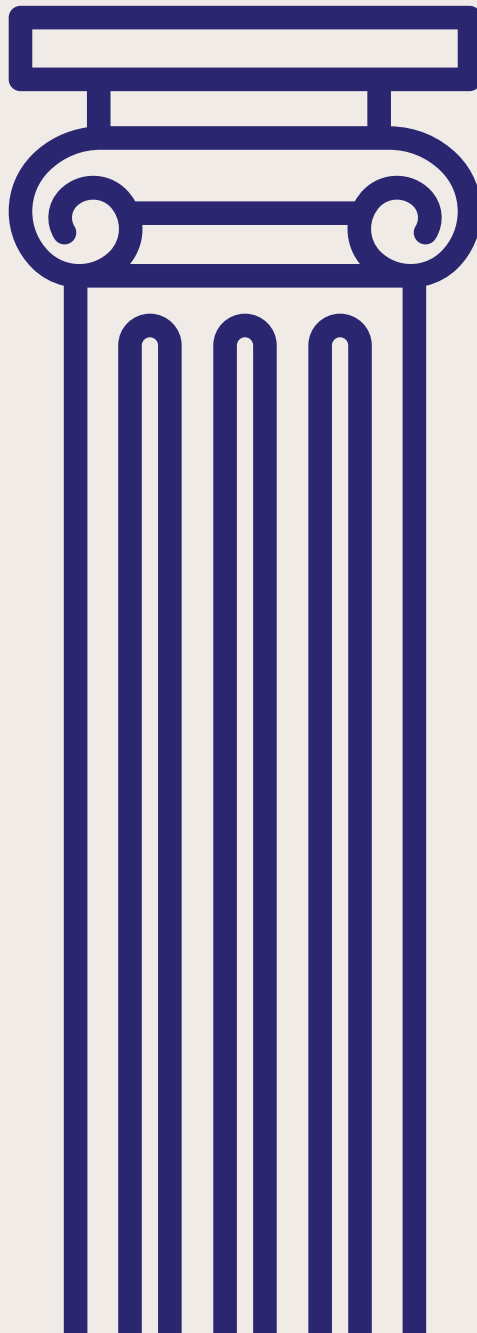
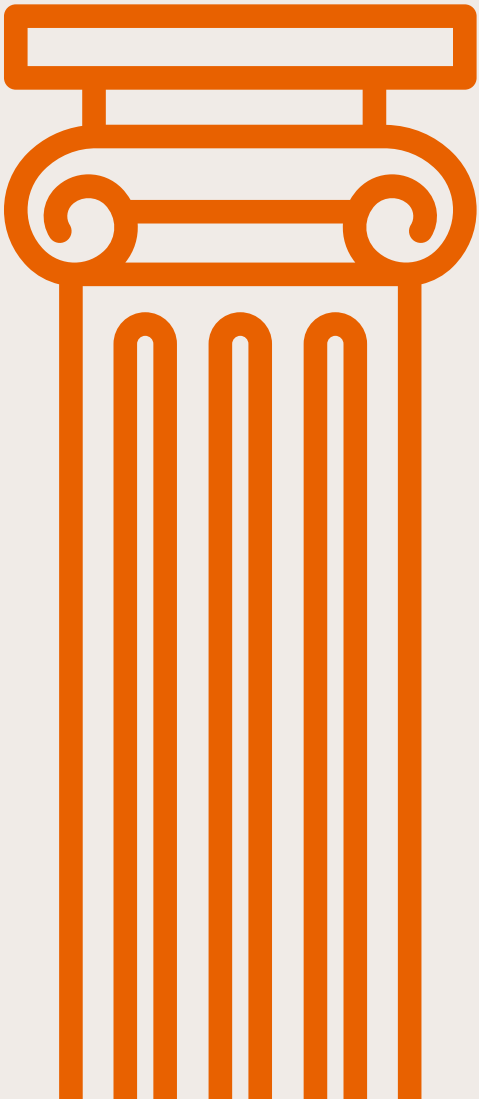




The CSP Career Framework



Introduction

The CSP's 2024 Physiotherapy Career Framework is an updated resource designed to promote and develop physiotherapy practice. It aims to support individuals, managers, and organisations to identify the learning and professional development needs of physiotherapists across the whole career span, in all sectors, and all UK countries.

The Four Pillars Model

The Framework is structured around the four interacting Pillars of Practice. The pillars are widely accepted by all Allied Health and Nursing colleagues and provide a common language when describing roles. We reviewed several national frameworks, support workers frameworks, leadership, education and research frameworks as well as those developed by other professional bodies. We particularly liked the Welsh Modernising AHP Career Framework on which much of our framework is based.

The four key Pillars of Practice are:

Clinical Practice

Leadership/Management

Research

Education/Facilitation
of Learning

This framework offers guidance on the knowledge, skills and behaviours required at different stages of a physiotherapist's career.

It is important that roles contain elements of all four pillars because we need a strong and diverse workforce to deliver best care and champion what we do. A workforce with the ability to influence, lead and work with others, to demonstrate quality and evidence-based practice, to be actively involved in educating and empowering others and to be providing patient centred and safe care. With more career opportunities than ever alongside a fast paced and complex health and care system, this is crucial to drive the profession forwards.

As an individual's career progresses, the proportion of their work within the different pillars will change. You can adapt your work focus, develop additional skills and undertake new roles offering opportunity, personal growth, and a non-linear career path.

This framework is focussed on integrating all four pillars into a predominantly clinical role. While our initial intention was to showcase all career paths open to physiotherapists, this proved overly ambitious at this stage. We acknowledge that many other vital and valued career paths exist that are focussed predominantly on leadership, research and education. We may be able to develop similar tools for them in the future. We will provide varied case studies for your information, and you can find out more about the requirements of such roles through additional frameworks which we will reference.

What is important is that we don't think about our role in each of the four pillars in isolation. We must consider and understand how they interact within our practice. For example, while working with a patient in their home you may:

- Assess, reason, and plan your treatment session informed by research evidence (clinical and research)
- Speak to the carers and family members on what to do to move, or assist the patient (learning and education)
- Follow this up with other agencies involved explaining your concerns (leadership)
- Reflect on your intervention and consider against clinical standards and guidelines (research and improvement)

Themes of Practice Within The Career Framework

No matter where you work or how you practice the profession, there are fundamental skills to physiotherapy that apply across all pillars and all levels of practice. These are referred to as the 'Themes of Practice' and are used within the Career Framework to help consider the different aspects of your knowledge, skills and behaviours across the four pillars.

The Themes of Practice are:

- Personal Development
- Interpersonal Skills
- Decision Making and Implementation

These 'themes of practice' align to other CSP publications. This is to ensure they become familiar language and are consistently used across the profession, developing a clear understanding and awareness of their meaning throughout a career journey. By having consistent messaging, we believe there is greater opportunity to both define the skills of a physiotherapist and truly integrate the four pillars of practice into the workforce. For example, the same themes are applied within the Common Placement Assessment Form (CPAF) for students on placement, the principles of preceptorship for newly qualified practitioners and continue throughout a career no matter where it takes you. Although what you do within each theme of practice may differ across roles and pillars to enable growth and development, the fundamental themes are consistent.

We will consider each of the four pillars under each theme for:

[Healthcare Support Worker →](#)

[Assistant Practitioner →](#)

[Graduate →](#)

[Enhanced Level →](#)

[Advanced Level →](#)

[Consultant Level →](#)

What's Not Included in This Framework?

This Framework has not been written as a 'capture all'. It is not a competency framework and simply aims to give a flavour of what may be expected at each level of practice.

[Values](#) are a set of ideals that motivate and inform 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](#). This would include the principles of equity, diversity and belonging; all are expected to behave in a non-discriminatory way.

[The Physiotherapy Health Informatics Strategy \(PHIS\)](#) was launched in 2022 to build a culture of using informatics throughout the profession. A base level of informatics knowledge and skills can help individuals achieve success in any of the four pillars, regardless of their career stage or current role. We would urge all members of the physiotherapy profession to use the PHIS and its resources to improve their knowledge, skills, and confidence in digital technologies.

Healthcare Support Worker

People working in this role require knowledge of facts, principles, processes and general concepts in a field of work. They will have the understanding and ability to deliver delegated care under the direction and supervision of healthcare practitioners and support the multidisciplinary team in the delivery of high-quality care. They will contribute to service development and are responsible for self-development.

They demonstrate an ability to work within local policies and procedures to carry out tasks, solving straightforward problems and making some judgements, with guidance and supervision available.

Jump to:

[Clinical Practice Pillar →](#)

[Leadership/Management Pillar →](#)

[Research Pillar →](#)

[Education/Facilitation of Learning Pillar →](#)

01

Clinical Practice Pillar

Safe, effective and person centred care: Professional judgement and decision making

Healthcare support workers carry out delegated tasks to support in the delivery of safe, effective, person centred care, ensuring patients can optimise their potential.

Personal Development

- Actively participates in learning opportunities to maintain knowledge and inform practice
- Identifies and articulates areas for self-improvement, through self-reflection and evaluation of practice
- Records own learning and personal development
- Manages own workload and time, e.g. maintaining own diary

Interpersonal Skills

- Communicates with patients, carers and the multi disciplinary team (MDT) in a way that is understandable and accessible, addressing any barriers to understanding
- Actively listens and receives information, gives and acts on feedback
- Understands the communication needs of others and adapts communication style accordingly

Decision Making and Implementation

- Following initial assessment / triage by the physiotherapist, can plan, prioritise and adapt interventions, taking responsibility for delegated activities
- Works within established procedures / protocols to deliver a wide range of protocol driven tasks
- Evaluates different approaches to tasks
- Keeps complete, clear, accurate and timely records, utilising digital platforms as required

Evidence

- Reflective logs
- Supervision records

Leadership/Management Pillar

Teamwork and development, professional and organisational leadership

Effective leadership is important to the delivery of high-quality services. This pillar focuses on how your contribution as a Health Care Support Worker impacts on the team and the service as a whole. This includes understanding the importance of being a role model, time management, identifying areas for self-improvement, and your role in having the confidence to speak up when things aren't going as expected.

Personal Development

- Identifies and develops own leadership skills, for example by volunteering for broader opportunities within the organisation
- Plans and prioritises own work and activities

Interpersonal Skills

- Contributes to effective team working by influencing, negotiating and communicating with others
- Advocates for service users, families and carers
- Gives, seeks and receives feedback in an open, honest and constructive manner

Decision Making and Implementation

- Contributes to the teams' vision, values and objectives
- Ability to develop a solution focused approach to problems and take appropriate action
- Understands the importance of adhering to organisational policies, protocols, procedures, and standards
- Uses own initiative within the context of role and remit

Evidence

- Documented caseload discussion in supervision
- Feedback from MDT
- Your portfolio
- Reflective log on policies or procedures in relation to professional practice

Research Pillar

Evidence into practice: Quality improvement and service audit

Improving services is everyone's business and as such healthcare support workers should have an opportunity to participate in audit, evaluation, and service-improvement activities, with support. This may be a simple suggestion such as a small test of change, sharing your knowledge at in-service training or carrying out a simple audit.

Personal Development

- Offers suggestions for improvements to procedures and service developments
- Effectively reflects on and discusses own practice

Interpersonal Skills

- Participates in presentations and shares findings of local projects and audits

Decision Making and Implementation

- Is involved in quality improvement activities, carrying out simple audits or surveys and being involved in larger projects

Evidence

- Supervision record
- Reflections on key papers within portfolio
- In-service training and presentations delivered
- Audits, test of change reports and posters

Education/Facilitation of Learning Pillar

Learning, teaching and assessment: Creation of the learning environment

The education pillar includes the development of yourself as well as facilitating the learning of others. As a Health Care Support Worker, you will be educating individuals, carers and families during your interactions with them. You should also be engaging in learning opportunities to address your own learning needs and be involved in supporting students and colleagues to learn.

Personal Development

- Reflects on educational practice to identify areas of personal development
- When teaching others, is able to establish the effectiveness of intervention

Interpersonal Skills

- Participates in an effective and inclusive learning environment where people feel they belong
- Effectively shares knowledge and information with others both within the team and with patients and carers

Decision Making and Implementation

- Participates in training and mentoring of less experienced support staff and students
- With assistance, plays a role in the supervision and learning of others, including families, carers and students

Evidence

- Feedback from patients, MDT members and learners
- Reflective log
- Attendance at clinical educator training
- Record of supervision discussions
- Audits or service improvement project reports

Assistant Practitioner

Assistant Practitioners participate in the planning and implementation of holistic, , protocol based care under direction and supervision. They should be able to evidence previous experience and the consolidation of practice as a Senior Health Care Support Worker, and / or, has the appropriate skills, knowledge and understanding.

Jump to:

[Clinical Practice Pillar →](#)

[Leadership/Management Pillar →](#)

[Research Pillar →](#)

[Education/Facilitation of Learning Pillar →](#)

02

Clinical Practice Pillar

Safe, effective and person centred care: Professional judgement and decision making

The Assistant Practitioner can work independently with patients by following protocols and procedures, to plan, implement and adapt treatments.

Personal Development

- Develops and maintains own knowledge and skills to provide safe and effective person-centred care
- Identifies areas for self-improvement and actively participates in learning opportunities to maintain and extend knowledge and performance
- Records own learning and personal development
- Manages own workload and time, including prioritising tasks and resources, taking account of changing circumstance

Interpersonal Skills

- Demonstrates the ability to provide and receive complex and sensitive information
- Judges the appropriate method of communication, ensuring information is provided in an accessible way
- Adopts communication approaches which support individuals and carers to make informed choices
- Actively listens and receives information, gives and acts on feedback

Decision Making and Implementation

- Carries out routine elements of an individual's assessment, treatment or intervention following protocols and guidelines and evaluates outcomes
- Working within agreed protocols and guidelines, adapts interventions to meet needs
- Understands and applies the concepts of accountability and responsibility and is confident to accept or decline delegated responsibility

Evidence

- Reflective logs
- Supervision records

Leadership/Management Pillar

Teamwork and development, professional and organisational leadership

The Assistant Practitioner will demonstrate role modelling behaviours and may advocate for other Health Care Support Workers. They may manage staff and mentor less experienced staff and/or students.

Personal Development

- Models values of inclusivity and integrity and reflects any specific organisational requirements
- Demonstrates an awareness of own values and how they may impact on others

Interpersonal Skills

- Develops effective team working skills and can negotiate with and influence others
- Has a thorough understanding of the function and role of their service and can actively advocate for this to other teams and services
- Recognises the importance of responding to individuals' feedback and comments appropriately including resolving complaints in a timely manner and effectively

Decision Making and Implementation

- Contributes to team objectives in relation to leading service development initiatives
- Demonstrates critical thinking and problem-solving skills regarding interventions with an awareness of policy and legislation
- Understands leadership theories and their potential impact

Evidence

- Documented caseload discussion in supervision
- Feedback from MDT
- Your portfolio
- Copies of updated policies or procedures
- Case studies
- Reflection logs

Research Pillar

Evidence into practice: Quality improvement and service audit

Assistant Practitioners will participate in and undertake research, audit, evaluation, and service-improvement activities, with support.

Personal Development

- Use personal development plan to further research skills

Interpersonal Skills

- Disseminates research findings
- Works together with others to consider the strength of evidence that may inform practice

Decision Making and Implementation

- Contributes to the design, development, implementation and evaluation of service and quality improvement initiatives
- Can access, assess and apply relevant guidelines
- Can identify risk in relation to care provision and service improvement

Evidence

- Supervision record
- Reflections on key papers within portfolio
- In-service training and presentations delivered
- Audits, test of change reports and posters

Education/Facilitation of Learning Pillar

Learning, teaching and assessment: Creation of the learning environment

Assistant Practitioners will be involved in many aspects of learning and play an important role in the creation of an inclusive learning environment. They will develop self and others and take an active role in the supervision of others including students on placement and colleagues. Regularly educating patients, carers and families, they may be involved in developing learning materials and supervision.

Personal Development

- Uses reflection to enhance self-awareness and gain new insights into the learning process
- Actively participates in learning opportunities and demonstrates self-improvement

Interpersonal Skills

- Contributes to the creation of an effective and inclusive learning environment where people feel they belong
- Supervises and facilitates the learning of students and others
- Develops presentation skills

Decision Making and Implementation

- With assistance, creates learning materials and/or experiences to meet the needs of the audience
- Facilitates learning for individuals, families and carers
- Takes an active role in the supervision and learning experiences of others, including students

Evidence

- Feedback from patients, MDT members and learners
- Reflective log
- Attendance at clinical educator training
- Record of supervision discussions
- Audits or service improvement project reports

Graduate

Registered practitioners consolidating pre-registration experience and patient centred care and getting ready for a higher level of functioning.

The physiotherapist is on a journey from novice, when initially registered, to autonomous practitioner. People at the graduate level will have a comprehensive, specialised, factual and theoretical knowledge within a field of work and an awareness of the boundaries of that knowledge. They can use knowledge to solve problems creatively, assess risk, make judgements which require analysis and interpretation, and actively contribute to service and self-development.

They may have responsibility for supervision of staff and students. Practitioners will have a broad knowledge base in a particular field of practice which enables them to work with a considerable degree of autonomy. They may have line management responsibilities but will not be responsible for a service. They actively use research findings to enhance and underpin their practice. A practitioner is competent in their area of practice and will seek opportunities to improve the service they offer.

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[Clinical Practice Pillar →](#)

[Leadership/Management Pillar →](#)

[Research Pillar →](#)

[Education/Facilitation of Learning Pillar →](#)

03

Clinical Practice Pillar

Safe, effective and person centred care: Professional judgement and decision making

The clinical practice pillar is the easiest for us to associate with in our early careers. It describes the knowledge, skills and behaviours needed to provide high quality healthcare that is safe, effective and person centred.

Personal Development

- Consolidates own knowledge and skills via reflective practice
- Develops and applies reflective skills to implement changes to practice; improving outcomes for all
- Works independently, planning, organising and prioritising own work and learning needs
- Pro-actively seeks to understand the diversity of service user population to ensure clinical practice can be tailored to meet population need

Interpersonal Skills

- Facilitates communication with a broad range of service users and families, using a wide range of communication methods
- Gives and receives feedback in an open, honest and constructive manner
- Evidences dignity, compassion and respect in all aspects of care and interactions with others
- Facilitates shared decision making
- Works effectively and inclusively across professional and sector boundaries
- Demonstrates an awareness of own values and beliefs

Decision Making and Implementation

- Assesses situations and identifies the root cause of a problem
- Uses critical thinking, analysis and evaluation in making clinical judgements and managing complexity, with support if necessary
- Uses research findings to demonstrate the development of practice
- Facilitates health enhancing and behaviour change activities
- Contributes to policy and procedure review

Evidence

- Reflective logs
- Supervision records
- Case studies
- Patient experience measures

Leadership/Management Pillar

Teamwork and development, professional and organisational leadership

Effective leadership is important to the delivery of high quality services. It is important that all physiotherapists recognise their leadership role in delivering care and support. These skills are taught to us as students and will continue to grow as you progress through your career.

When we think of leadership, we often focus on those in clinical lead or management positions. However, leadership can and must happen at every level. Some junior physiotherapists find it difficult to recognise and articulate their contribution within this pillar; it is considerable. For example, being aware of how your behaviour and communication can be modified to suit individual patients and in different situations.

Personal Development

- Demonstrates role model leadership behaviours and skills
- Recognises own accountability to act where the performance and practice of self and others should be improved
- Gives and receives feedback in an open, honest, and constructive manner

Interpersonal Skills

- Develops skills in: negotiation, influencing, organisation, problem solving, resource management
- Works independently as well as in teams to coordinate, delegate and supervise care for a designated group of individuals
- Demonstrates independent critical judgement and an ability to take a leading role in developing critical thinking in others

Decision Making and Implementation

- Consolidates: critical thinking skills, analytical skills, evaluation skills, interpersonal skills
- Works effectively across professional and agency boundaries, actively involving and respecting the contribution of others
- Contributes pro actively to the aims and organisation of a team

Evidence

- Documented caseload discussion in supervision
- Feedback from MDT
- Your portfolio
- Copies of updated policies or procedures
- Personal objectives aligning with organisation

Research Pillar

Evidence into practice: Quality improvement and service audit

In the context of this framework, research is considered in broad terms relating to evidence-based practice and a culture that strives for quality improvement and improved clinical outcomes. For example, empirical research work, research dissemination, implementation of evidence into practice, innovation and service evaluation, audit and quality improvement projects can all be considered within this pillar.

All students learn research skills as an undergraduate, skills that are essential if the profession is to evolve and to ensure services are patient centered, based on population need, effective and current. All physiotherapists have a responsibility to take part in such work to maintain HCPC standards.

Personal Development

- Broad awareness of knowledge creation processes
- Evidences the development and/or maintenance of basic research skills by applying theory into practice
- Identifies ideas for research/development activity from own practice
- Able to differentiate between research, audit and service evaluation

Interpersonal Skills

- Develops presentation skills
- Liaises with the team and service users to prioritise areas for audit, evaluation, quality improvement and research
- Takes part in evidence dissemination activities
- Demonstrates the ability to communicate complex information

Decision Making and Implementation

- Identifies, appraises and applies evidence from a range of sources to practice settings
- Ability to search databases and apply information literacy skills
- Active involvement in clinical audit/surveys
- Utilises appropriate evidence appraisal tools

Evidence

- Record of journal club engagement
- Reflections on key papers within portfolio
- In-service training and presentations delivered
- Audits, test of change reports and posters

Education/Facilitation of Learning Pillar

Learning, teaching and assessment: Creation of the learning environment

As a new registrant, you play an important role in the development of yourself and others. This includes many aspects of education including teaching patients and their families, supporting colleagues and students to learn as well as self-directed learning and reflection activities.

Be prepared for undertaking an educational role and developing ongoing skills in this pillar. This may be formal and planned such as delivering in-service training or completing your practice educator training or more informal and opportunistic such as educating a colleague about new guidance or literature to support their evidence-based interventions.

Personal Development

- Reflects on own learning experiences to develop in self-awareness and identify areas for personal development
- Actively seeks opportunities to learn from and with others
- Consolidates understanding of basic learning principles

Interpersonal Skills

- Contributes to the creation of an effective and inclusive learning environment where people feel they belong, supporting the development of self and others
- Motivates, stimulates and encourages others to engage in the learning process
- Develops presentation skills

Decision Making and Implementation

- Designs and delivers learning materials and/or experiences to meet the needs of the audience
- Contributes to the supervision, learning experience and assessment of others including students
- Demonstrates knowledge and application of curriculum requirements with student supervision
- Evaluates the impact of learning/educational interventions and modifies approach accordingly

Evidence

- Feedback from patients, peers, team and learners
- Reflective log
- Attendance at practice educator training
- Audits or service improvement project reports

Enhanced Level

Physiotherapists working at an enhanced level require a critical understanding of detailed theoretical and practical knowledge, are specialist and/or have management and leadership responsibilities. They demonstrate initiative and are creative in finding solutions to problems. They have some responsibility for team performance and service development and they consistently undertake self-development.

Enhanced practitioners have developed a high level of knowledge and skill in a specific area(s). They have a depth of knowledge and understanding which enables them to perform at a high level of practice, take a leadership role, use and develop evidence to inform their practice, and deal with complex unpredictable environments. They will have their own caseload or work area responsibilities. They have developed a higher degree of autonomy and responsibility. The focus of the role is on the development of the more specialised aspects of their profession, while starting to consider career choices and undertaking development opportunities to underpin those career aspirations.

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04

Clinical Practice Pillar

Safe, effective and person centred care: Professional judgement and decision making

The depth of knowledge and understanding achieved in their career so far enables physiotherapists at this level to perform at a high level of practice and deal with complex unpredictable environments. They will have their own caseload or work area responsibilities. Physiotherapists at this level have developed a higher degree of autonomy and responsibility for aspects of service delivery in the clinical area. At this level there is an emphasis on developing expertise in a clinical area.

Personal Development

- Uses detailed theoretical and practical knowledge of a work area involving a critical understanding of theories and concepts
- Evaluates own practice and identifies development needs within a complex environment
- Reflects in practice on own values and beliefs and supports others in ethical decision making

Interpersonal Skills

- Extensive understanding of approaches to communication in the context of a situation and a person or people's needs, including psychosocial needs of service users, their families and/or carers
- Develops communication skills that allow for open and honest discussion and sharing of information with service users, public and professionals across a range of situations
- Has understanding of and can evidence partnership working

Decision Making and Implementation

- Applies specialist knowledge, skills and behaviours appropriate to a specific area of practice
- Uses critical thinking to explore and analyse evidence and situations
- Works independently, leading the work activities of a team or others
- Contributes to the development and review of policies and procedures

Evidence

- Evidence of development that includes advanced clinical reasoning and decision making
- Masters level post registration training
- Basic level of skills evidenced in extended scope practice and/or complex care
- Self and professional development

Leadership/Management Pillar

Teamwork and development, professional and organisational leadership

Leadership will be developed at a service level and may include operational management for an area or team. Enhanced practitioners often work in inter-professional teams demonstrating leadership of self and own area of practice. They provide leadership, direction and motivation to achieve the vision and objectives for the area of responsibility.

Personal Development

- Suggests areas for own improvement reflecting on the impact this may have on the team and on the service
- Develops a wider understanding of organisational and political issues and priorities

Interpersonal Skills

- Demonstrates leadership for a work area taking responsibility for delegating and managing professional development of individuals and groups
- Leads, persuades and influences others effectively, whilst respecting and valuing the contribution of all
- Brings team conflict out into the open and encourages or facilitates a beneficial resolution by responding in a transparent and structured way

Decision Making and Implementation

- Develops innovative solutions to service improvement
- Ability to organise and implement change
- Contributes to effective management of resources in conjunction with others
- Displays creativity and innovation in exploring and implementing possible solutions to problems and evaluates their effectiveness

Evidence

- Change management successes
- Leadership skills
- Development of others
- Participation in managed knowledge networks

Research Pillar

Evidence into practice: Quality improvement and service audit

All roles at this level should be using research to inform their practice and that of their team. Clinical audit, service evaluations and service improvement projects will be an integral part to enhanced practice roles. Some roles at this level may also involve the undertaking of primary research.

Personal Development

- Is aware of and supports local research and quality improvement initiatives
- Develops an ability to understand different research approaches, methods and analysis
- Attends local research, innovation and improvement events

Interpersonal Skills

- Works in teams to deliver research and quality improvement projects
- Shares research activity findings with colleagues and the wider community (e.g. through local bulletins, team meetings, professional journals etc)
- Engages with service users to ensure service improvements and innovation meet the needs of local populations
- Can use plain language to engage public and service users regarding local research involvement and participation opportunities

Decision Making and Implementation

- Identifies and uses skills and knowledge to support or undertake research related activity such as audit, evaluation and wider research for the benefit of the organisation
- Ability to organise and implement change
- Demonstrates ability to critically appraise journal articles
- Supports the implementation of best available evidence into clinical practice (for example through engagement in critical appraisal topic groups)

Evidence

- Evidence of service improvement activity
- Reflections on key papers within portfolio
- Abstract/poster for local/national conference
- Research training or conference attendance certificates (such as Good Clinical Practice or local Research and Development events)

Education/Facilitation of Learning Pillar

Learning, teaching and assessment: Creation of the learning environment

Within this level of practice, you will be making a significant and essential contribution to the learning and development of yourself and others. As an experienced physiotherapist, you should be an effective teacher a learning facilitator and take responsibility for your development. All roles at enhanced level should involve education of students on placement, supporting the development of support staff and colleagues as well as participating in regular CPD. Some roles may also involve developing links with local universities.

Personal Development

- Actively learns from the educational experiences of both themselves and others through seeking and acting on feedback and engaging in regular supervision and reflective practice
- Takes responsibility for personal development, seeking learning opportunities for self and others in response to local service need

Interpersonal Skills

- Plays an active role in the creation of an effective learning environment where people feel they belong, supporting the development of self and others
- Presents to, and participates in, the learning of others within the team, service and wider community

Decision Making and Implementation

- Facilitates, supports and supervises the learning and assessment of others including students and the team
- Develops links with local universities, identifying opportunities to link across practice and education
- Participates in educational audit and evaluates the effectiveness of educational interventions

Evidence

- Completion of clinical educators training
- Development of skills in teaching and learning

Advanced Level

Advanced practice physiotherapists are experienced practitioners with a high level of skill and theoretical knowledge, they will make high level decisions and manage their own workload. They will be performing in a highly complex role and continuously developing their practice within a defined field and/or having management responsibilities for a section/small department.

They will have a critical awareness of knowledge issues in the field and at the interface between different fields. They are innovative and have a responsibility for developing and changing practice and/or services in a complex and unpredictable environment.

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05

Clinical Practice Pillar

Safe, effective and person centred care: Professional judgement and decision making

This level of practice is developed through education and expertise to support an increased ability for problem solving and clinical decision making for developing practice outside standard practice roles.

Advanced practitioners have advanced clinical skills in their area of practice. They provide clinical support and guidance to others.

Personal Development

- Develops new skills in response to emerging knowledge and techniques
- Acts on feedback from patients, clients and the wider public to inform and improve practice
- Demonstrates high levels of reflexive practice

Interpersonal Skills

- Uses advanced communication skills to engage with and impact on decision making mechanisms e.g. committees, clinical networks, communities of practice
- Promotes respect and support others to consider the dignity, wishes and beliefs of all clients, involving them in shared decision making
- Works as part of a team with other services to ensure equitable access for all

Decision Making and Implementation

- Applies advanced skills, knowledge and behaviours relevant to specific area of practice
- Uses highly specialised theoretical and practical knowledge which forms the basis for originality in development and/or applying ideas
- Develops and supports the implementation of policies, protocols and standard operating procedures to reflect national policy and legislation
- Demonstrates independent critical judgement and an ability to take a leading role in developing this in others

Evidence

- Master's level qualification in subject area or is working towards
- CPD in Evidenced Based Learning

Leadership/Management Pillar

Teamwork and development, professional and organisational leadership

Leadership skills are essential to advanced practice physiotherapists. Advanced practitioners lead services and must drive innovation in policy and in practice. Advanced practitioners must be innovative, proactive and help develop such skills in their staff.

Advanced practitioners provide direction to people to enable, inspire, motivate and support them to achieve what the organisation has set out to do and apply different styles of leadership appropriate to different people and situations.

Personal Development

- Role models the values of their organisation/place of work, demonstrating a collective, compassionate and inclusive approach to leadership
- Demonstrates team leadership, resilience, and determination, managing situations that are unfamiliar, complex or unpredictable
- Develops service in response to evolving population health need, policy, economic and social drivers

Interpersonal Skills

- Present complex information in written and oral reports to demonstrate effectiveness and impact
- Facilitates discussions effectively to achieve clear outcomes by being receptive to, and prepared to constructively challenge
- Can demonstrate high levels of skills in collaboration and communication in teams; actively listening and valuing diversity of thought
- Promotes co-production through collaboration and partnership working

Decision Making and Implementation

- Evaluates practice, and participates in evaluation, demonstrating impact on service delivery and quality
- Participates and influences policy and strategy development
- Critically applies expertise to influence the quality of practice and unwarranted variation promoting best practice

Evidence

- Managing teams and complex care
- Business cases
- Peer review – e.g., 360 degree

Research Pillar

Evidence into practice: Quality improvement and service audit

Advanced practitioners will routinely use research to ensure their practice, and that of their team, is current and evidence based. Clinical audit and service evaluation will be an integral part of their remit as well as developing these skills in their staff.

Some advanced practitioners may be involved in clinical trials and/or be undertaking their own research.

Personal Development

- Enhances knowledge of research approaches including advanced evaluation methods
- Enhances knowledge of evidence implementation and knowledge mobilisation theory and approaches (such as communities of practice)
- Is aware of local population health inequalities

Interpersonal Skills

- Presents research-based reports or summaries at regional and national conferences
- Seeks/increases collaboration with other researchers, both within and beyond own area of research interest, in UK and beyond
- Recognises and values the contributions of diverse stakeholders in the research process

Decision Making and Implementation

- Ability to implement research findings into practice, including the use and development of policies/protocols and guidelines
- Contributes to the wider research agenda through initiating or supporting research activity
- Contributes to peer reviewed journals and national/local conferences
- Demonstrates understanding of research proposal application development, ethical approval process and funding sources

Evidence

- Conference presentations
- Publications
- Collaborate with Higher Education Institutes on research
- Participation in research activity records

Education/Facilitation of Learning Pillar

Learning, teaching and assessment: Creation of the learning environment

Advanced practitioners will routinely contribute to the education of others, facilitating education and training both inside and outside of their organisation. They should promote a positive learning culture for students, staff and service users. In practice they will act as supervisor, mentor and coach. Some advanced practitioners may work with higher education providers to support curriculum design, development and delivery.

Personal Development

- Shows a commitment to personal development, seeking learning opportunities for self and others in response to service and wider population need
- Proactively plans and prioritises the educational development of self and others

Interpersonal Skills

- Leads the team approach to create an effective learning environment where people feel they belong and driving the development of others
- Role models, encourages and supports teaching, supervision and mentorship skills in others
- Presents and facilitates at local and national conferences

Decision Making and Implementation

- Actively contributes to the development of educational provision and student placements using a range of learning, teaching, supervision, feedback and assessment methods
- Applies innovation in models of supervision and support, considering the needs of the service, team and students
- Promotes the workplace as a rich learning environment, encouraging learning from each other and evidence informed practice
- Embeds links with local and/or national universities, contributing to, and assisting in, curriculum development

Evidence

- Evidence of learning culture within the team
- Add innovation in placement and supervision

Consultant Level

Consultant level physiotherapists require highly specialised knowledge, some of which is at the forefront of knowledge in a field of work, which they use as the basis for original thinking and/or research. They are leaders with considerable responsibility, and the ability to research and analyse complex processes. They have responsibility for service improvement or development. They may have considerable clinical, research, and/or management responsibilities, be accountable for service delivery or have a leading education or commissioning role.

Jump to:

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06

Clinical Practice Pillar

Safe, effective and person centred care: Professional judgement and decision making

The consultant practitioner is an expert in clinical practice, bringing innovation and influence to clinical leadership as well as strategic direction in a particular field for the benefit of patients/clients. A consultant practitioner will exercise the highest degree of professional autonomy and decision making working beyond the level of practice of clinical specialists and others with enhanced roles.

Personal Development

- Critically evaluates their practice including self-reflection and feedback from others

Interpersonal Skills

- Communicates with authority through engaging in critical dialogue with peers in a specialist community
- Influences other professions and the wider organisation
- Challenges strategies and practice to promote service users' and carers' rights and participation in line with goals of choice, independence and empowerment
- Demonstrates visionary thinking in the application of knowledge

Decision Making and Implementation

- Uses specialised knowledge to critically analyse, evaluate and synthesise new and complex ideas at the most advanced frontier of their work area
- Facilitates integration of research evidence into practice
- Understands and applies new and emerging guidance and legislation
- Models and promotes expert critical thinking to assess evidence and situations, leading to informed decisions in clinical care and service development

Evidence

- Portfolio showing career long learning
- Minimum of master's level degree
- Working towards doctorate

Leadership/Management Pillar

Teamwork and development, professional and organisational leadership

Consultant practitioners will work strategically across a range of models of service delivery and are expected to influence policy and decision making where the impact is on patient/client outcomes. They work at a very high level of expertise and/or have responsibility for planning services.

They provide effective leadership that inspires and sustains commitment of colleagues and facilitates empowerment of others.

Personal Development

- Demonstrates leadership and innovation in the solving of problems that involve many interacting factors
- Continues to proactively seek opportunities to grow and develop leadership attributes

Interpersonal Skills

- Reports effectively for a range of complex situations and contexts
- Challenges policies, practice and failures in the system
- Acts as a coach and mentor to a wide range of staff
- A strong, visible presence and open and trusting relationships with both internal and external partners
- Advocates for the profession using their leadership position to influence and drive change

Decision Making and Implementation

- Challenges existing structures and identifies organisational and professional barriers that limit/inhibit services and provides solutions to overcome these
- Leads and implements local, national and professional strategy and policy
- Scrutinises and reflects on social norms and relationships and leads action to change them
- Builds sustainable partnerships, drawing on highly specialised theoretical knowledge of standards and best practice evidence to guide decision-making nationally and internationally

Evidence

- Peer review – e.g. 360-degree feedback
- Evidence of expert skills in leading and managing change, lobbying and influencing
- Publication

Research Pillar

Evidence into practice: Quality improvement and service audit

There is a strong element of research within the consultant role. They will carry out research and may have overall responsibility for the coordination of research and development programmes as well as ensuring that current research findings are used by all staff to inform their practice. The consultant practitioners will lead by example in developing highly innovative solutions to problems based on original research and inquiry. They will apply a highly developed theoretical and practical knowledge over a wide range of clinical, scientific, technical and/or management functions.

Personal Development

- Creates and interprets new knowledge through original research or other advanced scholarship of a quality to satisfy review by peers
- Undertakes implementation and knowledge mobilisation skills and methods training
- Attends senior level meetings to report on research

Interpersonal Skills

- Writes critically, including analysis, synthesis and interpretation of the evidence base to underpin practice
- Demonstrate successful presentations at conferences
- Collaborates with appropriate research partners and builds strategic links with leads for Research Forums and University programmes of research

Decision Making and Implementation

- Generates research ideas relevant to practice and influences research agendas
- Establishes appropriate policies and ensures support for clinical research activity and adherence to research governance
- Initiates/co-ordinates local/ regional/international research programmes
- Contributes to the development of theory within own area of study
- Actively seeks to reduce health inequalities through research

Evidence

- Research to support organisational development
- Published research
- Membership of external research societies and bodies
- Postgraduate level research methods training

Education/Facilitation of Learning Pillar

Learning, teaching and assessment: Creation of the learning environment

Consultant practitioners are role models in physiotherapy education. They inspire and influence others to create an inclusive and quality learning environment, driving innovation and committing to the development of self and others. They will lead by example and drive organisational structures and cultures to optimise learning. They will have strong links with universities and work collaboratively to inform curriculum development.

Personal Development

- Leads on development of self and others, identifying learning needs to inspire and instil the importance of educational development
- Actively appraises innovation in education from local, national and international sources and applies to service, population and organisation need

Interpersonal Skills

- Ensures organisational priority and commitment to the development of an active, positive and quality assured learning environment
- Inspires and influences others through coaching, supervision and mentorship
- Promotes motivational ways to influence and optimise learning
- Acts as an expert educator at a local, national and international level

Decision Making and Implementation

- Leads research and new developments to support the integration of evidence-based practice within the learning environment
- Influences organisational structures and culture to ensure delivery of continuous education and training for mentors and assessors, students and the workforce
- Works collaboratively with local, national and/or international universities, contributing to curriculum development, educational evaluation and the development of the future workforce

Evidence

- Leadership and management in complex organisations
- Development of others

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Thanks

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