & use this evaluation to appraise the outcome & to inform future practice | critically reflect on their decision making process & use this evaluation to appraise the outcome & to inform future practice | critically reflect on their decision making process & use this evaluation to appraise the outcome & to inform future practice |

4. Generic behaviours, knowledge & skills for problem-solving & decision making

RESEARCHING & EVALUATING PRACTICE

| Domain descriptors | support | advanced support | entry-level graduate | experienced graduate | advanced | expert |
|--|--|---|--|---|--|--|
| Systematic processes of collecting, analysing, & synthesising information to evaluate current practice & generate new understandings about practice | with guidance & support, plan, conduct & manage a project to evaluate a specific aspect of practice | with guidance, plan, conduct & manage a project to evaluate specific aspects of practice | with guidance, plan, conduct & manage evaluation & research projects to address a specific issue arising from practice | plan, conduct & manage evaluation & research projects to address specific issues arising from practice | design, plan, conduct & manage evaluation & research projects to address problems & issues arising from practice | design, plan, conduct & manage evaluation & research projects to address new problems & issues arising from practice. |
| <p><i>Researching & evaluating practice</i> describes the behaviour, knowledge & skills required to:</p> <ul style="list-style-type: none"> design, plan, conduct & manage the research/ evaluation process use methods of enquiry to collect & interpret data in order to address problems or issues arising from practice <p>[descriptors cont overleaf]</p> | with guidance, apply a range of standard tools of enquiry showing an awareness of related ethical considerations | apply a range of standard tools of enquiry showing an awareness of related ethical considerations | with guidance, apply a range of standard research methods/tools of enquiry showing an appreciation of related ethical considerations | becoming increasingly confident to apply a range of standard research methods/tools of enquiry showing an appreciation of related ethical considerations. | apply a range of standard & specialised research methods/tools of enquiry showing a detailed understanding of related ethical considerations | apply a range of standard & specialised research methods/tools of enquiry, contributing to the development of new techniques or approaches, & showing a detailed understanding of related ethical considerations |

RESEARCHING & EVALUATING PRACTICE continued

| Domain descriptors | support | advanced support | entry-level graduate | experienced graduate | advanced | expert |
|---|---|---|--|---|---|--|
| <ul style="list-style-type: none"> critically evaluate the research/ evaluation process communicate the outcome of the research/evaluation process <p><i>Research</i> is defined as a study or investigation undertaken based on a systematic understanding & critical awareness of knowledge which generates new knowledge.</p> <p><i>Evaluation</i> is defined as the systematic process of using specific standards/criteria to make reasoned judgements about the quality of something/someone.</p> | with guidance & support, identify strengths & weaknesses of the research process & use this information to appraise the project | with guidance & support, reflect on the research process & use this information to appraise the project & inform future practice. | with guidance, reflect on the research process, & use this information to appraise the project & inform future practice | reflect on the research process, & use this information to appraise the project & inform future practice | critically reflect on the research process, & use this information to appraise the project & inform future practice. | critically reflect on the research process, & use this information to appraise the project & inform future practice. |
| | with guidance & support, identify the practical & professional applications of completed work. | with guidance, identify & promote the practical & professional applications of completed work. | identify, & with support, promote the practical & professional applications of completed work, & seek opportunities to share & disseminate findings to both specialist & non-specialist audiences. | identify & promote the practical & professional applications of completed work, & seek opportunities to share & disseminate findings to both specialist & non-specialist audiences. | identify & promote the practical & professional applications of completed work, & actively seek opportunities to share & disseminate findings to a range of audiences with different levels of knowledge & expertise. | identify & promote the practical & professional applications of completed work, & actively create opportunities to share & disseminate findings to a wide range of audiences with different levels of knowledge & expertise. |

4. Generic behaviours, knowledge & skills for problem-solving & decision making

USING EVIDENCE TO LEAD PRACTICE

| Domain descriptors | support | advanced support | entry-level graduate | experienced graduate | advanced | expert |
|---|---|--|---|--|---|---|
| <p>The process of analysing, synthesising & evaluating the best-available evidence, & integrating it with individual expertise & service users' needs & preferences to inform practice</p> <p><i>Using evidence to lead practice</i> describes the behaviour, knowledge & skills required to:</p> <ul style="list-style-type: none"> • systematically search for evidence • critically appraise evidence & use the information to address problems & issues arising in practice | with guidance & support, use of a range of routine approaches & techniques to systematically search for information from a specified set of sources | with guidance, use a range of routine approaches & techniques to systematically search for information from a specified set of sources | with guidance, use a range of approaches & techniques to systematically search for evidence from a variety of sources relevant to the situation | use a range of approaches & techniques to systematically search for evidence from a variety of sources relevant to the situation | efficient & effective use of a range of approaches & techniques to systematically collect information from a variety of sources relevant to the situation | efficient & effective use of a broad range of approaches & techniques to systematically search for information from a wide variety of sources relevant to the situation |
| | with guidance, use a basic tool to evaluate information collected, & with guidance & support, use the appraisal to address a specific issue arising from practice | with guidance, use a standardised tool to evaluate information collected, & with guidance, use the appraisal to address a specific issue arising in practice | critically evaluate current research & scholarship & with guidance, use the appraisal to address specific issues arising in professional practice | critically evaluate current research & scholarship & use the appraisal to address specific issues arising in professional practice | critically evaluate current research & scholarship & use the appraisal to address issues which are at the forefront or informed by developments at the forefront of professional practice | critically evaluate current research & scholarship & use the appraisal to address new problems & issues arising in professional practice |