Career Framework Guide
Prosthetics & Orthotics

Andrew Nicol

Health Education North West & University of Salford
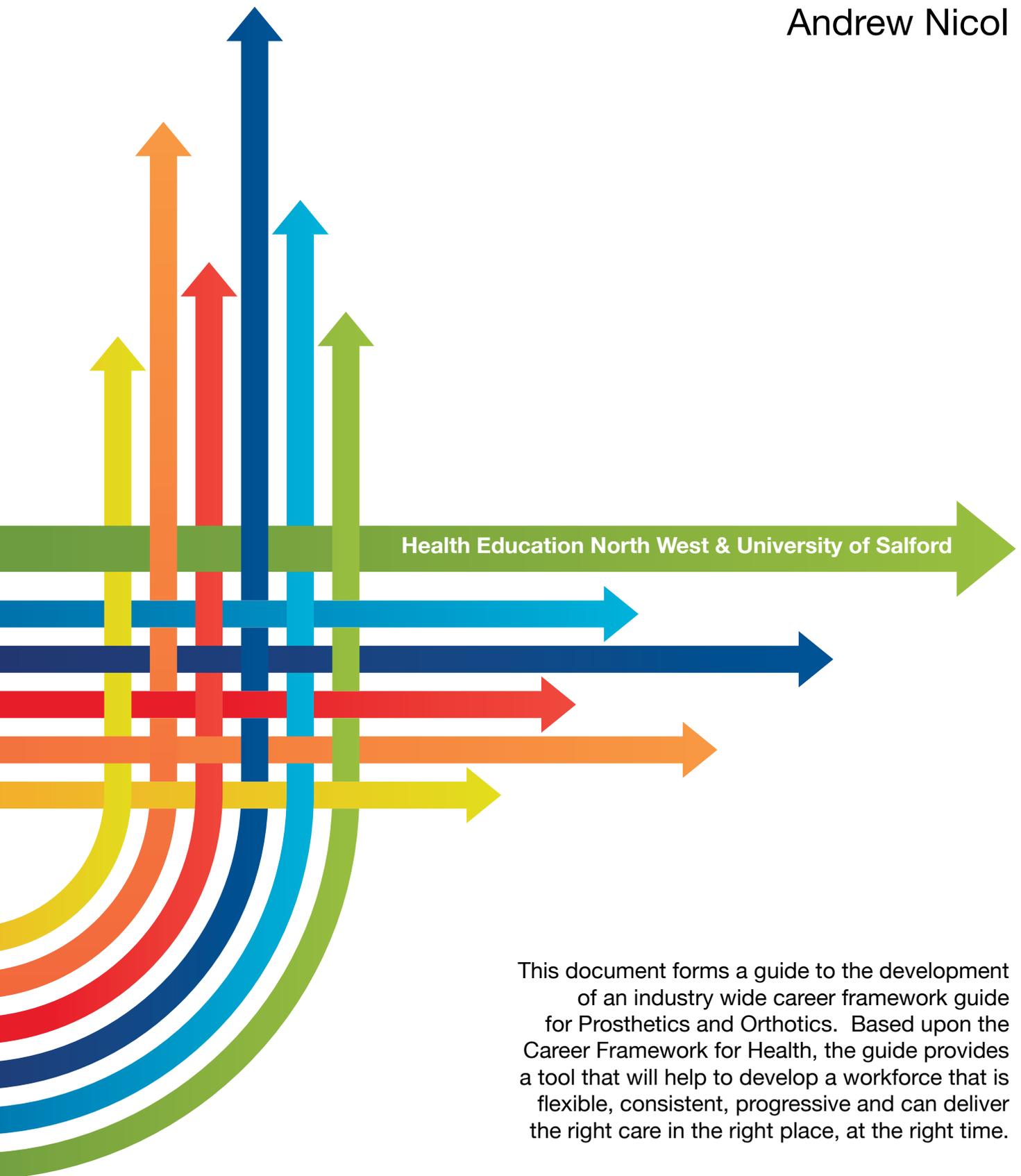
This document forms a guide to the development of an industry wide career framework guide for Prosthetics and Orthotics. Based upon the Career Framework for Health, the guide provides a tool that will help to develop a workforce that is flexible, consistent, progressive and can deliver the right care in the right place, at the right time.

Contents

I am delighted to present this report on the outcomes from the Prosthetics & Orthotics Workforce & Education Project, commissioned from University of Salford by Health Education North West. Whilst there is a wealth of information and frameworks available for the Allied Health Professions (AHPs), the workforce in Prosthetic & Orthotic services is highly specialised and has a range of bespoke requirements that are unique to its fields of practice. Thus this project builds on the AHP tools to present a career framework and education guide specific to Prosthetic & Orthotic services. It also offers a bespoke preceptorship guide to enable appropriate support for newly qualified professionals on their journey to becoming experienced clinicians.

The aging population and rising levels of diabetes, together with the rising numbers of armed services personnel returning from active service with complex conditions, means that the specialised skills of Prosthetists and Orthotists are in demand more than ever. Specialist service provision to patients continues to change, modernise and evolve influenced by service commissioning policies, ever-advancing technology and clinical developments. Given that the commissioning of all services, specialised or otherwise, is measured and rewarded on individual patient outcomes and their quality of life, it is vital that we ensure service providers have the right workforce in place; a workforce equipped with the right education, skills and competencies, in the right numbers, in the right place at the right time. A modern workforce must fundamentally be able to work collaboratively with patients to improve their agreed individual outcomes and thus improve their quality of life. This framework guide offers the means for employers to plan and design the workforce to achieve this requirement and thus offer improved services for patients.

I would like to thank the project manager, Andrew Nicol, for delivering a sound, evidence-based project that will be of benefit to the services. My thanks also to University of Salford for supporting the delivery of this piece of work and enabling this project to be undertaken. And finally, my thanks to those who have given their valuable time to supporting this project, particularly Sam Gallop CBE and Steve McNeice who have given their time voluntarily and offered the vital patient perspective to this work.

Kerry Hemsworth

Assistant Director for Education and Commissioning,

Health Education North West (up to end of August 2013)

Steve McNeice

Expert by Experience

As a patient with an array of long‑term conditions including double above knee, arm muscles and finger amputations coupled with severe hearing loss I welcome this Prosthetics and Orthotics Career Framework. I know from personal experience the benefits to patients of a sustainable, specialist and flexible workforce and so it is pleasing to see a career framework, which encourages existing caring healthcare professionals not just to learn but to aspire onto greater things whilst enticing and offering a real career structure to potential new entrants into these vital professions. Like most patients with complex long-term conditions, I have changing needs and so I feel privileged, that I am able to benefit from the mobility and independence afforded to me by these caring healthcare professions, and I am sure that this framework will be of particular interest and use to NHS England Commissioners, Clinical Commissioning Groups and Health Education England as our future services innovate and modernise.

Phil Yates

Chair of BHTA Prosthetic Section

BHTA employ the majority of the workforce in the P&O industry. Our biggest concerns have been around our highly skilled and ageing workforce and having access to the right skilled and motivated newcomers. Although we have worked tirelessly to bring about change, the lack of career development and opportunities within our sector have been known for many years. For the first time this project has brought together all of the stakeholders and therefore BHTA is excited and fully committed to embracing its recommendations alongside the Professional Bodies, the NHS and Universities.

BAPO

BAPO, as the professional body for Prosthetists and Orthotists in the UK welcome this project which builds upon the career framework adopted by our association. With the involvement of stakeholders from all involved sectors, we are sure this will be a vital tool to standardise performance monitoring and CPD across both professions. For the first time, the professions, academics, employers and patients have been consulted at every stage of the formation of this project providing insight across the spectrum of interested parties. With the preceptorship guide, a framework has been provided to support every level of clinician to ensure we have a workforce fit for 2014 and beyond. The competency framework provides the monitoring tools, which can encourage clinicians to cement current practice at their present level but also to expand their skills beyond their comfort zone to attain higher standards and goals. We have to be constantly challenging ourselves to enable all of us to deliver the highest care possible to our patients. The adoption of these tools will enable our professions to develop at every level of the career framework and stand alongside our AHP colleagues providing the highest quality of care to our patients. It gives the opportunity for clinicians to develop towards consultant level practice.
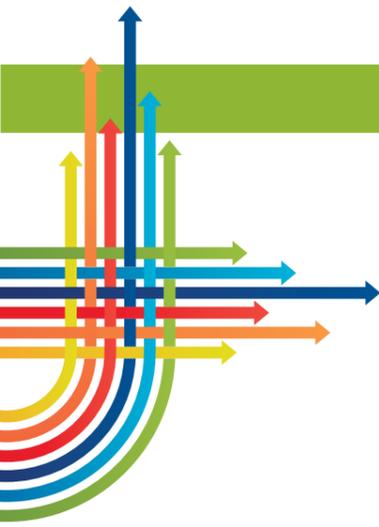
Modernising Prosthetic and Orthotic Careers

Those working within Prosthetics and Orthotics provide help to a diverse patient/client group, improving quality of life through patient centred specialist care. Delivering rehabilitation and supporting those dealing with long term illnesses this industry allows patients to enjoy fulfilling, independent lives with the application of a diverse range of clinical, technical and managerial skills.

The changing needs of the population have lead to an increase in the importance of this industries work. Improving the health of an increasingly elderly patient group with complex needs requires services built in partnership with service users and with the needs of those users placed at the very heart.

Realising the full potential of this skilled and knowledgeable workforce is critical and can only be carried out by ensuring that flexibility is maximised within the workforce. Recognising the unique contributions provided by each profession will be important as will the overall contribution to integrated teams.

The development of individuals from all areas of the workforce in more defined ways can deliver more fulfilling careers, the best possible chance to realise each individuals potential and ultimately improve the lives of patients. Identifying role

development opportunities across the full spectrum of Prosthetic and Orthotic services will provide a workforce capable of delivering excellent care in services built around patient need.

National Occupational Standards - Development and Improvement

The use of NOS to describe roles within Prosthetics and Orthotics is a balancing act. Describing the minimum standards of competence expected of an individual to function within a role, means that sufficient accuracy is required to provide differentiation between roles and levels, but flexibility is required to ensure relevance to as many existing roles as possible.

As the basis for this competence based career framework, NOS play a fundamental role in the successful application of this piece of work. Many existing NOS were available, having been developed and used by other groups, which described aspects of the roles seen within P&O extremely well.

Many core skills, such as communication, leadership skills, planning and research are similar across Allied Health Professions and Healthcare generally, but in describing such a specialist industry and profession there areas where the skills and knowledge required by provide Prosthetic and Orthotic interventions were not covered.

Capturing the shape of human anatomy, using whatever method (plaster of Paris, scanning, taking measures etc), is a skill that is almost unique to Prosthetists and Orthotists within Healthcare. This procedure plays a fundamental part in most treatment pathways and is the foundation of the physical part of the construction of most Prostheses or Orthoses.

The national reference group formed to develop this framework felt that whilst existing NOS adequately described processes leading up to this point in the treatment pathway, a new National Occupational Standard was required to describe the capture of the physical shape of human anatomy.

The manipulation of the captured anatomy, most commonly rectification of plaster casts, was covered to some degree by existing NOS, but described this function for a technician working in Orthotics or Special seating. Other NOS within the same suite describing, duplicating models and producing casts, before modification were similarly worded, so as to exclude Prosthetics and Prosthetists or Orthotists from using them.

A consultation exercise was conducted by Skills for Health allowing stakeholders the opportunity to contribute to the development of National Occupational Standards. Expert opinion and ideas from within the national reference group helped enhance existing NOS and develop new ones.

- All Prosthetist and Orthotists, levels 5 to level 8 will be expected to demonstrate competence in NOS CHS 238, relating to the capture of anatomical shaping.

- All Prosthetists, levels 5 to level 8, will be expected to demonstrate in NOS, RT2, RT23 and RT24. This will not apply to Orthotists, as although some Orthotists perform these tasks, the majority do not.

The framework supported by this document is designed to reflect the work done by Prosthetists, Orthotists, technicians and healthcare support workers in their current roles. As new ideas, techniques and materials develop, so too should this framework.

This piece of work will only remain relevant and useful by evolving to reflect the needs of patients and the skills of those who work to help to improve the lives of patients.

A Competence Based Approach

Within the broader agenda of modernising AHP careers a competence based career framework can deliver significant benefits to Prosthetics & Orthotics and to those who rely on the care delivered.

A competence describes the knowledge, skills and behaviours required to carry out a specific work activity. The competences used are National Occupational Standards which have been developed by sector skills councils and rigorously field tested.

Flexibility - A competence based career framework can deliver a workforce that is able to demonstrate the skills, knowledge and behaviour to complete a defined task. Consequently, skills and roles become transferable between services and employers. Service specifications can be defined by the needs of patients and roles defined by these needs. As the needs of service users change, staff development or recruitment can be based on specific areas of competence, delivering the right care at the right time.

Consistency - The adoption of competences as a common language and currency means that the boundaries between employers in the NHS, private or third sector

Figure 1 - Skills Escalator

Legend:
- Communication
- Health safety and security
- Quality
- Assessment
- Health Promotion and Protection
- Education, learning and research
- Management and Administration
- Personal and people development
- Quality
- Equality and Diversity
- Health intervention
- Information management/communication technology
- Medical devices, products and equipment
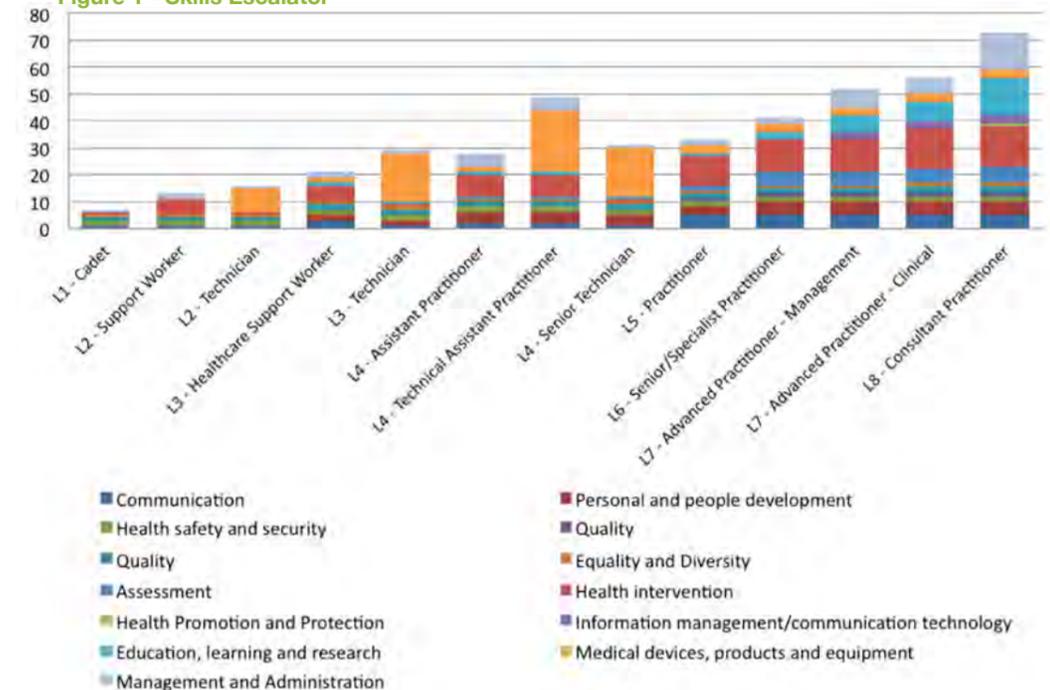
organisations are reduced. The value of an individual should be equal in the eyes of existing or potential new employers. Service commissioners, educators and patient groups understand the abilities of individuals in a more universal way.

Progression - The NHS constitution, which applies also to providers of care within the NHS, promises that "staff should be able to progress and develop rewarding worthwhile jobs". A competence based career framework not only maintains the value of an individual's abilities, but provides a detailed description for the next step in career progression. Constructing a career development plan for each individual, based on patient need and service requirement is simple because competences allows education to be developed, commissioned and delivered in a more exact manor. A skills escalator where each level links to the next (figure1), illustrates the relationship between roles and levels. Although each National Occupational Standard does not carry the same weight, the accumulation of knowledge, skills and abilities is demonstrated.

Application
The framework has most impact in three key areas, defining the workforce requirements in delivering patient centred care.

• Service and role development
• Career Progression
• Education planning, commissioning & delivery

(Modernising Allied Health Professions (AHP) careers. Department of Health, 2008)

Service commissioner and managers are better able reflect the needs of service users in a workforce defined by its ability.

Individuals working within Prosthetics and Orthotics are able to identify the steps required to develop themselves and progress their career.

Education can be planned and commissioned as the development needs of individuals are clearly defined and identifiable.

Application to Prosthetics and Orthotics

Using these descriptors, competences have been identified that allow the actions identified in the descriptors to be demonstrated by individuals working within Prosthetics and Orthotics. The information was applied to commonly seen roles within Prosthetics & Orthotics and associated job titles based on the BAPO career framework. These titles and the existing framework provide the first steps in delivering nationally transferable roles.

Level Determination
Competences are grouped together to describe the minimum standards expected of a person working at a specific level. Between levels there would always be a transition phase where skills are accumulated before the candidate is able to demonstrate the full range of abilities that would allow progression. Career development is also possible without moving to higher levels and competences can be applied in different environments and context to allow development without moving upwards

Progression
The framework is a skills escalator and progression can often be seen through an increase in the number of competences required. The process isn't linear as competences are not all equal in the knowledge required, technical difficult or expected responsibility. There

Figure 2 - P&O Career Framework.
Source: P&O workforce & education project, national reference group 2013
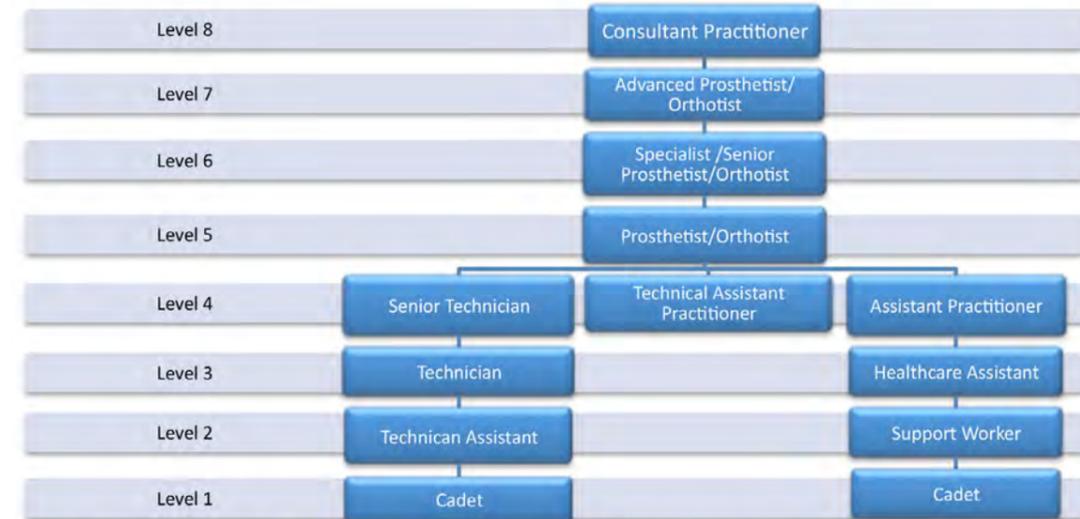
are competences that are relevant at a number of different levels the relative complexity is derived from the context, scope or environment within which the competence is demonstrated.

The Career Framework for Health

Figure 3 – The Career Framework for Health (Skills for Health, 2006)

The application of the Career Framework for Health (Skills for Health 2006) to Prosthetics and Orthotics introduces a way of measuring ability, that is consistent

Figure 4 – Career Framework Level Components (Skills for Health, 2013)

cross not just Prosthetics and Orthotics, but across healthcare. (http://www.skillsforhealth.org.uk/)

The framework moves from entry level 1, cadet describing the start of a role in Prosthetics & Orthotics through to level 8 which is indicatively titled as consultant practitioner (Figure 3).

Each Level is described in two ways. Key Elements provide a brief explanation that is further developed in descriptors which explain the abilities and responsibilities expected of someone functioning at a specific level through eight functional areas (Figure 4). The levels are broadly described to ensure relevance across health and healthcare.

Flexibility
Options are provided for individuals to demonstrate ability in different ways, providing flexibility and placing equivalent value in a range of tasks. The descriptors can list activities or abilities that would not applicable to Prosthetics and Orthotics. When this occurs, a competence has not been identified to reflect the task, but progression remains possible by exhibiting other, relevant, abilities.

Consistency
The framework interprets the best of existing practice in a new way rather than fundamentally redrawing the expectations and focus of this industry. Each level contains descriptions of minimum competences and provides a national structure within which the flexibility required of the workforce can be maximized at a local level.
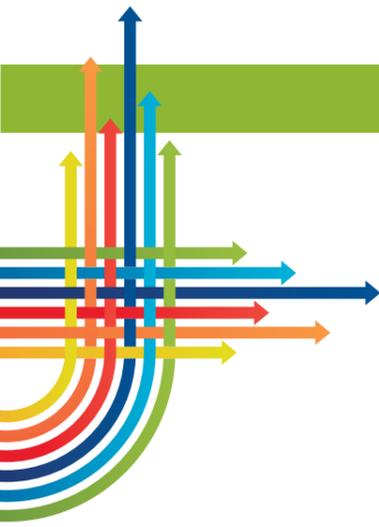
Health Functional Map

Skills for Health list competences within the health functional map which categorizes competences in firstly general and specific areas (Figures 5) before further dividing the competences into reference functions (figure 6) with both a description and reference number. The title of the reference function is used to broadly describe the group of competences area of application. Each competence can be accessed using the Health Functional Map for more insight.

NHS Knowledge and Skills Framework

Each National Occupational Standard listed by Skills for Health links to an indicated area of the NHS Knowledge and Skills Framework. In most cases each competence indicatively links to a dimension and level, but the real complexity of each competence is dictated by its application in practice. This framework is designed to work in the format contained within this document, but can be used as a tool to support the development of those who use KSF

This framework and its competences can be used in support of the development of careers and specific roles within the NHS and there are already widespread examples of this type of practice within the NHS.

Figure 5 – The Health Functional Map, Skills for Health 2013

Figure 6 – Health Functional Map, (Skills for Health 2013)

Pre-registration Roles

Developing individuals from entry level 1 into more advanced positions is of vital importance for the future of Prosthetics and Orthotics. This framework provides a way for distinct roles within the same industry to be valued similarly and described using a common language.

Clearly defined competences allow the development of locally agreed protocols, enhancing services and developing careers. Patients, clinicians and service managers can feel confident that roles defined using the framework as a basis provide clarity and encourage responsible practice that focuses on patient need.

Technician Roles

This framework describes the competences required to develop a technical workforce that ensures sustainability through the provision of a clear pathway of progression.

The use of competences to maintain existing knowledge and promote innovation at pre registration levels provides patient users with confidence that the quality of service provided by what is an extremely specialist group of individuals can be maintained or enhanced, through succession planning and training.

The role of support workers can be used to improve both efficiency and quality of care. Defined roles for those with a technical background within the clinical environment can provide support for clinicians and career progression.

Healthcare Support Workers

Future provision of services is dependent upon new model of care being found and the assistance of clinicians by support workers will increase productivity. Listed within this framework are the competences required to work in support of a clinician. In support of this, the level descriptors explain the relationship between support workers and those in supervisory roles, further detailing the levels of supervision expected and the relative complexity of tasks expected to be carried out.

The flexibility of the framework maintains the freedom for each service to decide upon the protocols and processes that will govern the roles and responsibilities used to improve services at a local level

National Standards for Healthcare Support Workers

Following the publication of the Francis report (Great Britain, 2013), written in the aftermath of the enquiry into events in the Mid Staffordshire NHS Foundation Trust, recommendations were made in respect to the roles of Healthcare Support workers across health and social care. National minimum training standards and a code of conduct for support workers have been developed and reflect the competences contained within this framework guide.

Skills for Health
- Code of Conduct for Healthcare Support Workers and Adult Social Care Workers in England. (Skills for Care & Skills for Health, 2013)
- National Minimum Training Standards for Healthcare Support Workers and Adult Social Care Workers in England (Skills for Care & Skills for Health, 2013)

Supervision

Levels of supervision required for support workers can be identified by considering the following:

- The needs of the patient or client
- The nature of the task or care activity
- The relevant experience of the HCSW, including any relevant education and training
- The HCSW's familiarity with the task or care activity, as well as with the patient or client
- The complexity of the task or care activity

(A Guide to Healthcare Support Worker Education and Role Development, 2010b, pp.17-18)

The format of supervision, direct or indirect, must also be agreed, taking into account the complexity of the task. When supervision takes place indirectly there needs to be support and guidance in place. Furthermore thought must be given to the maintenance of competence through formal supervision and development planning.

Level 1

Indicative Role Title

- **Cadet**

Within Prosthetics and Orthotics there are very few long term roles that can be described by the abilities listed at level 1. The routine nature of level 1 roles mean that with P&O anyone working at this level would be doing so during a transition phase, perhaps as part of the first steps in a training or development program. Consequently the competences listed at this level are focused in general areas and should form the foundations for a career in Prosthetics and Orthotics.

Figure 7 - Level 1 Functional Areas

Legend:
- Management and Administration
- Health intervention
- Equality and Diversity
- Quality
- Health safety and security
- Communication

Level 1 Cadet
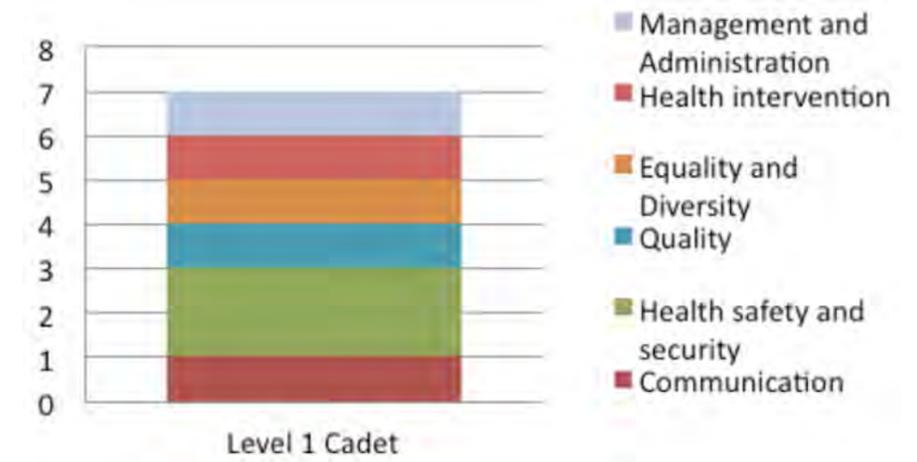
Figure 8 - Level 1 Key Element Descriptors, Skills for Health, 2013

Key Element Descriptors	
Knowledge, Skills, Training and Experience	Recalls basic general knowledge and uses language, literacy, numeracy and information technology to carry out straight forward tasks AND Shows understanding of a small number of routine work procedures gained through short induction or on the job training.
Supervision	Works under direct supervision and demonstrates personal effectiveness in straight forward and stable contexts.
Professional and vocational competence	Accepts guidance on work practice AND demonstrates awareness of procedures for solving problems
Analytical/Clinical Skills and Patient Care	Performs limited tasks in a narrow area.
Organisational Skills and Autonomy/Freedom to Act	Works to established procedure/protocols under direct supervision
Planning, Policy and Service Development	Follows procedures determined by others.
Financial, Administration, Physical and Human Resources	Observes personal duty of care in relation to equipment and resources used in course of work.
Research and Development	Contributes to simple audits or surveys relevant to own work area

Level 2

Indicative Role Titles

- **Support Worker**
- **Technician Assistant**
- **Orthotic Plaster Technician Assistant**

Figure 9 - Level 2 Key Element Descriptors, Skills for Health, 2013

Key Element Descriptors	
Knowledge, Skills, Training and Experience	Uses skills and key competences to carry out tasks where action is governed by rules defining routines and processes and recalls and comprehends basic knowledge of a work area. - The range of knowledge involved is limited to facts and main ideas OR Selects and applies basic methods, tools and strategies AND Recalls and comprehends basic knowledge of a work area. - The range of knowledge involved is limited to facts and main ideas
Supervision	Works under close but not continuous supervision AND takes limited responsibility for improvements in performance in work contexts and within familiar, homogeneous groups
Professional and vocational competence	Seeks guidance on work practice AND solves problems using information provided
Analytical/Clinical Skills and Patient Care	Performs clinical, technical, administrative, or scientific tasks in a narrow area OR Makes judgments involving straight-forward work-related facts or situations.
Organisational Skills and Autonomy/Freedom to Act	Works to established procedures / protocols, work is supervised. OR Organizes own day to day work activities and tasks, work is supervised
Planning, Policy and Service Development	Follows procedures determined by others.
Financial, Administration, Physical and Human Resources	Responsible for care of equipment used by self or others
Research and Development	Performs simple audits or surveys relevant to own work area

Support Worker
This is a role that involves patient contact rather than any sort of manufacturing. The individual is expected to work in a supporting role under the direction of a registered Prosthetist or Orthotist during clinical or therapeutic interventions. Competences relate to a supporting role rather than actively participating in clinical or therapeutic procedures. The person is expected to work within their competency levels and to agreed protocols and procedures.

Assistant Technician
This role is concerned primarily with the manufacture of devices and with little or no patient contact in most cases. Working to protocols and processes to following the prescriptions described by Prosthetists or Orthotists, the position of a level 2 technician assistant will for many be a stepping stone to level 3, but in some instances describes a role that will be a long term position. Competences within level 2 describe "routine" actions limited in scope and performed at a basic level frequently governed by routines and processes.

The technician assistant is able to work within manufacturing processes, but is not expected to see multi step processes through from beginning to end. Alternatively, the expectation is that routine work could be covered by an individual at this level.

Orthotic Plaster Technician
This role is found commonly in Orthotics and describes a technician who focuses on the turning physical data, most commonly cast or impression boxes into positive models that can be used as the basis for manufacturing orthoses.

The competences grouped together to describe this role do not contain competences relating to other areas of technical manufacture contained within the Assistant Technician role.

Figure 10 - Level 2 Support Worker Functional Areas
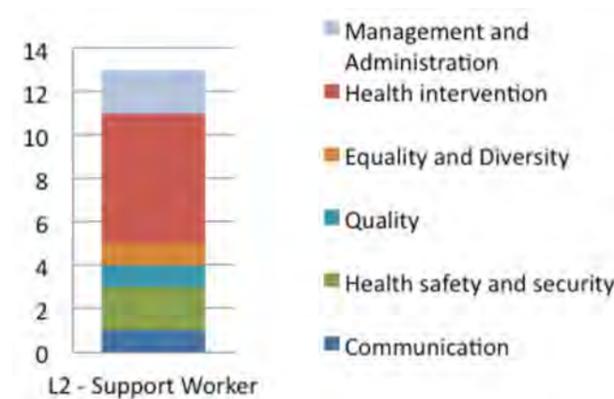
Figure 11 - Level 2 Technician Assistant Functional Areas
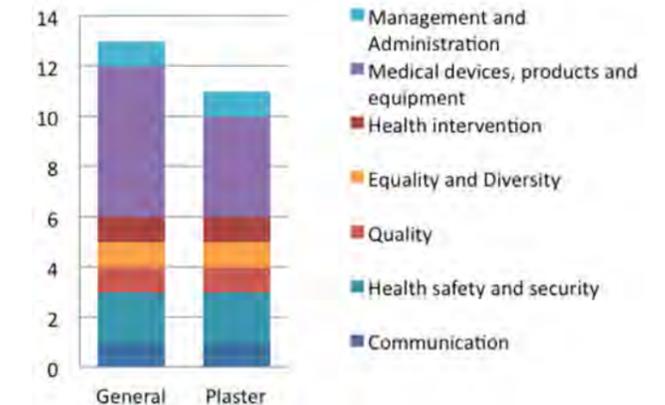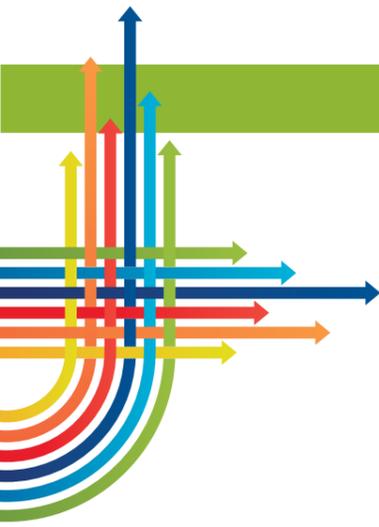
Level 3

Indicative Role Titles

- **Healthcare Assistant**
- **Technician**
- **Orthotic Plaster Technician**

Figure 12 - Level 3 Key Element Descriptors, Skills for Health, 2013

| Key Element Descriptors	
Knowledge, Skills, Training and Experience	Applies knowledge to a work area that includes processes, techniques, materials, instruments, equipment, terminology and some theoretical ideas AND evaluates different approaches to tasks OR Uses a range of work area-specific skills to carry out tasks and show personal interpretation through selection and adjustment of methods, tools and materials AND evaluates different approaches to tasks.
Supervision	Takes responsibility for completion of tasks and demonstrates some independence in work where contexts are generally stable but where some factors change.- which could include limited supervisory responsibilities
Professional and vocational competence	Takes responsibility for own development and work practice AND solves problems by integrating information from expert sources taking account of relevant social and ethical issues
Analytical/Clinical Skills and Patient Care	Performs a wider range of protocol driven clinical, technical, administrative or scientific tasks OR Makes judgements some of which require comparison of options
Organisational Skills and Autonomy/Freedom to Act	Work within established procedures/protocols. Supervision is readily available OR. Organise work tasks of others
Planning, Policy and Service Development	Offers comments/suggestions for improvements to procedures or possible service developments
Financial, Administration, Physical and Human Resources	Assist in or carry out training related to own work activity. OR Responsible for maintaining stock. OR Have financial responsibility within strict guidelines
Research and Development	Performs simple audits or surveys and assist with occasional clinical trials or research projects.

Healthcare Support Worker

The person is expected to demonstrate either their accountability for maintaining stock levels (GEN 33) or active participation in the training of others (SFLWS17). The ability to excel in both areas is welcomed, but not necessary.

The fitting of medical devices is done under the supervision of a registered Prosthetist Orthotist and within agreed protocols and procedures.

The person is expected to demonstrate either their accountability for maintaining stock levels (SFLWS17) or active participation in the training of others (GEN 33). The ability to excel in both areas is welcomed, but again not necessary.

Figure 13 - Healthcare Support Workers functional areas
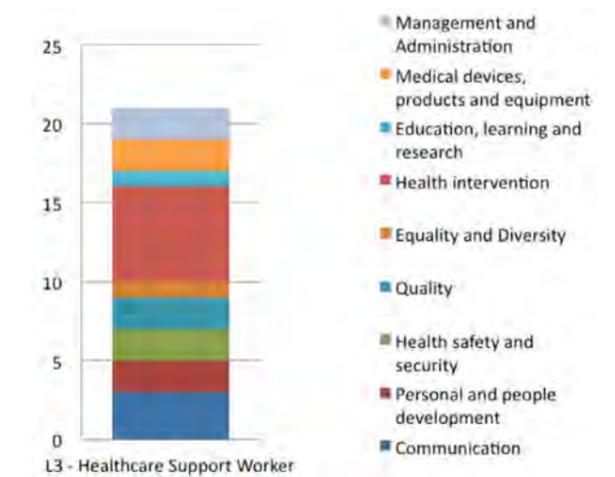
Katie – Healthcare Support Worker

Currently at level 3, but moving towards level 4

Katie worked in an administrative role within the NHS, but previous experience of Prosthetics & Orthotics meant that the opportunity to work with this specific patient group was desirable. Experience of using X-Ray systems in this previous role has helped the service access information more easily, but new skills have also been acquired.

Currently working as a band 3 healthcare assistant Katie's activities include assisting patients with toileting and with the dressing before and after appointments. She assists the clinicians ensuring smoother running by helping patients from the waiting room into the clinical environment and ensures as much as possible that patients understand what's happening throughout their experience. She has also started to begun to use aseptic non touch technique to remove dressings and takes some responsibility for measuring blood pressure.

Through the health and social care foundation degree at the University of Central Lancashire, which Katie started in September 2011, her depth of knowledge, understanding and confidence has increased hugely.

As the role is new and has been developed specifically for the service at Preston it is expanding and changing. New responsibilities include assisting in Pharmacy orders, making sure that stock levels are maintained and helping patients to access this type of help that otherwise could fall between services.

Assisting in Prosthetic gait training has provided her with experience of measuring contractures using PAM aid and femurette's to help amputees improve their mobility.

Protocols are being developed locally to allow Katie's role to develop further in Orthotic clinics with the provision of some Orthoses.

By assisting Prosthetist Orthotists, Phyios and Occupational therapists, Katie provides a link between patients and therapists and is a constant through their journey, developing a personal relationship.
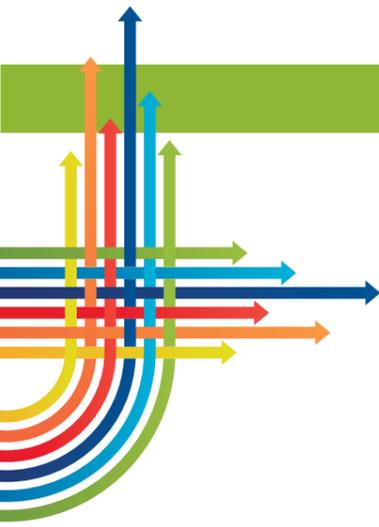
Technician

Competences relating to technical areas indicate that the person should be able to work in "non routine" ways and devise ways of solving problems. An understanding and/or ability to show competence in multiple areas of a manufacturing process is expected at this level.

Orthotic Plaster Technician

The technical competences grouped to describe this role, again focus on the steps taken to developed negative body shapes into positive models that can then be used as the basis for manufacture.

Figure 14 - Technician functional areas
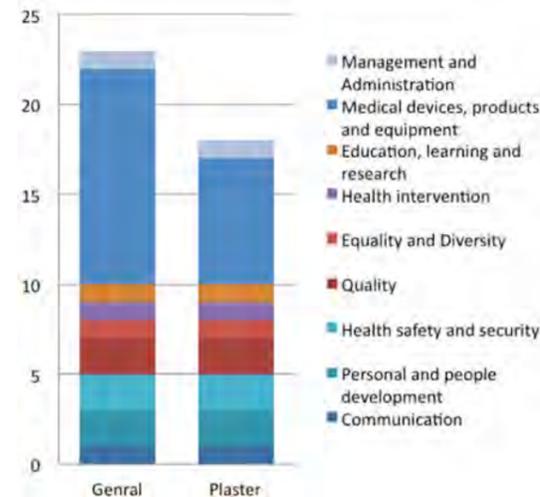
Phil – Prosthetic Technician

Currently at level 3, but moving towards level 4

Phil has spent 18 years working as a prosthetic technician and currently works as a clinical support technician, meeting patients two days per week. Local protocols allow rapid access for patients who may need help with servicing or repairs.

Learning on the bench alongside short courses and supplier supported training events has helped Phil become a confident and respected technician with practice based learning alongside Prosthetists helping to develop his ability to work with patients.

More recently Phil has embarked upon the foundation degree course at London South Bank University and he feels that his base of knowledge has increased hugely.

Education has provided him with an understanding of anatomy and physiology and of the impact made by clinical decisions. He has also had an opportunity to expand his technical understanding.

Phil provides training in other Prosthetic centres and enjoys the balance of patient contact and maintaining his technical skills.

As he moves towards the completion of his foundation degree, the responsibilities placed on him will increase and his newly acquired abilities will come to the fore.

Level 4

Indicative Role Titles

- **Senior Technical**
- **Technical Assistant Practitioner**
- **Assistant Practitioner**

Figure 15 - Level 4 Key Element Descriptors, Skills for Health, 2013

Key Element Descriptors	
Knowledge, Skills, Training and Experience	Uses a wide area-specific practical and theoretical knowledge AND Evaluates outcomes in terms of planned approach used OR Develops planned approaches to tasks that arise in work or study by applying specialist knowledge and using expert sources of information AND evaluates outcomes in terms of planned approach used.
Supervision	Manages role under guidance in work contexts that are usually predictable and where there are many factors involved that cause change and where some factors are interrelated AND makes suggestions for improvement to outcomes. OR Ongoing supervision of routine work of others AND makes suggestions for improvement to outcomes.
Professional and vocational competence	Demonstrates self directed development and work practice AND Solves problems by integrating information from expert sources taking account of relevant social and ethical issues.
Analytical/Clinical Skills and Patient Care	Performs clinical, technical, administrative or scientific procedures AND Makes judgements requiring a comparison of options.
Organisational Skills and Autonomy/Freedom to Act	Performs straight forward tasks AND work guided by standard operating procedures / protocols.
Planning, Policy and Service Development	Formally comments/makes suggestions on procedures or possible service developments OR Proposes changes to working practices or procedures for own work area
Financial, Administration, Physical and Human Resources	Responsible for safe use of highly complex equipment. OR Takes some responsibility for the training of others and may deliver training. OR Undertakes financial transactions working within organisational processes and policies.
Research and Development	Assists with clinical trials or research projects within own work area. OR Evaluate equipment, techniques and procedures
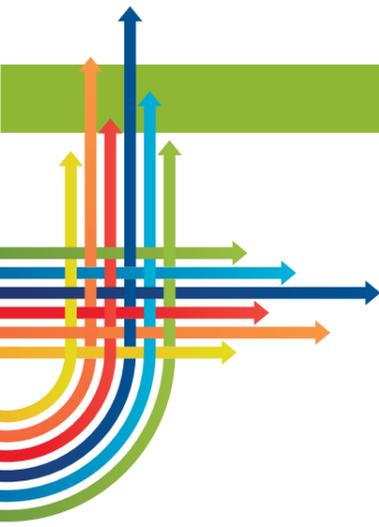
Assistant Practitioner

Working at this level the individual is expected to work closely with patients and has more responsibility and scope. All practice remains protocol driven and it should be remembered that the person is still not an autonomous practitioner.

All clinical information and advice provided to the patient needs to reflect the limits of practice dictated by locally agreed treatment pathways and protocols. Supervision and competence maintenance requirements need to be clearly defined and this individual is required to work under the supervision of an HCPC registered Prosthetist or Orthotist.

Technical Assistant Practitioner

This role is a hybrid of both other roles described at this level. The individual is expected to have considerable knowledge and skills relating to manufacture, but is able to apply some of this knowledge in patient facing scenarios.

Senior Technician

The only role described at level 4 without any competence reflecting the skills for patient contact, a level 4 senior technician is expected to be a leader with a full range of technical skills. The role title reflects the wide ranging expectations of those working at this level in different environments and for different employers. This is not necessarily a management role, but the wide range of competences required include leadership skills and role titles may vary in practice.

The difference between a technician and a senior technician will be commonly illustrated when levels of responsibility for oneself and others is considered. It is not a measure of time served or of age and the "senior" used in the indicative title refers to the increase in responsibility in a number of ways.

Figure 16 - Level 4 functional areas

Legend:
- Management and Administration
- Medical devices, products and equipment
- Education, learning and research
- Health intervention
- Assessment
- Equality and Diversity
- Quality
- Service improvement
- Health safety and security
- Personal and people development
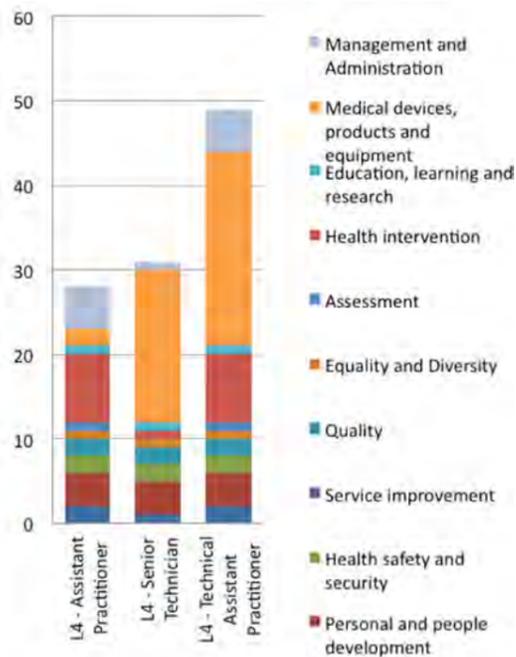
Post Registration Roles

Level 5

Indicative Role Title

- **Practitioner**

Figure 17 - Level 5 Key Element Descriptors, Skills for Health, 2013

Key Element Descriptors	
Knowledge, Skills, Training and Experience	Uses broad theoretical and practical knowledge that is often specialised within a field and shows awareness of limits to knowledge base AND demonstrates ability to transfer theoretical and practical knowledge in creating solutions to problems OR Uses broad theoretical and practical knowledge that is often specialised within a field and shows awareness of limits to knowledge base AND develops planned and creative responses in researching solutions to well defined concrete and abstract problems.
Supervision	Manages work independently that require problem solving where there are many factors some of which interact and lead to unpredictable change. OR Shows creativity in developing work, work is managed rather than supervised; OR Appraise performance of others
Professional and vocational competence	Evaluates own practice and identifies development AND formulates responses to abstract and concrete problems. OR Evaluates own practice and identifies development AND demonstrates experience of operational interaction within a work area. OR Evaluates own practice and identifies development. Makes judgements based on knowledge of relevant social and ethical issues.
Analytical/Clinical Skills and Patient Care	Makes judgements requiring analysis, interpretation and comparison of options OR Performs broad range of clinical, technical or scientific procedures.
Organisational Skills and Autonomy/Freedom to Act	Plan, organise and prioritise own work, activities and more complex tasks
Planning, Policy and Service Development	Develop procedures and changes working practices or procedures for own work area.
Financial, Administration, Physical and Human Resources	Works within organisational processes and policies for financial and human resource activities OR Trains others and develops team performance. OR Manages people and reviews performance of self and others. OR Contributes to administration and management of work area or department.
Research and Development	Undertake straightforward or complex audit or assist with clinical trials or research projects.

A level 5 practitioner is autonomous and the competences reflect the standards of proficiency expected by HCPC.

Demonstration of many aspects of this list of competences will be expected as the individual begins to assume increasing responsibility. While an autonomous practitioner, there is an expectation that ideas of practice will improve with time and the application of knowledge will be applied to a wider area over time.

Other aspects, focusing more on reflective practice and turning new knowledge into practice will be central to the preceptorship program and will develop with time and with help from more senior staff.

The Preceptorship Guide for Prosthetics and Orthotics is based upon the demonstration of these competences during the first year of practice, following professional registration and provide a way of improving confidence and enhancing competence of those taking their first steps as Prosthetists and Orthotists.

Figure 18 - Practitioner functional areas
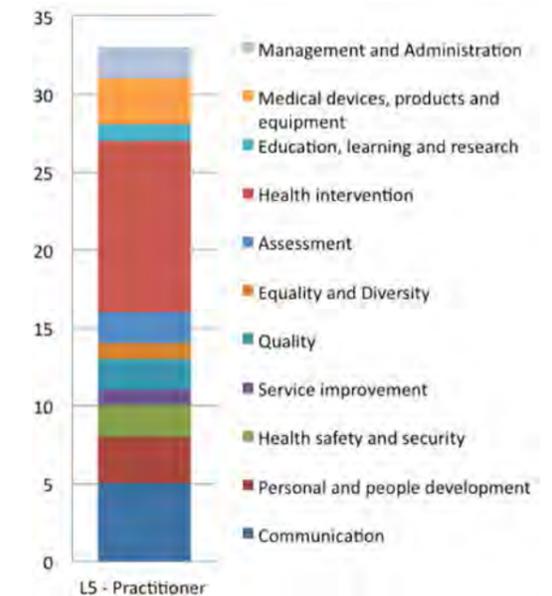
Bob – Prosthetist & Orthotist

Level 5

Bob worked as an orthotic technician for four years before deciding to study at the University of Salford to become an Orthostist. He felt that his technical skills, alongside knowledge of anatomy, physiology and pathologies could provide a really good experience for service users

Following qualification he worked as an Orthotist for 2 years before joining changing employer and practicing in both Prosthetics and Orthotics. This allows the application of knowledge and practice from each discipline, meaning a more integrated service and delivering some great results.

Having started out as a technician means that Bob has a greater appreciation of what is possible in the workshop and believes this results in a great relationship with technicians and increased success with patients.

He regularly allows students and colleagues from other departments to shadow him and recently helped to implement of the TAPES outcome measurement tool for his service. This involved delivering a presentation to the MDT, auditing the completion of the outcome measures and giving guidance to the team if needed.

He aims to continue to enjoying clinical work in both Prosthetics and Orthotics, where he's learning every day. As well as attending courses and presentations to further his knowledge, he also continues to learn a great deal from colleagues every day.
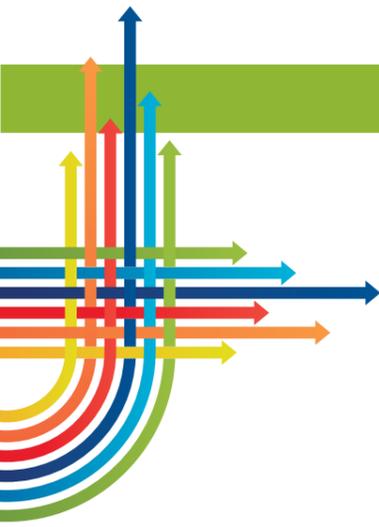
Level 6

Indicative Role Titles

- **Senior Practitioner**
- **Specialist Practitioner**

**Figure 19 - Level 6 Key Element Descriptors,** Skills for Health, 2013

Key Element Descriptors	
Knowledge, Skills, Training and Experience	Uses detailed theoretical and practical knowledge of a work area AND utilises some knowledge that is at the forefront of the work area and will involve a critical understanding of theories and principles AND Devises and sustains arguments to solve problems OR Uses detailed theoretical and practical knowledge of a work area AND demonstrates mastery of methods and tools in a complex and specialised work area and demonstrates innovation in terms of methods used AND devises and sustains arguments to solve problems.
Supervision	Manages team and resources in environments that are unpredictable and require that complex problems are solved where there are many interacting factors OR Demonstrates leadership for a work area. OR Shows creativity in developing projects and shows initiative in management processes that includes the development of others to develop team performance.
Professional and vocational competence	Consistently evaluates own practice and identifies development needs AND Gathers and interprets relevant data in a work area to solve problems AND Makes judgements based on social/ethical issues that arise in work or study. OR Consistently evaluates own practice and identifies development needs AND demonstrates experience of working within a complex environment AND makes judgements based on social/ethical issues that arise in work or study.
Analytical/Clinical Skills and Patient Care	Provides specialist clinical, technical or scientific services and/or advice. OR Makes judgements involving a range of complex facts, options, analysis and interpretation
Organisational Skills and Autonomy/Freedom to Act	Works independently and directs work activities of a team or others.
Planning, Policy and Service Development	Implement policy and propose/changes working practices or procedures. OR Plans complex activities involving liaison with others and/or over long time periods.
Financial, Administration, Physical and Human Resources	Holds a delegated budget OR Be responsible for purchasing /maintenance of assets OR Undertakes supervision and is responsible for teaching and training inside/outside work area
Research and Development	Carry out R&D as a major activity AND regularly undertake clinical trials or research projects

An Individual working a level 6 has developed clinical skills and has become an established clinician working independently, requiring much reduced levels of support and taking some responsibility in improving services in a wider sense.

Developing junior members of staff is vital in the demonstration of ability at this level and important in the sustainability of the workforce.

The ability to problem solve and understand more complex issues is markedly more developed than at level 5.

Figure 20 - Senior/Specialist practitioner functional areas
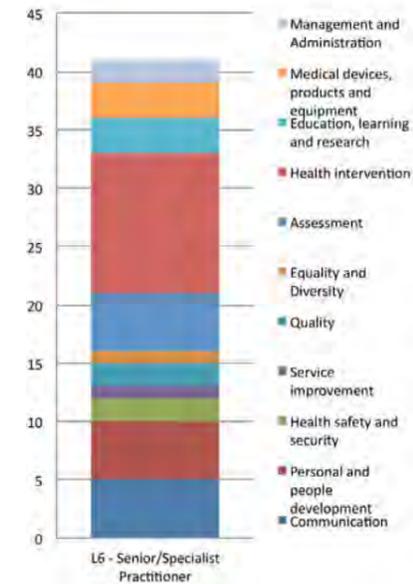
Chantel – Orthotist

Level 6

Chantel graduated in 2008 from The University of Salford and works as an Orthotist in the North East of England. As well as general clinics Chantel provides specialist Paediatric and foot and clinics, using a scanner to capture image of the foot. A number of training courses have been used to develop this type of knowledge that can then applied to help those with more complex needs.

Outside of clinical work, Chantel has been involved in helping develop services, implementing a telephone review service to reduce waiting times.

Most recently she has been involved in writing evidence based guidelines for the use of ankle foot orthoses for neurologically impaired patients.

Most Recently she has undertaken the role of Clinical Educator, mentoring students whilst on clinical placement. This has encouraged her to review her existing knowledge and develop her ability to articulate the reasoning behind her decision making. Providing mentorship has given Chantel the opportunity to question the theories and assumptions that underpin her practice and this has helped her to develop further still.

Level 7

Indicative Role Title

- **Advanced Practitioner**

Figure 21 - Level 7 Key Element Descriptors, Skills for Health, 2013

Key Element Descriptors	
Knowledge, Skills, Training and Experience	Utilises highly developed specialised knowledge covering a range of procedures and underpinned by relevant broad based knowledge, experience and competence AND develops new skills in response to emerging knowledge and techniques OR Uses highly specialised theoretical and practical knowledge some of which is at the forefront of knowledge in the work area. This knowledge forms the basis for originality in developing and/or applying ideas AND develops new skills in response to emerging knowledge and techniques OR Demonstrates critical awareness of know issues in the work and at the interface between different or work areas, creating research based diagnosis to problems by integral knowledge AND Make judgements with incomplete or limited information develop new skills in response to emerging knowledge and techniques.
Supervision	Demonstrates leadership and innovation in work contexts that are unfamiliar, complex and unpredictable and that require solving problems involving many interacting factors. OR reviews strategic impact/outcome of the work or team.
Professional and vocational competence	Demonstrates independence in the direction of practice and a high level understanding of development processes AND responds to social/scientific, clinical/ethical issues that are encountered in work or study AND manages change within a complex environment. OR Demonstrates independence in the direction of practice responding to social scientific clinical and ethical issues that are encountered in work or study AND High level understanding of development processes OR Demonstrates independence in the direction of practice responding to social scientific clinical and ethical issues that are encountered in work or study AND Solves problems by integrating complex knowledge sources that are sometimes incomplete and in new and unfamiliar contexts OR Demonstrates independence in the direction of practice responding to social scientific clinical and ethical issues that are encountered in work or study AND Manages change within a complex environment
Analytical/Clinical Skills and Patient Care	Provides highly specialist clinical, technical and/or scientific services AND makes complex judgements. OR provides specialist clinical, technical and/or scientific services across a work area AND makes complex judgements. OR accountable for direct delivery of part of service AND makes complex judgements.
Organisational Skills and Autonomy/Freedom to Act	Responsible for work area, specialist services or clinical pathways OR Accountable for direct delivery of part of service

Key Element Descriptors (continued)	
Planning, Policy and Service Development	Proposes changes to practices or procedures which impact beyond own work area OR May plan and/or organise a broad range of complex activities or programmes with formulation of strategies
Financial, Administration, Physical and Human Resources	Devise training or development programmes. OR Responsible for work area budget OR Manages staff and/or services ranging in size and complexity
Research and Development	Initiate and develop R&D programmes

Advanced Practice

Advanced practice is not a distinct role and there is a expectation that those working at this level will work in diverse ways. The diversity of ability is important and any advanced role should be developed to reflect a need within a specific area.

Advanced practice can demonstrated through displaying competences in four key areas.

- Management and Leadership
- Education
- Research
- Advanced Clinical Practice

(Adapted from: National Leadership and Innovation Agency for Healthcare, 2010)

Any role described as advanced is expected to demonstrate aspects of each areas with the emphasis being placed on different areas depending on service requirements.

Using the descriptions within the key element descriptors for level 7 as a basis, this framework allows two to demonstrate competence at his level (figure 23). Either through assuming responsibility for services at a management level or developing clinical skills in conjunction with critical thinking, service improvement and education, Prosthetists and Orthotists are able to demonstrate the abilities of advanced practitioners.

Figure 22 - Level 7 advanced practice 1

Supervision			Analytical/Clinical Skills and Patient Care			Financial, administration, physical and human resources	
PHS08	Improve the quality of health and healthcare interventions and services through audit and evaluation	AND	CHS128	Develop evidence-based clinical guidelines	AND	LSILADD03	Plan and prepare learning and development programmes
			CHS170	Develop clinical protocols for delivery of healthcare services		OR	
			CHS171	Develop procedures for the delivery of healthcare services		CFAM& LEA4	Manage budgets
OR			OR			OR	
PHS25	Manage services that are aimed at improving health and wellbeing		PHS25	Manage services that are aimed at improving health and wellbeing		PHS25	Manage services that are aimed at improving health and wellbeing

An individual can either demonstrate competence PHS08, demonstrating competence in the evaluation the effectiveness of the service or PHS25 demonstrating leadership and innovation.

Competence PHS25 or competences CHS128, CHS170 and CHS171 must be exhibited to demonstrate accountability for the delivery of services or responsibility for clinical pathways and specialist services.

Either Competence CFAM&LEA4 demonstrating responsibility for work area budget, competence LSILADD03 for developing training programs or competence PHS25 demonstrating staff management must be exhibited.

Figure 24 - Level 7 functional areas
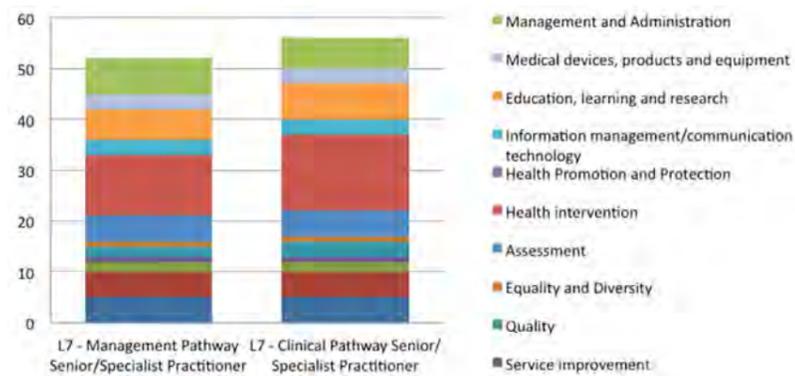
Level 8

Indicative Role Title

- **Consultant Practitioner**

Figure 25 - Level 8 Key Element Descriptors, Skills for Health, 2013

| Key Element Descriptors	
Knowledge, Skills, Training and Experience	Uses highly developed specialised knowledge to critically analyse, evaluate and synthesise new and complex ideas that are at the most advanced frontier of a work area AND extends or redefines existing knowledge and/or professional practice within a work area or at the interface between work areas OR uses highly developed specialist/specialised knowledge to critically analyse, evaluate and synthesise new and complex ideas that are at the most advanced frontier of a work area AND researches, conceives, designs, implements and adapts projects that lead to new knowledge and new procedural solutions PLUS Applies advanced specialist knowledge across a work area or over more than one work areas acquired over a long period OR in-depth & advanced specialist knowledge, experience and competence
Supervision	Demonstrates substantial leadership, innovation and independence in work contexts that are novel and require the solving of problems that involve many interacting factors.
Professional and vocational competence	Demonstrates sustained commitment to development of new ideas or processes and a high level understanding of development processes AND Promotes social/ethical advancement through actions. OR Critically analyses, evaluates and synthesises new and complex ideas and makes strategic decisions based on these processes. AND Promotes social/ethical advancement through actions. OR Carries out operational interactions with strategic decision making capacity within a complex environment. AND Promotes social/ethical advancement through actions.
Analytical/Clinical Skills and Patient Care	Provides highly specialist clinical, technical or scientific services and/or advice, across a work area AND is able to act as an expert in one or more service areas OR Makes complex or highly complex judgements AND is able to act as an expert in one or more service areas
Organisational Skills and Autonomy/Freedom to Act	Direct and influence commissioning and/or service provision. OR Be accountable for direct delivery of a service/s.
Planning, Policy and Service Development	Develop and implement policy and service developments which impact beyond own area of responsibility beyond organisation
Financial, Administration, Physical and Human Resources	Responsible for overall delivery of teaching and training programmes. OR A budget holder for one or more services and responsible for physical assets.
Research and Development	Implement R&D programmes OR Initiate and develop programmes with external impact.

An individual working at Level 8 is able to demonstrate a wide variety of competences at the very highest level. The Consultant practitioner role is expected to demonstrate abilities in four key areas

• Expert practice

• Professional leadership and consultancy

• Education training and development

• Practice and service development, research and evaluation

Source: non-medical Consultant Practitioner Guidance (Healthcare Inspectorate Wales (HIW), 2007).

Local interpretation of the role is expected and the value placed on each functional area can vary without diminishing the role.

The role should be developed in alignment with local need and as part of strategic objective.

The role is expected to have impact across areas and disciplines with a wide range of responsibilities at a high level. The most marked difference between level 7 and 8 is the strategic understanding and expectation of service development.

As Prosthetics and Orthotics are small, specialist services the numbers of clinicians working at this level would be relatively low.

Project Governance
This preceptorship guide has been developed as part of the Prosthetic and Orthotic Workforce and Education Project and is designed to work alongside the P&O Career Framework guide and the P&O Education Guide.

The structure and quality assurance arrangements for this project include:

• A Project Board

• A National Reference Group

Project Board
This project was supported by a project board that comprised of the British Association for Prosthetists and Orthotists, the British Healthcare Trade Association, University of Salford as the sole provider of

pre registration P&O education in England and Health Education Northwest who are responsible for commissioning pre registration education for England, Wales and Northern Ireland.

The project board worked to support the project manager in ensuring that work streams were delivered on time and to specification. The board ensured that risks were managed and that financial targets were met. A full list of project board members is included in the acknowledgments.

The project board met 3 times over the progression of the project.

National Reference Group
The project reference group comprised of patient user group representatives,

The National Reference Group was a network of stakeholders including service users, clinicians, service managers, employers, educators and supporting organizations whose main role was to ensure that:

• The content of the product was right;

• The product had good face validity among relevant stakeholder constituencies;

• The product was fit for purpose; and

• The product was able to be implemented.

The National Reference Group met 3 times over the progression of the project.

Figure 26 - Level 8 functional areas
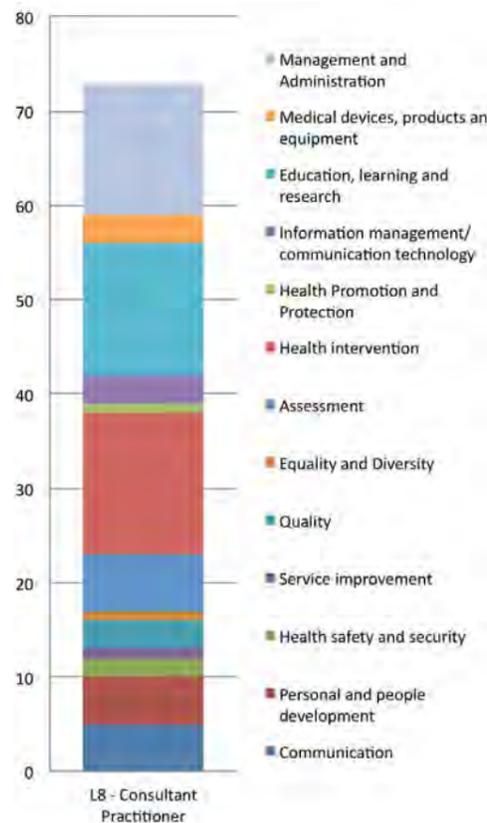
Acknowledgements

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Project Board	
Kerry Hemsworth	Health Education North West (NHS Business Services, from September 2013)
Adrian Stenson & Mags Miller	British Healthcare Trades Association
Alison Barlow	University of Salford
Steve Mottram & Lynne Rowley	Chair of BAPO

National Reference Group	
Adrian Stenson	Blatchford's Clinical Services
Adrian Swift	Centre for work force intelligence
Alison Barlow	University of Salford
Beth Foreman	Blatchford's Clinical Services
Chris Parsons	OttoBock
Debbie Peebles	Opcare
Elaine Figgins	University of Strathclyde
Geoff Goss	London South Bank University
Helen Harvey	North Bristol NHS Trust
Henry Lumley	North Bristol NHS Trust
John Head	University of Salford
Jonathan Bull	BAPO
Kerry Hemsworth	Health Education North west (NHS Business services, from September 2013)
Laura Burgess	ISPO UK
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Lisa Hughes	Department of Health
Mark Davies	RSL Steeper
Phil Yates	OttoBock & BHTA
Ruth Cunliffe	Health Education North west
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Sandie Woods	London South Bank University
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Susan Malcolm	NHS Education Scotland
Tracy MacInnes	NHS Education Scotland

A great many people and organizations, of which there are too many to list, supported this project with advice, guidance and support. It is only through the generous time given by these individuals that this project has been delivered.

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Competence Groups

Competences are hyperlinked to the National Occupational Standards, held by Skills for Health. Within the competence groups any competence that has not been represented at the level below is either colored red, if it obligatory at this new level or blue if it can be used to demonstrate abilities at this level, but other options are available.

■ (black)	Core Competence
■ (blue)	Potential Competence
■ (red)	New Competence

Level 1	Cadet	
General Competences		
Underlying Principle	Competence	
Communication	GEN97	Communicate effectively in a healthcare environment
Health Safety and security	GEN1	Ensure personal fitness for work
	GEN96	Maintain health, safety and security practices within a health setting
Quality	GEN63	Act within the limits of your competence and authority
Equality and Diversity	SCDHSC0234	Uphold the rights of individuals
Specific Competences		
Underlying Principle	Competence	
Health Intervention	CHS169	Comply with legal requirements for maintaining confidentiality in healthcare
Management and Administration	SCDHSC0241	Contribute to the effectiveness of teams

Level 2	Support Worker	
General Competences		
Underlying Principle	Competence	
Communication	GEN97	Communicate effectively in a healthcare environment
Health Safety and security	GEN1	Ensure personal fitness for work
	GEN96	Maintain health, safety and security practices within a health setting
Quality	GEN63	Act within the limits of your competence and authority
Equality and Diversity	SCDHSC0234	Uphold the rights of individuals
Specific Competences		
Underlying Principle	Competence	
Health Intervention	CHS169	Comply with legal requirements for maintaining confidentiality in healthcare
	GEN2	Prepare and dress for work in healthcare settings
	GEN 4	Prepare individuals for healthcare activities
	CHS6	Move and position individuals
	GEN 6	Manage environments and resources for use during healthcare activities
	GEN7	Monitor and manage the environment and resources during and after clinical/ therapeutic activities
Management and Administration	GEN39	Contribute to effective multidisciplinary team working
	SCDHSC0241	Contribute to the effectiveness of teams

Level 2	Technician Assistant	
General Competences		
Underlying Principle	Competence	
Communication	GEN97	Communicate effectively in a healthcare environment
Health Safety and security	GEN1	Ensure personal fitness for work
	SCDHSC0022	Support the health and safety of yourself and individuals
Quality	GEN63	Act within the limits of your competence and authority
Equality and Diversity	SCDHSC0234	Uphold the rights of individuals
Specific Competences		
Underlying Principle	Competence	
Health Intervention	CHS169	Comply with legal requirements for maintaining confidentiality in healthcare
Medical devices, products and equipment	RT1	Prepare and maintain environments, materials and equipment for the routine design and manufacture of custom made devices
	RT5	Prepare routine components for custom made devices
	RT6	Design and manufacture routine custom made devices to fitting stage to meet the prescription
	RT7	Carry out routine finishing of custom made devices
	RT9	Carry out routine modifications to custom made devices
	RT10	Carry out routine repairs to custom made devices
Management and Administration	SCDHSC0241	Contribute to the effectiveness of teams

Level 2	Orthotic Plaster Technician Assistant	
General Competences		
Underlying Principle	Competence	
Communication	GEN97	Communicate effectively in a healthcare environment
Health Safety and security	GEN1	Ensure personal fitness for work
	SCDHSC0022	Support the health and safety of yourself and individuals
Quality	GEN63	Act within the limits of your competence and authority
Equality and Diversity	SCDHSC0234	Uphold the rights of individuals
Specific Competences		
Underlying Principle	Competence	
Health Intervention	CHS169	Comply with legal requirements for maintaining confidentiality in healthcare
Medical devices, products and equipment	RT1	Prepare and maintain environments, materials and equipment for the routine design and manufacture of custom made devices
	RT2	Produce duplicate models
	RT23	Produce positive casts prior to rectification
	RT24	Carry out rectification of casts to meet the prescription
Management and Administration	SCDHSC0241	Contribute to the effectiveness of teams

Level 3	Healthcare Assistant	
General Competences		
Underlying Principle	Competence	
Communication	GEN97	Communicate effectively in a healthcare environment
	CHS56	Provide clinical information to individuals
Personal and people development	GEN12	Reflect on and evaluate your own values, priorities, interests and effectiveness
	GEN33	Enable other individuals to reflect on their own values, priorities, interests and effectiveness
Health Safety and security	GEN1	Ensure personal fitness for work
	GEN96	Maintain health, safety and security practices within a health setting
Quality	HT4	Manage and organise your own time and activities
	GEN63	Act within the limits of your competence and authority
Equality and Diversity	SCDHSC0234	Uphold the rights of individuals
Specific Competences		
Underlying Principle	Competence	
Health Intervention	CHS169	Comply with legal requirements for maintaining confidentiality in healthcare
	GEN2	Prepare and dress for work in healthcare settings
	GEN 4	Prepare individuals for healthcare activities
	CHS6	Move and position individuals
	GEN 6	Manage environments and resources for use during healthcare activities
	GEN7	Monitor and manage the environment and resources during and after clinical/ therapeutic activities
Education, research and learning	R&D8a	Assist in the research work
Medical devices, products and equipment	CHS223	Fit healthcare equipment, medical devices, assistive technology, or products to meet individuals' clinical needs
Management and Administration	GEN39	Contribute to effective multidisciplinary team working
	SCDHSC0241	Contribute to the effectiveness of teams

Level 3	Orthotic Plaster Technician	
General Competences		
Underlying Principle	Competence	
Communication	GEN97	Communicate effectively in a healthcare environment
Personal and people development	GEN12	Reflect on and evaluate your own values, priorities, interests and effectiveness
	GEN33	Enable other individuals to reflect on their own values, priorities, interests and effectiveness
Health Safety and security	GEN1	Ensure personal fitness for work
	GEN96	Maintain health, safety and security practices within a health setting
Quality	GEN63	Act within the limits of your competence and authority
	HT4	Manage and organise your own time and activities
Equality and Diversity	SCDHSC0234	Uphold the rights of individuals
Specific Competences		
Underlying Principle	Competence	
Health Intervention	CHS169	Comply with legal requirements for maintaining confidentiality in healthcare
Medical devices, products and equipment	RT1	Prepare and maintain environments, materials and equipment for the routine design and manufacture of custom made devices
	RT2	Produce duplicate models
	RT23	Produce positive casts prior to rectification
	RT24	Carry out rectification of casts to meet the prescription
Education, research and learning	R&D8a	Assist in the research work
Management and Administration	SCDHSC0241	Contribute to the effectiveness of teams

Level 3	Technician	
General Competences		
Underlying Principle	Competence	
Communication	GEN97	Communicate effectively in a healthcare environment
Personal and people development	GEN12	Reflect on and evaluate your own values, priorities, interests and effectiveness
	GEN33	Enable other individuals to reflect on their own values, priorities, interests and effectiveness
Health Safety and security	GEN1	Ensure personal fitness for work
	GEN96	Maintain health, safety and security practices within a health setting
Quality	GEN63	Act within the limits of your competence and authority
	HT4	Manage and organise your own time and activities
Equality and Diversity	SCDHSC0234	Uphold the rights of individuals
Specific Competences		
Underlying Principle	Competence	
Health Intervention	CHS169	Comply with legal requirements for maintaining confidentiality in healthcare
Medical devices, products and equipment	RT1	Prepare and maintain environments, materials and equipment for the routine design and manufacture of custom made devices
	RT5	Prepare routine components for custom made devices
	RT6	Design and manufacture routine custom made devices to fitting stage to meet the prescription
	RT7	Carry out routine finishing of custom made devices
	RT9	Carry out routine modifications to custom made devices
	RT10	Carry out routine repairs to custom made devices
	RT12	Prepare and maintain environments, materials and equipment for the non-routine design and manufacture of custom made devices
	RT15	Prepare non-routine components for custom made devices
	RT16	Design and manufacture non-routine custom made devices to fitting stage to meet the prescription
	RT17	Carry out non-routine finishing of custom made devices
	RT18	Carry out non-routine modifications to custom made devices
	RT19	Carry out non-routine repairs to custom made devices
Education, research and learning	R&D8a	Assist in the research work
Management and Administration	SCDHSC0241	Contribute to the effectiveness of teams

Level 4	Assistant Practitioner	
General Competences		
Underlying Principle	Competence	
Communication	GEN97	Communicate effectively in a healthcare environment
	CHS56	Provide clinical information to individuals
Personal and people development	AC3	Contribute to the development of the knowledge and practice of others
	GEN12	Reflect on and evaluate your own values, priorities, interests and effectiveness
	GEN13	Synthesise new knowledge into the development of your own practice
	GEN33	Enable other individuals to reflect on their own values, priorities, interests and effectiveness
Health Safety and security	GEN1	Ensure personal fitness for work
	GEN96	Maintain health, safety and security practices within a health setting
Quality	HT4	Manage and organise your own time and activities
	GEN63	Act within the limits of your competence and authority
Equality and Diversity	SCDHSC0234	Uphold the rights of individuals
Specific Competences		
Underlying Principle	Competence	
Assessment	CHS168	Obtain a patient/client history
Health Intervention	CHS6	Move and position individuals
	CHS59	Respond to referrals of individuals with health conditions
	CHS167	Obtain valid consent or authorisation
	CHS169	Comply with legal requirements for maintaining confidentiality in healthcare
	GEN2	Prepare and dress for work in healthcare settings
	GEN4	Prepare individuals for healthcare activities
	GEN6	Manage environments and resources for use during healthcare activities
	GEN7	Monitor and manage the environment and resources during and after clinical/therapeutic activities
Education, research and learning	R&D8a	Assist in the research work
Medical devices, products and equipment	CHS223	Fit healthcare equipment, medical devices, assistive technology, or products to meet individuals' clinical needs
	SFLWS17	Keep stock at required levels
Management and Administration	CFAM&LBA3	Lead your team
	GEN39	Contribute to effective multidisciplinary team working
	M&LDC5	Help individuals address problems affecting their performance
	SCDHSC0241	Contribute to the effectiveness of teams
	SCDHSC3121	Promote the effectiveness of teams

Level 4	Technical Assistant Practitioner	
General Competences		
Underlying Principle	Competence	
Communication	GEN97	Communicate effectively in a healthcare environment
	CHS56	Provide clinical information to individuals
Personal and people development	AC3	Contribute to the development of the knowledge and practice of others
	GEN12	Reflect on and evaluate your own values, priorities, interests and effectiveness
	GEN13	Synthesise new knowledge into the development of your own practice
	GEN33	Enable other individuals to reflect on their own values, priorities, interests and effectiveness
Health Safety and security	GEN1	Ensure personal fitness for work
	GEN96	Maintain health, safety and security practices within a health setting
Quality	GEN63	Act within the limits of your competence and authority
	HT4	Manage and organise your own time and activities
Equality and Diversity	SCDHSC0234	Uphold the rights of individuals
Specific Competences		
Underlying Principle	Competence	
Assessment	CHS168	Obtain a patient/client history
Health Intervention	CHS6	Move and position individuals
	CHS59	Respond to referrals of individuals with health conditions
	CHS167	Obtain valid consent or authorisation
	CHS169	Comply with legal requirements for maintaining confidentiality in healthcare
	GEN2	Prepare and dress for work in healthcare settings
	GEN4	Prepare individuals for healthcare activities
	GEN6	Manage environments and resources for use during healthcare activities
	GEN7	Monitor and manage the environment and resources during and after clinical/therapeutic activities
Education, research and learning	R&D8a	Assist in the research work
Medical devices, products and equipment	RT1	Prepare and maintain environments, materials and equipment for the routine design and manufacture of custom made devices
	RT2	Produce duplicate models
	RT3	Produce positive casts prior to rectification
	RT4	Carry out rectification of casts to meet the prescription
	RT5	Prepare routine components for custom made devices
	RT6	Design and manufacture routine custom made devices to fitting stage to meet the prescription
	RT7	Carry out routine finishing of custom made devices
	RT 8	Provide technical assistance with the fitting of routine custom made devices
	RT9	Carry out routine modifications to custom made devices
	RT10	Carry out routine repairs to custom made devices
	RT11	Advise on the suitability of existing, new and emerging technology and materials for routine custom made devices
	RT12	Prepare and maintain environments, materials and equipment for the non-routine design and manufacture of custom made devices
	RT15	Prepare non-routine components for custom made devices
	RT16	Design and manufacture non-routine custom made devices to fitting stage to meet the prescription
	RT17	Carry out non-routine finishing of custom made devices
	RT18	Carry out non-routine modifications to custom made devices
	RT19	Carry out non-routine repairs to custom made devices
	RT20	Provide technical assistance with the fitting of non-routine custom made devices
	RT21	Advise on the suitability of existing, new and emerging technology and materials for non-routine custom made devices
	RT22	Determine the suitability of new and emerging technology and materials for custom made devices
	SFLWS17	Keep stock at required levels
Management and Administration	CFAM&LBA3	Lead your team
	GEN39	Contribute to effective multidisciplinary team working
	M&LDC5	Help individuals address problems affecting their performance
	SCDHSC0241	Contribute to the effectiveness of teams
	SCDHSC3121	Promote the effectiveness of teams

Level 4	Senior Technician	
General Competences		
Underlying Principle	*Competence*	
Communication	GEN97	Communicate effectively in a healthcare environment
Personal and people development	GEN13	Synthesise new knowledge into the development of your own practice
	GEN12	Reflect on and evaluate your own values, priorities, interests and effectiveness
	AC3	Contribute to the development of the knowledge and practice of others
	GEN33	Enable other individuals to reflect on their own values, priorities, interests and effectiveness
Health Safety and security	GEN1	Ensure personal fitness for work
	GEN96	Maintain health, safety and security practices within a health setting
Quality	GEN63	Act within the limits of your competence and authority
	HT4	Manage and organise your own time and activities
Equality and Diversity	SCDHSC0234	Uphold the rights of individuals
Specific Competences		
Underlying Principle	*Competence*	
Health Intervention	CHS169	Comply with legal requirements for maintaining confidentiality in healthcare
Education, research and learning	R&D8a	Assist in the research work
Medical devices, products and equipment	RT1	Prepare and maintain environments, materials and equipment for the routine design and manufacture of custom made devices
	RT2	Produce duplicate models
	RT23	Produce positive casts prior to rectification
	RT24	Carry out rectification of casts to meet the prescription
	RT5	Prepare routine components for custom made devices
	RT6	Design and manufacture routine custom made devices to fitting stage to meet the prescription
	RT7	Carry out routine finishing of custom made devices
	RT9	Carry out routine modifications to custom made devices
	RT10	Carry out routine repairs to custom made devices
	RT11	Advise on the suitability of existing, new and emerging technology and materials for routine custom made devices
	RT12	Prepare and maintain environments, materials and equipment for the non-routine design and manufacture of custom made devices
	RT15	Prepare non-routine components for custom made devices
	RT16	Design and manufacture non-routine custom made devices to fitting stage to meet the prescription
	RT17	Carry out non-routine finishing of custom made devices
	RT18	Carry out non-routine modifications to custom made devices
	RT19	Carry out non-routine repairs to custom made devices
	RT21	Advise on the suitability of existing, new and emerging technology and materials for non-routine custom made devices
	RT22	Determine the suitability of new and emerging technology and materials for custom made devices
	SFLWS17	Keep stock at required levels
Management and Administration	CFAM&LBA3	Lead your team
	SCDHSC0241	Contribute to the effectiveness of teams
	M&LDC5	Help individuals address problems affecting their performance
	SCDHSC3121	Promote the effectiveness of teams

Level 5	Practitioner Prosthetist/Orthotist	
General Competences		
Underlying Principle	*Competence*	
Communication	CHS48	Communicate significant news to individuals
	CHS56	Provide clinical information to individuals
	GEN14	Provide advice and information to individuals on how to manage their own condition
	GEN62	Collate and communicate health information to individuals
	GEN97	Communicate effectively in a healthcare environment
Personal and people development	GEN12	Reflect on and evaluate your own values, priorities, interests and effectiveness
	GEN13	Synthesise new knowledge into the development of your own practice
	GEN23	Monitor your own work practices
Health Safety and security	GEN1	Ensure personal fitness for work
	GEN96	Maintain health, safety and security practices within a health setting
Service Improvement	BA3	Contribute to the development of organisational policy and practice
Quality	GEN63	Act within the limits of your competence and authority
	HT4	Manage and organise your own time and activities
Equality and Diversity	SCDHSC0234	Uphold the rights of individuals
Specific Competences		
Underlying Principle	*Competence*	
Assessment	CHS120	Establish an individual's suitability to undergo an intervention
	CHS168	Obtain a patient/client history
Health Intervention	CHS6	Move and position individuals
	CHS59	Respond to referrals of individuals with health conditions
	CHS99	Refer individuals to specialist sources of assistance in meeting their health care needs
	CHS119	Select assessment and investigative techniques/procedures to meet individuals' needs
	CHS167	Obtain valid consent or authorisation
	CHS169	Comply with legal requirements for maintaining confidentiality in healthcare
	GEN2	Prepare and dress for work in healthcare settings
	GEN6	Manage environments and resources for use during healthcare activities
	GEN7	Monitor and manage the environment and resources during and after clinical/therapeutic activities
	PE1	Enable individuals to make informed health choices and decisions
Education, research and learning	R&D8a	Assist in the research work
Medical devices, products and equipment	RT2	Produce duplicate models
	RT23	Produce positive casts prior to rectification
	RT24	Carry out rectification of casts to meet the prescription
	CHS206	Adapt healthcare equipment, medical devices, assistive technology, or products
	CHS222	Prescribe the use of equipment, medical devices and products within healthcare
	CHS223	Fit healthcare equipment, medical devices, assistive technology, or products to meet individuals' clinical needs
	CHS238	Capture data to be used in the manufacture of equipment, medical devices and products within healthcare
Management and Administration	GEN39	Contribute to effective multidisciplinary team working
	SCDHSC0241	Contribute to the effectiveness of teams

Appendix

Level 6	Advanced Practitioner Prosthetist/Orthotist	
General Competences		
Underlying Principle	*Competence*	
Communication	CHS48	Communicate significant news to individuals
	CHS56	Provide clinical information to individuals
	GEN14	Provide advice and information to individuals on how to manage their own condition
	GEN62	Collate and communicate health information to individuals
	GEN97	Communicate effectively in a healthcare environment
Personal and people development	AC3	Contribute to the development of the knowledge and practice of others
	GEN12	Reflect on and evaluate your own values, priorities, interests and effectiveness
	GEN13	Synthesise new knowledge into the development of your own practice
	GEN23	Monitor your own work practices
	GEN35	Provide supervision to other individuals
Health Safety and security	GEN1	Ensure personal fitness for work
	GEN96	Maintain health, safety and security practices within a health setting
Service Improvement	BA3	Contribute to the development of organisational policy and practice
Quality	CFAM&LAA1	Manage yourself
	GEN63	Act within the limits of your competence and authority
Equality and Diversity	SCDHSC0234	Uphold the rights of individuals
Specific Competences		
Underlying Principle	*Competence*	
Assessment	CHS45	Agree courses of action following assessment to address health and wellbeing needs of individuals
	CHS52	Plan inter-disciplinary assessment of the health and well-being of individuals
	CHS120	Establish an individual's suitability to undergo an intervention
	CHS121	Prioritise treatment and care for individuals according to their health status and needs
	CHS168	Obtain a patient/client history
Health Intervention	CHS6	Move and position individuals
	CHS59	Respond to referrals of individuals with health conditions
	CHS99	Refer individuals to specialist sources of assistance in meeting their health care needs
	CHS119	Select assessment and investigative techniques/procedures to meet individuals' needs
	CHS120	Establish an individual's suitability to undergo an intervention
	CHS167	Obtain valid consent or authorisation
	CHS169	Comply with legal requirements for maintaining confidentiality in healthcare
	CHS220	Provide clinical interpretation from investigations
	GEN2	Prepare and dress for work in healthcare settings
	GEN6	Manage environments and resources for use during healthcare activities
	GEN7	Monitor and manage the environment and resources during and after clinical/ therapeutic activities
	PE1	Enable individuals to make informed health choices and decisions
Education, research and learning	GEN18	Give presentations to groups
	LSILADD04	Plan and prepare specific learning and development opportunities
	R&D8a	Assist in the research work
Medical devices, products and equipment	RT2	Produce duplicate models
	RT23	Produce positive casts prior to rectification
	RT24	Carry out rectification of casts to meet the prescription
	CHS206	Adapt healthcare equipment, medical devices, assistive technology, or products
	CHS222	Prescribe the use of equipment, medical devices and products within healthcare
	CHS223	Fit healthcare equipment, medical devices, assistive technology, or products to meet individuals' clinical needs
	CHS238	Capture data to be used in the manufacture of equipment, medical devices and products within healthcare
Management and Administration	GEN39	Contribute to effective multidisciplinary team working
	SCDHSC0241	Contribute to the effectiveness of teams

Level 7	Advanced Practitioner Prosthetist/Orthotist	
General Competences		
Underlying Principle	*Competence*	
Communication	CHS48	Communicate significant news to individuals
	CHS56	Provide clinical information to individuals
	GEN14	Provide advice and information to individuals on how to manage their own condition
	GEN62	Collate and communicate health information to individuals
	GEN97	Communicate effectively in a healthcare environment
Personal and people development	AC3	Contribute to the development of the knowledge and practice of others
	GEN12	Reflect on and evaluate your own values, priorities, interests and effectiveness
	GEN13	Synthesise new knowledge into the development of your own practice
	GEN23	Monitor your own work practices
	GEN35	Provide supervision to other individuals
Health Safety and security	GEN1	Ensure personal fitness for work
	GEN96	Maintain health, safety and security practices within a health setting
Service Improvement	BA3	Contribute to the development of organisational policy and practice
Quality	CFAM&LAA1	Manage yourself
	GEN63	Act within the limits of your competence and authority
	PHS08	Improve the quality of health and healthcare interventions and services through audit and evaluation
Equality and Diversity	SCDHSC0234	Uphold the rights of individuals
Specific Competences		
Underlying Principle	*Competence*	
Assessment	CHS45	Agree courses of action following assessment to address health and wellbeing needs of individuals
	CHS52	Plan inter-disciplinary assessment of the health and well-being of individuals
	CHS120	Establish an individual's suitability to undergo an intervention
	CHS121	Prioritise treatment and care for individuals according to their health status and needs
	CHS168	Obtain a patient/client history
Health Intervention	CHS6	Move and position individuals
	CHS99	Refer individuals to specialist sources of assistance in meeting their health care needs
	CHS59	Respond to referrals of individuals with health conditions
	CHS119	Select assessment and investigative techniques/procedures to meet individuals' needs
	CHS120	Establish an individual's suitability to undergo an intervention
	CHS128	Develop evidence-based clinical guidelines
	CHS167	Obtain valid consent or authorisation
	CHS169	Comply with legal requirements for maintaining confidentiality in healthcare
	CHS170	Develop clinical protocols for delivery of services
	CHS171	Develop procedures for delivery of services
	CHS220	Provide clinical interpretation from investigations
	GEN2	Prepare and dress for work in healthcare settings
	GEN6	Manage environments and resources for use during healthcare activities
	GEN7	Monitor and manage the environment and resources during and after clinical/therapeutic activities
	PE1	Enable individuals to make informed health choices and decisions
Information management/ information and communication technology	HI7.2010	Collect and validate data and information in a health context
	HI8.2010	Analyse data and information and present outputs in a health context
	HI20.2010	Critically appraise clinical information and evidence
Education, research and learning	GEN18	Give presentations to groups
	LSILADD03	Plan and prepare learning and development programmes
	LSILADD04	Plan and prepare specific learning and development opportunities
	R&D1	Determine a research and development topic worthy of investigation
	R&D3	Design and formulate a research and development proposal
	R&D8	Conduct investigations in selected research and development topics
	R&D14	Translate research and development findings into practice
Medical devices, products and equipment	RT2	Produce duplicate models
	RT23	Produce positive casts prior to rectification
	RT24	Carry out rectification of casts to meet the prescription
	CHS206	Adapt healthcare equipment, medical devices, assistive technology, or products
	CHS222	Prescribe the use of equipment, medical devices and products within healthcare
	CHS223	Fit healthcare equipment, medical devices, assistive technology, or products to meet individuals' clinical needs
	CHS238	Capture data to be used in the manufacture of equipment, medical devices and products within healthcare
Management and Administration	CFAM&LBA3	Lead your team
	CFAM&LCA4	Implement change
	CFAM&LDD6	Lead meetings to achieve objectives
	CFAM&LEA4	Manage budgets
	CFAM&LEC5	Use information to take effective decisions
	GEN39	Contribute to effective multidisciplinary team working
	PHS25	Manage services that are aimed at improving health and wellbeing
	SCDHSC0241	Contribute to the effectiveness of teams

Level 8	Consultant Practitioner Prosthetist/Orthotist	
General Competences		
Underlying Principle	Competence	
Communication	GEN97	Communicate effectively in a healthcare environment
	CHS48	Communicate significant news to individuals
	GEN62	Collate and communicate health information to individuals
	CHS56	Provide clinical information to individuals
	GEN14	Provide advice and information to individuals on how to manage their own condition
Personal and people development	GEN23	Monitor your own work practices
	GEN12	Reflect on and evaluate your own values, priorities, interests and effectiveness
	GEN13	Synthesise new knowledge into the development of your own practice
	AC3	Contribute to the development of the knowledge and practice of others
	GEN35	Provide supervision to other individuals
Health Safety and security	GEN1	Ensure personal fitness for work
	GEN96	Maintain health, safety and security practices within a health setting
Service Improvement	BA3	Contribute to the development of organisational policy and practice
Quality	GEN63	Act within the limits of your competence and authority
	CFAM&LAA1	Manage yourself
	PHS08	Improve the quality of health and healthcare interventions and services through audit and evaluation
Equality and Diversity	SCDHSC0234	Uphold the rights of individuals
Specific Competences		
Underlying Principle	Competence	
Assessment	CHS120	Establish an individual's suitability to undergo an intervention
	CHS121	Prioritise treatment and care for individuals according to their health status and needs
	CHS168	Obtain a patient/client history
	CHS39	Assess an individual's health status
	CHS45	Agree courses of action following assessment to address health and wellbeing needs of individuals
	CHS52	Plan inter-disciplinary assessment of the health and well-being of individuals
Health Intervention	CHS119	Select assessment and investigative techniques/procedures to meet individuals' needs
	CHS128	Develop evidence-based clinical guidelines
	CHS167	Obtain valid consent or authorisation
	CHS169	Comply with legal requirements for maintaining confidentiality in healthcare
	CHS170	Develop clinical protocols for delivery of services
	CHS171	Develop procedures for delivery of services
	CHS220	Provide clinical interpretation from investigations
	CHS41	Determine a treatment plan for an individual
	CHS59	Respond to referrals of individuals with health conditions
	CHS6	Move and position individuals
	CHS99	Refer individuals to specialist sources of assistance in meeting their health care needs
	GEN2	Prepare and dress for work in healthcare settings
	GEN6	Manage environments and resources for use during healthcare activities
	GEN7	Monitor and manage the environment and resources during and after clinical/therapeutic activities
	PE1	Enable individuals to make informed health choices and decisions
Health Promotion and Protection	PHS15	Implement strategies for putting policies to improve health and wellbeing into effect
Information management/ information and communication technology	HI7.2010	Collect and validate data and information in a health context
	HI8.2010	Analyse data and information and present outputs in a health context
	HI20.2010	Critically appraise clinical information and evidence
Education, research and learning	CHS215	Carry out clinical trials in health
	GEN18	Give presentations to groups
	LSILADD03	Plan and prepare learning and development programmes
	LSILADD05	Develop and prepare resources for learning and development
	LSILADD11	Internally monitor and maintain the quality of assessment
	LSILADD13	Evaluate and improve learning and development provision
	R&D1	Determine a research and development topic worthy of investigation
	R&D3	Design and formulate a research and development proposal
	R&D4	Determine resources required to implement a research and development proposal
	R&D5	Obtain approval for selected research and development activities
	R&D6	Produce a detailed research and development plan
	R&D8	Conduct investigations in selected research and development topics
	R&D10	Interpret results of research and development activities
	R&D14	Translate research and development findings into practice

Medical devices, products and equipment	RT2	Produce duplicate models
	RT23	Produce positive casts prior to rectification
	RT24	Carry out rectification of casts to meet the prescription
	CHS206	Adapt healthcare equipment, medical devices, assistive technology, or products
	CHS222	Prescribe the use of equipment, medical devices and products within healthcare
	CHS223	Fit healthcare equipment, medical devices, assistive technology, or products to meet individuals' clinical needs
	CHS238	Capture data to be used in the manufacture of equipment, medical devices and products within healthcare
Management and Administration	CFAM&LBA2	Provide leadership in your area of responsibility
	CFAM&LBA5	Develop your organisation's vision and strategy
	CFAM&LBA9	Develop operational plans
	CFAM&LCA2	Plan change
	CFAM&LCA3	Engage people in change
	CFAM&LCA4	Implement change
	CFAM&LCA5	Evaluate change
	CFAM&LDD6	Lead meetings to achieve objectives
	CFAM&LEA4	Manage budgets
	CFAM&LEC5	Use information to take effective decisions
	CFAM&LFA2	Implement operational plans
	GEN39	Contribute to effective multidisciplinary team working
	PHS25	Manage services that are aimed at improving health and wellbeing
	SCDHSC0241	Contribute to the effectiveness of teams

48