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Chartered Society of Physiotherapy

**Physiotherapy framework – entry level graduate to expert**

Describing the values, behaviours, knowledge & skills of physiotherapists working with people in pain

*A resource to promote and develop physiotherapy practice*

Describing the values, behaviours, knowledge & skills of physiotherapists working with people in pain

This document focuses on the qualified practice levels defined by the CSP's Physiotherapy Framework & applies them to describe the values, behaviours, knowledge & skills used by physiotherapists working with people in pain.

The Physiotherapy Framework is based on the idea of physiotherapy being a complex intervention[1]. It therefore goes beyond the task-based focus of existing generic competency frameworks and defines the unique blend of behaviours, knowledge and skills used by the physiotherapy workforce. The framework's content is based on an analysis of policy drivers across the UK and sources describing the behaviours, knowledge and skills used in physiotherapy practice.

The descriptors will support individuals' professional development and career planning. The descriptors could also be used to help develop a business case, or inform workforce planning. Used with the CSP's Learning and Development principles (insert hyperlink to copy on CSP's website), the framework descriptors will inform and support the development of learning programmes for the physiotherapy workforce at all levels of practice.

The document is divided into 3 sections:
1. Definition of physiotherapy & physiotherapy practice with people in pain

2. Structure of the framework:
This section explains how the domains & descriptors within the framework work together to describe physiotherapy practice

3. Physiotherapy values, behaviours, knowledge & skills for physiotherapists working with people in pain
Tables that describe the behaviours, knowledge & skills used by the physiotherapy workforce at 4 different levels of practice

The condensed version of the CSP's physiotherapy framework is available to download from CSP website at [insert URL]
An ePortfolio workbook to help members self-evaluate their practice against the framework descriptors is now available for members to use in the CPD Resources workspace of the CSP's ePortfolio system (http://www.csp.org.uk/professional-union/careers-development/cpd/csp-eportfolio/my-eportfolio/cpd-resources).

### Definition of physiotherapy

This definition is based on sources[2] that present a picture of contemporary physiotherapy practice. This definition presents a picture of what the behaviours, knowledge and skills described by the framework look like in practice.

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

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

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

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

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

PHYSIOTHERAPY FOR PEOPLE IN PAIN

Physiotherapists work with patients with pain in a wide range of settings. These settings include musculoskeletal outpatient clinics, inpatient settings including medical, surgical orthopaedic and older adults wards, neurological rehabilitation and burns specialties. This list is not exhaustive and many patients who come into contact with physiotherapists will have either primary or co-existing pain conditions. The advent of specialist back pain clinics over the past twenty years with a focus on increasing function, teaching self-management skills and optimising return to work in working age adults.

Over the past 30 years increased understanding of both the complex physiology of pain and the interactions between thoughts, emotions, sensations and behaviours have led to novel inovations if the field of pain management. Pain management approaches have developed from a biomedical model to a biopsychosocial model. Cognitive behavioral approaches to pain management have been shown as the treatment of choice for patients with pain that is refractory to conventional treatments such as analgesia, surgery or manual techniques. These treatments have been shown in meta-anaylyses to be more effective than no treatment or treatment as usual, however it is acknowledged that the quality of these treatments can be variable. This need to ensure high quality treatment has led to the development of this document which serves to describe skill levels from entry level to expert within the field of physiotherapy.

Physiotherapists working in unidiscliplinary settings are well placed to introduce explanations of pain physiology and cognitive behavioural approaches where patients do not respond as would be hoped from an acute episode of pain.  The use of cognitive behavioural approaches does not suggest that chronic pain conditions are in anyway the result of mood disorders, but rather these approaches acknowledge the impact of pain on peoples lives and as a consequence on mood. Cognitive behavioural approaches aim to assist people to live more valued and vital lives in the presence of a pain condition which has no predictable course. Within multi or interdisciplinary teams in pain clinics and specialist pain management programmes these cognitive behavioural approaches are more embedded in practice and a higher level of skill in delivery built out of regular contact and supervision by clinical psychology colleagues can be developed. One of the challenges of this environment where the traditional scope of practice of physiotherapists may be extended is to ensure clear training pathways and ensure safe practice with an awareness of the potential harm that can be caused where these techniques are not carefully applied.

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*Structure of the framework*

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



Figure 1: structure of physiotherapy framework showing how individual elements work together to produce physiotherapy practice

A review of the literature and reflection on contemporary physiotherapy practice suggests that physiotherapy practice is made up of 4 different elements:

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

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

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

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

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

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

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

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

[could develop this table – by amending the headings to make it more specific to physiotherapy practice in pain management]

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

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

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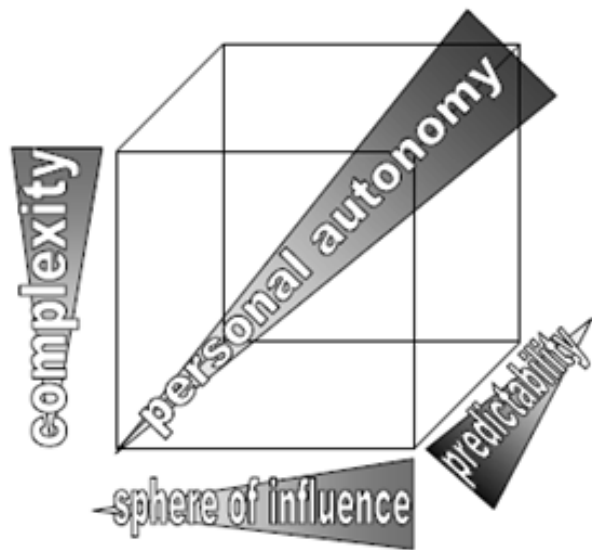


Figure 2: relationship between practice dimensions

For this version of the framework domains are described at 4 levels on a continuum from graduate entry level (newly qualified physiotherapist) to expert. An individual's progression through & across the levels will depend on their access to & engagement with personalised learning & development opportunities.

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

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

The level descriptors within the physiotherapy framework were developed using descriptors used to design programmes of education. ''Entry-level graduate' practice reflects the descriptors associated with a Bachelor degree, while 'advanced' & 'expert' practice reflect the descriptors associated with Masters & Doctoral level study respectively.

**How are the definitions and descriptors presented?**
Each of the 17 domains, except for the values domain, is presented as a set of tables. The main table is structured and colour-coded to make it easier to follow. The left hand column defines the domain, with the rest of the table describing what the domain looks like at the 4 different levels of practice.

**FRAMEWORK ELEMENT**

| | | | | DOMAIN TITLE |
|---|---|---|---|---|
| Domain descriptors | entry-level graduate | experienced graduate | advanced | expert |
| Definition of the domain<br><br>Description of the specific behaviours, knowledge & skills | Individual level descriptors that describe what the behaviours, knowledge | | | |

| | | | | |
|---|---|---|---|---|
| | & skills look like at a particular level of practice | | | |

The domains have been mapped to a set of 6 other competency frameworks relevant to the practices of the physiotherapy workforce:
- Department of Health (2004) Knowledge & Skills Framework
- Skills for Health (2008) Career Framework
- NHS Leadership Academy (2011) Leadership Framework
- Public Health Resource Unit/Skills for Health (2008) Public Health Skills & Career Framework
- Joint Negotiating Committee for Higher Education Staff (2004 – amended Jan 2005) Academic role profiles
- VITAE (2011) Researcher Development Framework

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

| | DoH (2004) NHS KSF | Healthcare careers (SfH 2008) | Clinical Leadership (NHSLA 2011) | Public health (PHRU, 2008) | JNCHES (academic) | VITAE (research) |
|---|---|---|---|---|---|---|
| Physiotherapy Framework | | | | | | |
| Physiotherapy values | | | | | | |
| Knowledge & understanding of physiotherapy | | ✓ | | ✓ | ✓ | ✓ |
| Political awareness | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Self-awareness | | | ✓ | ✓ | ✓ | ✓ |
| Physiotherapy practice skills | ✓ | ✓ | | | | |
| Communicating | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Helping others learn & develop | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Managing self & others | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

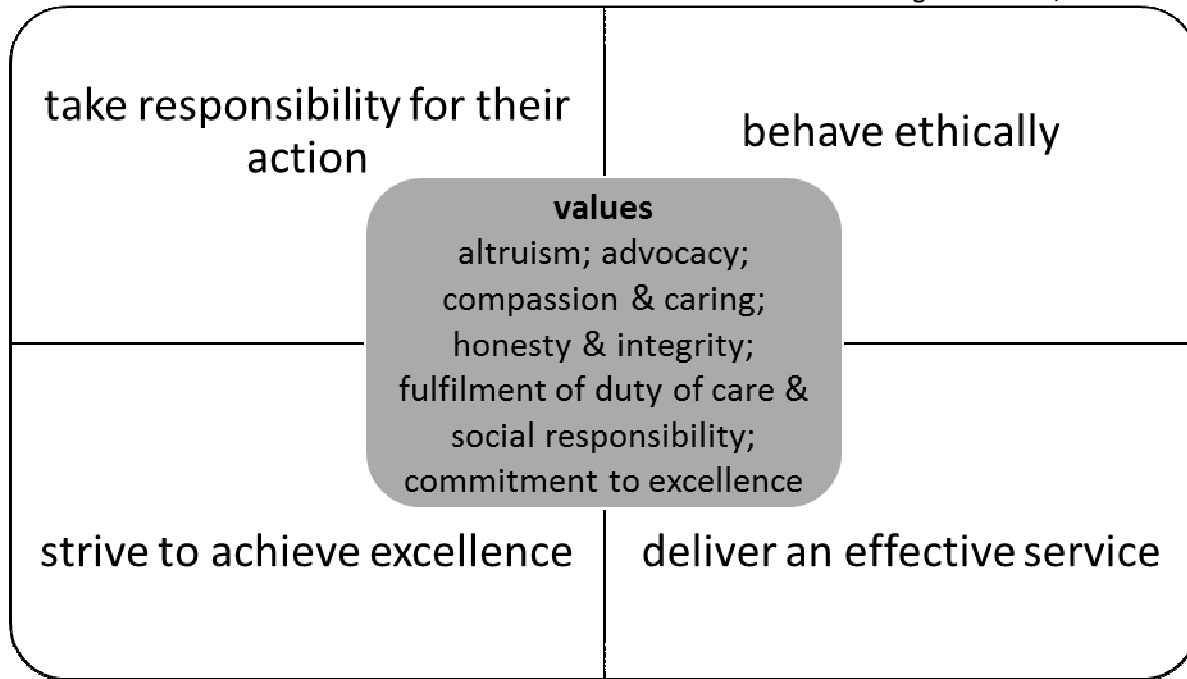| | | | | | | |
|---|---|---|---|---|---|---|
| Promoting integration & teamwork | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Putting the person at the centre of practice | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Respecting & promoting diversity | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Ensuring quality | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Improving & developing services | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Lifelong learning | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Practice decision making | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Researching & evaluating practice | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Using evidence to lead practice | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

*Physiotherapy behaviours, knowledge and skills: domain & level descriptors*

## *Physiotherapists working with people in pain*

**Values**

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

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

| take responsibility for their action | behave ethically |
|---|---|
| **values**<br>altruism; advocacy; compassion & caring; honesty & integrity; fulfilment of duty of care & social responsibility; commitment to excellence | |
| strive to achieve excellence | deliver an effective service |

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

| PHYSIOTHERAPY KNOWLEDGE | | | | |
|---|---|---|---|---|
| *Knowledge and understanding of physiotherapy* | entry-level graduate | experienced graduate | advanced | expert |

| **Demonstrate knowledge and understanding that is relevant to their area of practice and that underpins their individual scope of practice**<br><br>This body of knowledge includes (HCPC, 2013):<br>• the structure and function of the human body, specifically in the context of neurophysiology and neuroanatomy<br>• health, disease, disorder and dysfunction, specifically in the context of conditions presenting with ongoing and/or progressive musculoskeletal and/or neuropathic pain<br>• the development and relevance of the models of pain and illness (eg Descartes; medical model; biopsychosocial model; central sensitisation etc)<br>• the principles and applications of scientific enquiry<br>• the role of other professions in health and social care, specifically including pain relief/management consultants (anaesthetists, GPwSIs, and pain management nurses, occupational therapists and clinical psychologists<br>• the application of biological sciences to physiotherapy practice including the application of exercise physiology and progression, specifically in the context of fear avoidance, values-based decision-making, the relevance of pacing versus activity management<br>• the application of physical sciences to physiotherapy practice<br>• the application of clinical sciences to physiotherapy practice<br>• the application of behavioural science to | practice within complex & generally predictable contexts which requires the application of current physiotherapy knowledge<br><br>working to consolidate the knowledge gained from qualifying physiotherapy programme | practice within complex & increasingly unpredictable contexts which requires the application of current physiotherapy knowledge.<br><br>continuing to consolidate the knowledge gained from qualifying physiotherapy programme, and post-graduate training & learning how that knowledge transfers from one area of practice to another<br><br>to seek out and observe/ receive training and/or supervision from psychologists and/or experienced pain clinicians | practice within complex & unpredictable contexts which demands innovative work which may involve exploring current limits of knowledge<br><br>a systematic understanding of knowledge, much of which is at, or informed by, the forefront of professional practice<br><br>Heightened awareness of professional and inter-professional boundaries<br><br>demonstrate a critical awareness of current problems, and/or new insights through application of research or advanced scholarship techniques relevant to their area of practice | practice within complex, unpredictable & normally specialised contexts demanding innovative work which may involve extending the current limits of knowledge<br><br>a systematic acquisition & understanding of a substantial body of knowledge which is at the forefront of professional practice<br><br>to be practicing beyond the usual scope of physiotherapeutic practice<br><br>create & interpret new knowledge, through original research or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline, & merit publication |
|---|---|---|---|---|

| | | | | |
|---|---|---|---|---|
| physiotherapy practice *<br>- psychological, social & cultural factors that influence an individual in health & illness<br>- applications of psychology, sociology, religious & cultural diversity to produce an understanding of health, illness & healthcare<br>- a broad range of psychological models and interventions and their role in the management of persistent pain problems (eg CBT; ACT; CFT; motivational interviewing<br>- differentiation between the application of these models in the context of physiotherapy and pain management versus broader life difficulties<br>- Work with patients from complex populations eg victims of torture and abuse; ethnic minorities; adolescents and children with persistent pain<br>- theories of communication relevant to effective interaction with clients/colleagues<br>- principles of teaching and group facilitation and leadership<br>• concepts of leadership & its application to practice, especially in the context of interdisciplinary and interagency working<br>- theories of teamworking<br>• the legal, ethical & policy frameworks governing physiotherapy practice in the UK, especially if working beyond undergraduate-level skills and knowledge training frameworks (eg clinical application of CBT skills) | | | | |

| | entry-level graduate | experienced graduate | advanced | expert |
|---|---|---|---|---|
| **Self-awareness**<br>A conscious knowledge and understanding of one's self which is developed through reflective practice.<br><br>*Self-awareness* describes the behaviour, knowledge and skills required to:<br>• identify personal values, preferences and ways of working (e.g. likes and dislikes; strengths and weaknesses; emotions and prejudices; personal scope of practice), and understand how these can affect the individual's behaviour, judgement, and practice.<br>• recognise and manage personal stress, especially in the context of working with caseload of potentially more distressed and complex patients | demonstrate self-awareness by using reflection on personal practice & feedback from others to identify & articulate their personal values, preferences & ways of working, & with guidance, analyse how these may influence behaviour, judgement & practice. | demonstrate self-awareness by using reflection on personal practice & feedback from others to identify & articulate their personal values, preferences & ways of working, & with guidance, evaluate how these may influence behaviour, judgement & practice. | demonstrate strong self-awareness by using critical reflection on personal practice & feedback from others to identify & articulate their personal values, preferences & ways of working, & critically evaluate how these may influence behaviour, judgement & practice. | demonstrate strong self-awareness by using critical reflection on personal practice & feedback from others to identify & articulate their personal values, preferences & ways of working, & critically evaluate how these may influence behaviour, judgement & practice. |

| | entry-level graduate | experienced graduate | advanced | expert |
|---|---|---|---|---|
| **Political awareness**<br>Knowledge and understanding of the political, social, economic and institutional factors shaping the health and wellbeing economy and how they inform the design/delivery of physiotherapy.<br><br>*Political awareness* describes the behaviour, knowledge and skills required to:<br>• identify the political, social, economic and institutional factors influencing the delivery and organisation of health and social care and the design, delivery and development of physiotherapy;<br>• engage with the implementation and development of policy affecting practice with people in pain.<br>• Specific awareness of the interplay between employment status, benefits dependency, litigation/compensation, housing issues etc and the model of recovery | knowledge of the political, social, economic & institutional factors shaping the health & wellbeing economy & how they inform the delivery of physiotherapy across the UK.<br><br><br>participate in professional networks & relevant discussions to inform the implementation & development of policies specific to physiotherapy practice with people in pain. | knowledge & understanding of the political, social, economic & institutional factors shaping the health & wellbeing economy & how they inform the design & delivery of physiotherapy across the UK.<br><br>contribute to the work of professional or policy networks, relevant discussions & provide feedback to inform the implementation & development of policies relevant to professional practice with people in pain. | critical awareness of the political, social, economic & institutional factors shaping the health & wellbeing economy & how they inform the current & future design, delivery & professional development of physiotherapy at a local & regional level.<br><br>play an active role in a variety of professional & policy networks that inform the implementation & development of policies relevant to professional practice with people in pain. | critical awareness of the political, social, economic & institutional factors shaping the health & wellbeing economy & how they inform the design, delivery & professional development of physiotherapy across the UK.<br><br>play an active role in a wide variety of professional & policy networks that inform the development of policies that influence the shape the future of professional practice with people in pain. |

| PHYSIOTHERAPY PRACTICE SKILLS | | | | |
|---|---|---|---|---|
| | entry-level graduate | experienced graduate | advanced | expert |
| **Profession-specific practice skills**<br>These relate to physiotherapy's scope of practice and primary aim of maximising individuals' movement potential.<br><br>**Clinical Therapeutic Self:**<br>• Active listening, empathy, mirroring skills, motivational interviewing and behaviour change techniques.<br>• Patient group work (e.g. presenting, facilitation, motivating, delegation)<br><br>**Physical Strategies:**<br>• Manual therapy (e.g. manipulation, massage, mobilisation techniques);<br>• Appropriate use of heat and cold modalities<br>• Wound support<br>• Positioning<br>• Exercise and movement (e.g. resisted exercise, functional activity, ACBT, hydrotherapy)<br>• Electrotherapeutic modalities (e.g. TENS, LLLT, Biofeedback)<br>• Kindred approaches (e.g. acupuncture, injection therapy, pharmacology and medication prescribing)<br><br>**Psychological and Behaviour strategies**<br>• CBT, ACT, coping strategies, counselling.<br>• Use of cycle of change<br>• Goal setting<br>• Relaxation | working to consolidate & refine the performance of complex skills gained from qualifying physiotherapy programme<br><br><br>modify a technique in response to feedback (e.g. from a client, peer, supervisor)<br><br><br>evaluate own performance | perform complex skills consistently with confidence & a degree of co-ordination & fluidity, learning how those skills transfer from one area of practice to another.<br><br>becoming increasingly self-aware of when/how to modify a technique & less dependent on feedback from others.<br><br>evaluate own & others' performance | demonstrate technical mastery of complex skills within unpredictable contexts<br><br><br><br><br>modify a technique in-action<br><br><br><br>evaluate own & others' performance in unpredictable contexts | demonstrate technical mastery of complex skills within unpredictable & normally specialised contexts<br><br><br>subconsciously modify a technique in-action<br><br><br><br>evaluate own & others' performance in unpredictable & normally specialised contexts |

| | | | | |
|---|---|---|---|---|
| • Sleep hygiene<br>Although an individual's skill-base will evolve according to their experiences and context of practice, physiotherapists must demonstrate how these skills relate to Physiotherapy in a Pain-related field and their personal scope of practice | | | | |
| ***Generic practical and technical skills***: These practical and technical skills are shared with other workers in health, social care and education e.g. First Aid, Manual handling | | | | |

| BEHAVIOURS, KNOWLEDGE AND SKILLS FOR INTERACTING | | | | |
|---|---|---|---|---|
| | entry-level graduate | experienced graduate | advanced | expert |
| **Communicating**<br>The interactive process of constructing and sharing information, ideas and meaning through the use of a common system of symbols, signs and behaviours.<br><br>*Communicating* describes the behaviour, knowledge and skills required to:<br>● facilitate the sharing of information, advice and ideas with a range of people, using a variety of media (including spoken, non-verbal, written and e-based);<br>● modify communication to meet individuals' preferences and needs;<br>● engage with technology, particularly the effective and efficient use of Information and Communication Technology<br>● Includes skills such as empathy, validation, active listening, reflecting, rapport building and the use of silence. | use a wide range of routine & some advanced communication skills to share information, ideas, problems & solutions, with both specialist & non-specialist audiences.<br><br>modify communication in response to feedback (e.g. from a client, peer, supervisor) to meet the needs of different audiences & to enhance user involvement.<br><br>use a range of ICT to support & enhance practice.<br><br>with guidance able to interact with patients using a cognitive behavioural approach. | use a wide range of routine & advanced communication skills to share specialised information, ideas, problems & solutions with both specialist & non-specialist audiences.<br><br>becoming increasingly self-aware & able to modify communication to meet the needs of different audiences & to enhance user involvement & collaboration.<br><br>use a range of ICT to support & enhance the effectiveness of practice<br><br>able to interact with patients within a consistent cognitive behavioural approach | use a range of advanced & specialised communication skills to share specialised information & ideas/engage in critical dialogue  with a range of audiences with different levels of knowledge & expertise.<br><br>modify communication to take account of the needs of different audiences & demonstrate a commitment to user involvement & collaboration.<br><br>use a wide range of ICT to support & enhance the effectiveness of practice.<br><br>able to deliver complex treatment programmes within cognitive behavioural approach (for example extending metaphors and | use a broad range of advanced & specialised communication skills to share complex information & ideas/engage in critical dialogue with a wide range of audiences with different levels of knowledge & expertise.<br><br>modify communication in-action to take account of the needs of different audiences & demonstrate a commitment to user involvement & collaboration.<br><br>use a wide range of ICT to support & enhance the effectiveness of practice & specify software requirements to enhance work.<br><br>able to deliver cognitive behavioural treatment with sensitivity to cognitive and emotional blocks, regularly using psychological techniques |

| | | | psychological content into practice) and at times using psychological techniques to facilitate behaviour change. | to facilitate behaviour change in the moment. |
|---|---|---|---|---|
| | clinically demonstrate empathy, validation and active listening. | clinically demonstrate empathy, validation and active listening to elicit relevant information and engage patients. | clinically demonstrate empathy, validation and active listening to elicit relevant information and engage patients. | clinically demonstrate empathy, validation and active listening to elicit relevant information and engage patients. |
| | With support able to stay with distress as appropriate. | Willing to stay with distress where appropriate. | Willing to stay with distress where appropriate and model openness. | Willing to stay with distress where appropriate and model openness whilst working therapeutically with this behaviour. |
| | with guidance able to deliver complex information in relation to pain in a clear way | able to deliver complex information regarding pain in a clear way | able to deliver complex information in an interactive way with patients whilst addressing cognitive behavioural barriers to understanding. | able to deliver complex information in an interactive way with patients whilst assessing and addressing cognitive behavioural barriers to understanding in the moment. |
| | with guidance able to manage a group therapy environment. | able to manage a group therapy environment optimising engagement with some awareness of individual challenges. | able to manage a group therapy environment optimising engagement and working with individuals on specific challenges of engagement. | able to manage a group therapy environment optimising engagement and using therapeutic skills to facilitate behaviour change in the moment in areas of individual challenge in engagement. |

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| | with support awareness of influences on own communication and able to modify approach where indicated. | Awareness of influences on own communication and able to modify approach where indicated. | high level of awareness of influences on own communication and able to label these and model ability to work in a non-reactive way in their presence. | high level of awareness of influences on own communication and able to label and model ability to work in a non-reactive way in their presence, appropriately selecting where self-disclosure is appropriate and using this in a therapeutic manner. |
|---|---|---|---|---|

| | entry-level graduate | experienced graduate | advanced | expert |
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| ***Helping others learn and develop***<br>The process of working with individuals and/or groups to create activities and opportunities to promote learning and development.<br><br>*Helping others learn and develop* describes the behaviour, knowledge and skills required to:<br>• assess the learner's needs and preferences;<br>• design materials/experiences that facilitate learning and development;<br>• deliver materials/experiences that facilitate learning;<br>• evaluate the effectiveness of the learning and development experience;<br>• reflect on the learning and development process. | with guidance, plan & deliver learning activities to a specified range of individuals/groups.<br><br>apply appropriate approaches to learning & teaching(techniques & material) to meet learners' needs.<br><br><br>with guidance, predetermined criteria to assess a learner's performance & progress & provide them with appropriate feedback.<br><br><br><br>with guidance, reflect on learning & teaching performance & use this evaluation to inform future practice. | with guidance, design, plan & deliver learning sessions of activities & opportunities to a range of audiences with similar levels of knowledge & expertise.<br><br>select & apply appropriate approaches to learning & teaching (techniques & material) to meet learners' needs.<br><br>use predetermined criteria to assess a learner's performance & progress, & provide them with constructive feedback.<br><br><br>reflect on learning & teaching performance & use this evaluation to inform future practice. | design, plan & deliver learning activities & opportunities to a range of audiences with different levels of knowledge & expertise.<br><br>select & apply appropriate approaches to learning & teaching (techniques & material) to meet learners' needs & promote a change in practice.select & apply appropriate assessment tools to evaluate a learner's performance & progress, & provide them with constructive feedback.<br><br>critically reflect on learning & teaching performance & use this evaluation to inform future practice. | design, plan & deliver learning activities & opportunities to a wide range of audiences with different levels of knowledge & expertise.<br><br>develop & apply innovative approaches to learning & teaching (techniques & material) to meet learners' needs & promote a change in practice.<br><br>develop & apply innovative approaches to assess a learner's performance & progress, & provide them with constructive feedback<br><br>critically reflect on learning & teaching performance & use this evaluation to inform future practice (self & others). |

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| **Managing self and others**<br>The process of planning, prioritising, organising, directing/facilitating action and evaluating performance. This process may involve the organisation of financial, human, physical and technological resources.<br><br>*Managing self and others* describes the behaviour, knowledge and skills required to:<br>• plan, prioritise and organise personal workload/activities and use of resources to fulfil work requirements and commitments;<br>• adapt personal behaviour and actions in response to the demands of the situation;<br>• evaluate the effectiveness of performance (own and others);<br>• lead and inspire others. | exercise autonomy & initiative in accordance with current professional codes & practices seeking guidance where appropriate.<br><br>take some responsibility for the work of others (e.g. delegation of tasks to support workers) & for a range of resources<br><br>modify personal behaviour & actions in response to feedback to meet the demands of the situation & to enhance own performance<br><br>with guidance, reflect on personal performance & use this evaluation to inform future practice.<br><br>take the lead in implementing agreed plans designed to bring about change, development and/or new thinking in complex but predictable contexts. | exercise autonomy & initiative in accordance with current professional codes & practices.<br><br>take significant responsibility for the work of others (e.g. support workers, students) & for a range of resources.<br><br>becoming increasingly self-aware & able to modify personal behaviour & actions to meet the demands of the situation & to enhance own performance.<br><br>reflect on personal performance & use this evaluation to inform future practice.<br><br>exercise leadership and/or initiative to bring about change, development and/or new thinking in complex & increasingly unpredictable contexts. | exercise substantial autonomy & initiative in complex & unpredictable situations at the limits of current professional codes & practices.<br><br>take managerial responsibility for the work of others & for a significant range of resources.<br><br>modify personal behaviour & actions to meet the demands of the situation & to enhance own & others' performance.<br><br>critically reflect on own & others' performance & use this evaluation to inform future practice.<br><br>exercise leadership with responsibility for decision making designed to bring about change & development within complex & unpredictable contexts. | exercise a high level of autonomy & initiative in complex & unpredictable situations not addressed by current professional codes & practice.<br><br>take significant managerial responsibility for the work of others &/or for a significant range of resources.<br><br>modify personal behaviour & actions 'in-action' to meet the demands of the situation & to maximise the impact of own & others' performance.<br><br>critically reflect on own & others' performance & use this evaluation to inform future practice (own & others).<br><br>exercise leadership with accountability for decision making & development across a range of contexts, including those within which there is a high degree of uncertainty & a need to take innovative approaches to service delivery & development. |

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| ***Promoting integration and teamwork***<br>The process of working with others to achieve shared goals.<br><br>*Promoting integration and teamwork* describes the behaviour, knowledge and skills required to:<br>• build, maintain and promote effective interpersonal relationships;<br>• work collaboratively with others to achieve shared goals;<br>• work with others to maintain and develop the effective performance of teams/networks.<br>• May involve interdisciplinary working where the individual skills of professionals may require definition within a team working in an integrated way or multidisciplinary team working where individual professions may need to adapt their approach compliment the work of others. | participate in & develop professional networks to foster collaboration, share information & ideas to enhance practice.<br><br><br>work effectively with others to meet the responsibilities of professional practice.<br><br><br>reflect on experiences of collaborative working, & with guidance, use this information to identify solutions to maintain & develop the  effective performance of teams/networks. | support & develop professional/policy networks to foster collaboration, share information & ideas to enhance practice.<br><br><br>work effectively with others to meet  the responsibilities of professional practice, & to identify situations  where collaborative approaches could add value to practice.<br><br>reflect on experiences of collaborative working, & use this information to identify & implement solutions to maintain & develop the effective performance of teams/networks | support, lead & develop local/regional professional & policy networks to foster collaboration, share information & ideas to enhance practice.<br><br>work effectively with others to meet the responsibilities of professional practice, & to develop collaborative approaches that add value to practice.<br><br>critically reflect on experiences of collaborative working & use this information to identify & implement creative solutions to maintain & develop the effective & efficient performance of teams/networks. | support, lead & develop regional/national professional & policy networks to foster collaboration, share information & ideas to enhance practice.<br><br>work effectively with others to meet the responsibilities of professional practice, & use innovative collaborative approaches that add value to & develop practice.<br><br>critically reflect on experiences of collaborative working & use this information to identify & implement innovative solutions to maintain & develop the effective & efficient performance of teams/networks. |

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| **Putting the person at the centre of practice**<br>The process of developing an understanding of an individual and their lived experience, and using that understanding to tailor practice to the needs of that person<br><br>*Putting the person at the centre of practice* describes the behaviour, knowledge and skills required to:<br>• demonstrate respect for the individual;<br>• provide information and support that enables an individual to make informed choices;<br>• involve individuals in shaping the design and delivery of their service. | demonstrate respect for the individual by acknowledging their unique needs, preferences & values, autonomy & independence in accordance with legislation, policies, procedures & best practice. | demonstrate respect for the individual by acknowledging their unique needs, preferences & values, autonomy & independence in accordance with legislation, policies, & procedures, & by working to promote best practice. | demonstrate respect for the individual by acknowledging their unique needs, preferences & values, autonomy & independence in accordance with legislation, policies, procedures, & by working to inform & promote legislation, policies, procedures & best practice | demonstrate respect for the individual by acknowledging their unique needs, preferences & values, autonomy & independence in accordance with legislation, policies, procedures, & by working to inform, develop & promote legislation, policies, procedures & best practice. |
| | demonstrate an awareness of the motivational role of values and assist patient to clarify and move towards these | demonstrate an awareness of the motivational role of values and assist patient to clarify and move towards these with awareness of influence of own values on ability to do this | demonstrate an awareness of the motivational role of values and assist patient to clarify these in the presence of psychological distress and move towards them with awareness of influence of own values on ability to do this | demonstrate an awareness of the motivational role of values and assist patient to clarify these in the presence of psychological distress, working therapeutically with this and awareness of influence of own values on ability to do this in the moment facilitate behaviour change moving towards them |
| | provide information & support that empowers an individual to make an informed choice & to exercise their autonomy in accordance with legislation, policies, procedures & best practice. | provide information & support that empowers an individual to make an informed choice & to exercise their autonomy in accordance with legislation, policies & procedures, & work to promote best practice. I | provide information & support that empowers an individual to make an informed choice & to exercise their autonomy in accordance with legislation, policies, procedures, & work to inform & promote legislation, policies, | provide information & support that empowers an individual to make an informed choice & to exercise their autonomy in accordance with legislation, policies, procedures, & work to inform, develop & promote legislation, policies, |

| | | | procedures & best practice. | procedures & best practice. |
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| | involve individuals in shaping the design & delivery of their service by working in accordance with policies & processes that promote a culture of service user involvement. | involve individuals in shaping the design & delivery of their service, & work with others to implement & support policies & processes that promote a culture of service user involvement. | involve individuals in shaping the design & delivery of their service, & work with others to critically appraise user involvement, & to develop & implement policies, & processes that promote a culture of service user involvement. | actively involve individuals in shaping the design & delivery of their service, & work with others to critically appraise user involvement, & to develop policies & processes that promote a culture of service user involvement that contribute to the development of best practice. |
| | entry-level graduate | experienced graduate | advanced | expert |
| **Respecting and promoting diversity** The process of recognising, respecting and valuing people's differences (e.g. age, disability, gender, race, religion and belief, sexuality) and applying this to daily work and decision making *Respecting and promoting diversity* describes the behaviour, knowledge and skills required to: • respect and value diversity; • examine own values and principles to avoid discriminatory behaviour and to minimise the potential negative effects of individual differences; • work constructively with people of all backgrounds and orientations; • promote a non-discriminatory culture that values diversity, and enables individuals to contribute and realise their full potential. | respect & value diversity by working in accordance with legislation, policies, procedures & best practice. identify & articulate their own values & principles, & with guidance, evaluate how these may differ from other individuals/groups, & use this understanding to maintain high standards of practice even in situations of personal incompatibility. work constructively with people of all backgrounds & orientations by recognising & responding to individuals' expressed beliefs, preferences & | respect & value diversity by working in accordance with legislation, policies, procedures, &  to promote best practice. identify & articulate their own values & principles, evaluate how these may differ from other individuals/groups, & use this understanding to maintain high standards of practice even in situations of personal incompatibility. work constructively with people of all backgrounds & orientations by recognising & responding to individuals' expressed beliefs, preferences & | respect & value diversity by working to inform & promote legislation, policies, procedures & best practice. identify & articulate their own values & principles, critically evaluate how these may differ from other individuals/groups, & use this understanding to maintain high standards of practice even in situations of personal incompatibility. work constructively with people of all backgrounds & orientations by recognising & responding to individuals' expressed beliefs, preferences & | respect & value diversity by working to inform, develop & promote legislation, policies, procedures & best practice. identify & articulate their own values & principles, critically evaluate how these may differ from other individuals/groups, & use this understanding to maintain excellent standards of practice even in situations of personal incompatibility. work constructively with people of all backgrounds & orientations by recognising & responding to individuals' expressed beliefs, preferences & |

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| | choices. | choices, & with guidance, support individuals who need assistance in exercising their rights. | choices, & support individuals who need assistance in exercising their rights. | choices, & support individuals whose rights have been compromised. |
| | identify discriminatory behaviour & take appropriate action to challenge this behaviour. | identify & challenge discriminatory practices & work with others to implement & promote policies & processes that promote a non-discriminatory culture. | identify & challenge discriminatory practices & work with others to critically appraise current practice, & to develop & implement policies & processes that promote a non-discriminatory culture. | identify & actively challenge discriminatory practices & work with others to critically appraise current practice, & to develop policies & processes that promote a non-discriminatory culture that contribute to the development of best practice. |
| | Identify age appropriate working methods for the patient and where indicated refer to specialist in this area of pain management | Uses a range of age appropriate methods of engaging the patient in treatment with awareness of own skills in working with developmental and age related issues referring the patient to a specialist in this area where appropriate | Uses a wide range of age appropriate methods of engaging the patient in treatment with awareness of own skills in working with developmental and age related issues referring the patient to a specialist in this area where appropriate | Uses a wide range of age appropriate methods of engaging the patient in treatment formulating areas of difficulty ion age appropriate functioning with awareness of own skills in working with developmental and age related issues referring the patient to a specialist in this area where appropriate |

**BEHAVIOURS, KNOWLEDGE AND SKILLS FOR PROBLEM-SOLVING AND DECISION MAKING**

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| **Ensuring quality** The process of maintaining the effectiveness, efficiency and quality of a service provided. *Ensuring quality* describes the behaviour, | fulfil the requirements of the legal & policy frameworks governing professional practice. | fulfil the requirements of the legal & policy frameworks governing professional practice, & work to promote best | fulfil the requirements of the legal & policy frameworks governing professional practice, & work to inform & | fulfil the requirements of the legal & policy frameworks governing professional practice, & work to inform, develop & |

| knowledge and skills required to: <ul><li>fulfil the requirements of the legal and policy frameworks governing practice;</li><li>search for, interpret and seek to implement learning from the available evidence (e.g. research articles, clinical guidelines and best practice);</li><li>recognise situations where the effectiveness, efficiency and quality of a service are compromised, and take appropriate action;</li><li>critically reflect on practice.</li><li>Develop, implement and evaluate policy and practice, to the benefit of people in pain.</li><li></li></ul> | with guidance, recognise situations where the effectiveness, efficiency & quality of a service are compromised, & with support, take appropriate action to challenge the situation. | practice. recognise situations where the effectiveness, efficiency & quality of a service are compromised, & with guidance, take appropriate action to challenge the situation | promote legislation, policies, procedures & best practice. recognise & critically appraise situations where the effectiveness, efficiency & quality of a service are compromised, & take appropriate action to resolve the situation. | promote legislation, policies, procedures & best practice. recognise & critically appraise situations where the effectiveness, efficiency & quality of a service are compromised, & take appropriate action to resolve the situation & contribute to best practice. |
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| | with guidance, reflect on personal performance & use this evaluation to enhance the effectiveness, efficiency & quality of future practice. | reflect on personal performance & with guidance, use this evaluation to enhance the effectiveness, efficiency & quality of future practice. | critically reflect on own & others' performance & use this evaluation to enhance the effectiveness, efficiency & quality of future practice. | critically reflect on own & others' performance & use this evaluation to enhance the effectiveness, efficiency & quality of future practice (own & others). |
| | With guidance, contribute to the development and implementation of policy and practice at a local level . | Contribute to the development and implementation of policy and practice at a local level. | Contribute to the development and implementation of policy and practice at a local and regional level. | Lead or make a significant contribution to the development, implementation and evaluation of policy and practice at a local, regional and national level. Make a significant contribution to |

| | entry-level graduate | experienced graduate | advanced | expert |
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| *Improving and developing services*<br>The process of improving the effectiveness, efficiency and quality of the service provided.<br><br>*Improving and developing services* describes the behaviour, knowledge and skills required to:<br>• search for, interpret and seek to implement learning from the available evidence (e.g. research articles, clinical guidelines and best practice);<br>• critically evaluate practice and use this appraisal to inform service improvement, development and redesign;<br>• develop innovative and sustainable recommendations to improve the quality of service<br>• plan, facilitate and manage change;<br>• critically evaluate the process and outcome.<br>• Be a professional member of relevant professional and patient organisations and promote good quality service development and clinical practice for the benefit of people in pain and the physiotherapy profession (e.g. The Physiotherapy Pain Association; The British Pain Society; The European Federation of IASP Chapters; Association for Contextual Behavioural Sciences ).<br>• | with guidance, critically evaluate practice, & share the outcome of this appraisal with relevant personnel | critically evaluate practice, & with guidance, use this appraisal in combination with knowledge of best practice & political awareness to inform service improvement. | critically evaluate practice & use this appraisal in combination with knowledge of best practice & political awareness to identify opportunities for service improvement & development. | critically evaluate practice & use this appraisal in combination with knowledge of best practice & political awareness to identify opportunities for service improvement, development & redesign. |
| | use a problem-solving approach to develop safe & effective recommendations for improving the quality of professional practice in predictable contexts. | use problem-solving approaches to develop safe, effective & efficient recommendations for improving the quality of professional practice in increasingly unpredictable contexts. | use problem-solving approaches to develop original, safe, effective & efficient recommendations for improving the quality of professional practice in unpredictable contexts. | use problem-solving approaches to develop original, effective & efficient recommendations that demonstrate evidence of positive risk taking, for improving the quality of professional practice in unpredictable & normally specialised contexts. |
| | contribute to change & development within the profession or service at a local level. | contribute to change & development within the profession or service at a local or regional level. | make an identifiable contribution to change & development within the profession or service at a regional or national level. | make an identifiable contribution to change & development within the profession or service & beyond – at a national or international level. |
| | with guidance, reflect on the change process, & use this information to appraise the outcome & inform future practice. | reflect on the change process, & use this information to appraise the outcome & inform future practice | critically reflect on the change process, & use this information to appraise the outcome & inform future practice. | critically reflect on the change process, & use this information to appraise the outcome & inform future practice. |

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| **Lifelong learning**<br>The process of learning and development directed towards maintenance and enhancement of professional competence<br><br>*Lifelong learning* describes the behaviour, knowledge and skills required to:<br>• be aware of the current and future desirable values, behaviours, knowledge and skills relevant to working with people in pain;<br>• assess personal learning and development needs and preferences;<br>• Seek out and appraise learning and development resources and opportunities;<br>• develop and engage in a personalised plan designed to meet those needs;<br>• reflect on the learning process;<br>• document the process.<br>• Be a professional member of relevant professional and patient organisations (e.g. The Physiotherapy Pain Association; The British Pain Society; The European Federation of IASP Chapters; Association for Contextual Behavioural Sciences ). | demonstrate self-awareness of learning preferences, & with guidance can identify personal learning & development needs<br><br>independently advance personal knowledge, understanding & skills in line with identified learning needs, & with guidance & support, can use a variety of learning & development resources & opportunities.<br><br>reflect on personal learning & development, & with guidance & support, use this information to inform the planning & management of future learning & development experiences.<br><br>with guidance & support, record the outcome of personal learning & development in a format that meets personal preferences & professional requirements. | demonstrate increasing self-awareness of learning preferences, & with guidance can identify personal learning & development needs<br><br>independently advance personal knowledge, understanding & skills in line with identified learning needs, & with guidance, can use a variety of learning & development resources & opportunities.<br><br>reflect on personal learning & development, & with guidance, use this information to inform the planning & management of future learning & development experiences.<br><br>with guidance, record the outcome of personal learning & development in a format that meets personal preferences & professional requirements. | demonstrate strong self-awareness of learning preferences, & with minimal guidance can identify personal learning & development needs<br><br>independently advance personal knowledge, understanding & skills in line with identified learning needs by making appropriate use of a variety of learning & development resources & opportunities.<br><br>critically reflect on personal learning & development, & with guidance, use this information to inform the planning & management of future learning & development experiences.<br><br>record the outcome of personal learning & development in a format that meets personal preferences & professional requirements. | demonstrate strong self-awareness of learning preferences, & can independently identify personal learning & development needs<br><br>independently advance personal knowledge, understanding & skills in line with identified learning needs by making appropriate use of a wide variety of learning & development resources & opportunities.<br><br>critically reflect on personal learning & development & use this information to inform the planning & management of future learning & development experiences.<br><br>record the outcome of personal learning & development in a format that meets personal preferences & professional requirements. |

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| ***Practice decision making***<br>The context-dependent thinking and decision making processes used in professional practice to guide practice actions<br><br>*Practice decision making* describes the behaviour, knowledge and skills required to:<br>• collect information from a variety of sources relevant to the decision making situation;<br>• process and analyse the information collected;<br>• Collaborate with colleagues, other professionals , patients and carers where appropriate;<br>• Facilitate patient choice;<br>• Be mindful of the depth and breadth of your practice as a physiotherapist working with people in pain and know when to involve or refer onto other professionals.<br>• draw reasoned conclusions and make informed judgements to address issues/resolve problems in practice;Agree and effectively communicate the clinical management plan;<br>• Clinically reason and problem solve to modify treatment as required;<br><br>• draw reasoned conclusions and make informed judgements to address issues/resolve problems in practice;<br>• critically evaluate the decision making process. | efficient & effective use of a wide range of routine & some specialised approaches & techniques to systematically collect information from a variety of sources relevant to the situation.<br><br>process & critically analyse information in complex & predictable situations where data/information comes from a range of sources or is incomplete.<br><br>draw reasoned conclusions, supported by current policy & evidence-based thinking, & make informed judgements to address ethical & professional issues in complex & predictable situations.<br><br>with guidance, reflect on their decision making process & use this evaluation to appraise the outcome & to inform | efficient & effective use of a wide range of routine & advanced approaches & techniques to systematically collect information from a variety of sources relevant to the situation.<br><br>process & critically analyse information in complex & unpredictable situations where data/information comes from a range of sources or is incomplete.<br><br>draw reasoned conclusions, supported by current policy & evidence-based thinking, & make informed judgements to address ethical & professional issues in complex & unpredictable situations.<br><br>reflect on their decision making process & use this evaluation to appraise the outcome & | efficient & effective use of a range of advanced & specialised approaches & techniques to systematically collect information from a variety of sources relevant to the situation.<br><br>process & critically analyse information in complex & unpredictable situations where data/information is incomplete or consistent.<br><br>draw reasoned conclusions, supported by current policy & evidence-based thinking, & make informed judgements to address ethical & professional issues in complex & unpredictable situations at the limits of current professional codes & practices.<br><br>critically reflect on their decision making process & use this evaluation to appraise the outcome & | efficient & effective use of a broad range of advanced & specialised approaches & techniques to systematically collect information from a wide variety of sources relevant to the situation<br><br>process & critically analyse information in complex, unpredictable & normally specialised situations where data/information is incomplete or inconsistent.<br><br>draw reasoned conclusions, supported by current policy & evidence-based thinking, & make informed judgements to address ethical & professional issues in complex & unpredictable situations not addressed by current professional codes & practice.<br><br>critically reflect on their decision making process & use this evaluation to appraise the outcome & to inform future practice. |

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| | future practice. | to inform future practice. | to inform future practice. | |

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| ***Researching and evaluating practice***<br>Systematic processes of collecting, analysing, and synthesising information to evaluate current practice and generate new understandings about practice<br><br>*Researching and evaluating practice* describes the behaviour, knowledge and skills required to:<br>• design, plan, conduct and manage the research/evaluation process;<br>• use methods of enquiry to collect and interpret data in order to address problems or issues arising from practice;<br>• critically evaluate the research/evaluation process;<br>• communicate the outcome of the research/evaluation process.<br>• Collaborate in order to influence research policy and practice (e.g. to determine research priorities, to conduct research, to submit or evaluate grant applications, to publish work or to peer review other people's work) | with guidance, plan, conduct & manage evaluation & research projects to address a specific issue arising from practice.<br><br>with guidance, apply a range of standard research methods/tools of enquiry showing an appreciation of related ethical considerations.<br><br><br>with guidance, reflect on the research process, & use this information to appraise the project & inform future practice.<br><br>identify, & with support, promote the practical & professional applications of completed work, & seek opportunities to share & disseminate findings to both specialist & non-specialist | plan, conduct & manage evaluation & research projects to address specific issues arising from practice<br><br><br>becoming increasingly confident to apply a range of standard research methods/tools of enquiry showing an appreciation of related ethical considerations.<br><br>reflect on the research process, & use this information to appraise the project & inform future practice<br><br>identify & promote the practical & professional applications of completed work, & seek opportunities to share & disseminate findings to both specialist & non- | design, plan, conduct & manage evaluation & research projects to address problems & issues arising from practice.<br><br>apply a range of standard & specialised research methods/tools of enquiry showing a detailed understanding of related ethical considerations<br><br>critically reflect on the research process, & use this information to appraise the project & inform future practice.<br><br>identify & promote the practical & professional applications of completed work, & actively seek opportunities to share & disseminate findings to a range of audiences with | design, plan, conduct & manage evaluation & research projects to address new problems & issues arising from practice.<br><br>apply a range of standard & specialised research methods/tools of enquiry, contributing to the development of new techniques or approaches, & showing a detailed understanding of related ethical considerations<br><br>critically reflect on the research process, & use this information to appraise the project & inform future practice.<br><br>identify & promote the practical and professional applications of completed work, & actively create opportunities to share & disseminate findings to a wide range of audiences |

|  | | audiences. | specialist audiences. | different levels of knowledge & expertise. | with different levels of knowledge & expertise. |
|  | | | Collaborate at a service level | Collaborate at a service, local and national level | Collaborate at a service, local, national and international level. |

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| **Using evidence to lead practice**<br>The process of analysing, synthesising and evaluating the best- available evidence, and integrating it with individual expertise and service users' needs and preferences to inform practice<br><br>*Using evidence to lead practice* describes the behaviour, knowledge and skills required to:<br>• systematically search for evidence;<br>• critically appraise evidence and use the information to address problems and issues arising in practice. | with guidance, use a range of approaches & techniques to systematically search for evidence from a variety of sources relevant to the situation.<br><br>critically evaluate current research & scholarship & with guidance, use the appraisal to address specific issues arising in professional practice. | use a range of approaches & techniques to systematically search for evidence from a variety of sources relevant to the situation<br><br>critically evaluate current research & scholarship & use the appraisal to address specific issues arising in professional practice. | efficient & effective use of a range of approaches & techniques to systematically collect information from a variety of sources relevant to the situation.<br><br>critically evaluate current research & scholarship & use the appraisal to address issues which are at the forefront or informed by developments at the forefront of professional practice. | efficient & effective use of a broad range of approaches & techniques to systematically search for information from a wide variety of sources relevant to the situation<br><br>critically evaluate current research & scholarship & use the appraisal to address new problems & issues arising in professional practice. |

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