

# Occupational Therapy: Training and Development Pathway



# Specialities & Occupational Therapy roles



# RCOT Career development

## Framework Principles:

4

## Pillars of practice



# Apprentice Occupational Therapist

## Professional Practice

- Band 5 in service training - medical/psychological/social conditions and treatments
- Enabling risk, enhancing choice – RCOT theory in relation to practice
- Equipment to aid activities of daily living – clinical reasoning
- Understanding the role of the multidisciplinary team – in acute and community settings
- Therapy support worker training – ½ day workshop 3 times a year
- Understanding and delivering clinical observations – blood pressure, oxygen saturation levels
- Assessment and rehabilitation through function – Activity analysis, reablement using activity

## Facilitation of learning

- Effective use of supervision
- Reflective practice
- Time and prioritisation management – in a clinical setting
- Presenting skills and facilitating learning for others
- Microsoft office skills – effective use of PowerPoint, teams, excel

Plus university study  
– BSc Occupational  
Therapy

## Leadership

- The meaning of leadership – supporting leadership at all levels
- Effective communication skills – verbal, written and visual
- Secondary and link worker roles
- Group and partnership working to achieve a common goal

## Evidence, Research and Development

- Library skills for learning and development – finding and analysing evidence
- The value and meaning of audit
- Quality improvement skills
- Systems and processes for quality improvement e.g. importance of clinical portal
- Networking e.g. with other apprentices and departments

# Rotational Occupational Therapist (Band 5)

## Professional Practice

- Band 5 mixed therapies, weekly in-service training - medical/psychological/social conditions & treatments
- Specialist equipment to aid activities of daily living – clinical reasoning for enablement, carer support and pressure care
- Collaborative working – with MDTs - acute/community, health/social/voluntary sector
- Clinical observations – e.g. blood pressure, oxygen saturation levels
- Assessment and rehabilitation through function – Activity analysis, reablement using activity through function
- Cognitive and perceptual assessment and functional treatment skills
- Principles of normal movement to improve function
- Hand function and splinting awareness skills as a tool for hand positioning, measuring hand function, hand exercises to promote function, scar management
- Understanding of clinical and social pathways

## Facilitation of learning

- Effective use of supervision – how to get the most out of supervision and how to supervise others
- Band 5 peer group support and reflective learning
- Presenting skills and facilitating learning for others
- Microsoft office skills for presenting and service development – effective use of PowerPoint, teams, excel
- Broadening learning from external services e.g. independent learning centres, social care settings, specialist care settings
- Enabling risk, enhancing choice – RCOT theory in relation to practice

Used in collaboration  
with rotation wheel

## Leadership

- Ward craft skills – effective use of ward processes, prioritisation, delegation and effective time management
- How to provide leadership and support the development of others
- Effective supervision of therapy support workers
- Difficult conversation training
- Effective communication skills in a clinical setting
- Interview skills

## Evidence, Research and Development

- Library skills for learning and development – finding and analysing evidence
- The value and meaning of audit
- Quality improvement skills
- Systems and processes for quality improvement e.g. importance of clinical portal
- Networking with services and departments to improve clinical practice
- Understanding local and national clinical guidelines and application to practice
- How to prepare for HCPC audit – effective recording of CPD

# Specialist Occupational Therapist (Band 6)

## Professional Practice

- Specialist equipment to aid activities of daily living – clinical reasoning for enablement, carer support and pressure care - application of single handed care principles and knowledge of bespoke equipment to enable function
- Collaborative working with MDTs - acute/community, health/social/voluntary sector – shadowing and networking
- Enhanced risk assessment of function/social/environment – possibility thinking to enable function in complex situations
- Principles of normal movement to improve function
- Understanding of complex and diverse pathways for onward referral
- Understanding and applying Occupational Therapy in End of life care
- Enabling risk, enhancing choice – RCOT theory in relation to practice)
- Psychological care in a physical health setting
- Enhanced clinical reasoning in specialist settings

## Facilitation of learning

- Band 6 peer group support and reflective learning
- Microsoft office skills for presenting and service development – effective use of PowerPoint, teams, excel
- Broadening learning from external services e.g. independent learning centres, social care settings, specialist care settings
- Adjusting to change – awareness of models to support change
- Awareness of self and understanding impact of self on others – emotional intelligence
- Networking to enhance clinical practice

Plus additional learning  
available within each  
specialist clinical setting

## Leadership

- Effective supervision and mentorship training for band 5s / apprentices
- Appraisal training
- Skills for difficult conversations in both clinical and non-clinical
- Interview skills – values conversation training
- Application of link worker roles for support and service development
- Gaining confidence in leadership skills – e.g. SaTH values courses, emotional intelligence, Edward Jenner Programme

## Evidence, Research and Development

- Library skills for learning and development – finding and analysing evidence, applying research and evidence based practice
- How to conduct an audit and analyse results and maintain standards post change
- Quality improvement skills for service development
- The importance of data collection for service improvement and systems for doing so
- Understanding local and national clinical guidelines and application to practice
- How to prepare for HCPC audit – effective recording of CPD
- Service improvement skills

# Highly Specialist Occupational Therapist/Team Lead/Therapy Quality Improvement Lead (Band 7)

## Professional Practice

- Specialist equipment to aid activities of daily living – clinical reasoning for enablement, carer support and pressure care - application of single handed care principles and knowledge of bespoke equipment to enable function
- Enhanced risk assessment of function/social/environment – possibility thinking to enable function in complex situations
- Maximising the potential of OT in complex settings e.g. End of life care, complex trauma, situations involving mental health and complex social situations
- Psychological care in a physical health setting – applications of principles in practice
- MSc study / enhanced education to inform clinical practice e.g. specialist hand therapy courses, Bobath courses, Apraxia training
- Enhanced clinical reasoning in specialist settings
- Single handed care – enhancing risk enabling choice through advanced knowledge of specialist equipment

## Facilitation of learning

- Band 7 peer group support and reflective learning
- Microsoft office skills for presenting and service development – effective use of PowerPoint, teams, excel
- Broadening learning from specialist external services relevant to clinical speciality
- Awareness of self and understanding impact of self on others – emotional intelligence
- Networking to enhance clinical practice
- Psychology of learning – creating a supportive learning environment and structure
- Collaborative working with MDTs - acute/community, health/social/voluntary sector – using solution focused multifactorial problem-solving skills

Additional learning  
associated within each  
specialist setting

## Leadership

- Effective supervision/ mentorship/ coaching training to enable development of others
- Appraisal training
- Skills for difficult conversations in both clinical and non-clinical
- Enhancing leadership skills – e.g. SaTH L2 courses, emotional intelligence, Edward Jenner Programme,
- Principles of performance management to manage and develop skills of others

## Evidence, Research and Development

- Library skills for learning and development – finding and analysing evidence, applying research and evidence based practice
- How to conduct an audit/research, analyse and apply results
- Quality improvement skills for service development
- Understanding local and national clinical guidelines and application to practice
- How to prepare for HCPC audit – effective recording of CPD
- Change management – service development and basics of project/change management
- Emotional intelligence training
- MSc research and development skills to inform practice

**Thank you to everyone who contributed to the creation of  
this document though focus groups:  
Kirsty Caldecott, Jessica Lea, Sarah Lowe, Sana Ahmad,  
Sarah Lloyd, Suzie Ball, Divine Jacob, Bridget Evans,  
Victoria Smith, Jane Carter, Clare Garton, Kim Ellis, Lorna  
Jones**