



CHARTERED
SOCIETY
OF
PHYSIOTHERAPY

OPTIMISING CAPABILITY

*in the Physiotherapy
Support Worker Workforce*

***A ROLE, SCOPE, CAPABILITY AND
CAREER DEVELOPMENT GUIDE***



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Foreword by **Karen Middleton**

CEO the Chartered Society of Physiotherapy

The value of the support workforce to the physiotherapy profession cannot be underestimated. I've seen this myself over the course of my professional life as a physiotherapist and through recent personal experience witnessing a relative receive outstanding rehabilitative care from support workers. We know that the contribution to services by support workers enhances patient outcomes; improves patient experience and increases service efficiency. We also know that they provide immeasurable guidance and support to the wider health and care team they work alongside.

For far too long though the extent of their capabilities and scope of practice has been poorly understood. Now more than ever we must capitalise on their knowledge, skills, passion and ability to work at the height of the scope of their roles, in order to maximise the significance of the profession to new ways of working and new models of care.

I hope this guidance goes some way to supporting the growth, development and role enhancement of this vital workforce. It draws together, into one resource, a range of UK frameworks and new CSP professional guidance to outline the full extent of physiotherapy support worker capability and how this can be applied in practice.

The intention is that it showcases just what's possible when employers and services invest in learning, development and career progression opportunities for support workers.

I also hope that support workers reading this guidance will feel inspired that the CSP is committed to promoting their value in the workplace; recognising the breadth of their abilities and the need for them to see a clear career pathway for themselves.

Finally, I would like to thank the many stakeholders who have contributed to the development of this resource and in particular our fabulous Associate members who have driven this work from its inception to the final guidance you read today.

Background and Context

How this resource was developed

Our members tell us that the career development landscape for support workers who undertake physiotherapy tasks and responsibilities can be confusing.

With the exception of the NHS Wales framework 'Developing Excellence in Healthcare. An NHS Wales Skills and Career Framework for Clinical Healthcare Support Workers' Available from: <https://www.nhswalesdevelopinghealthcare.com> they have difficulty applying what is out there to physiotherapy directly.

They tell us that this leads to difficulty fully understanding the scope of physiotherapy support worker roles at certain levels of practice.

We believe this is for a number of reasons:

- increasing numbers of generic therapy support worker roles
- lack of UK wide standardisation of support worker roles
- a confusing number and type of possible qualifications which could support career development in certain roles
- variations in qualifications and career development pathways between the four UK countries
- lack of clarity regarding accountability and responsibility in the context of delegation to support workers.

We are also told that the frameworks that do exist are relevant mainly to healthcare support workers in the NHS. We know that a significant number of physiotherapy services are delivered outside the NHS and members have asked us to develop a resource that can be applied across all settings and sectors.

Whilst we are working hard to influence greater consistency with support worker roles at all levels and in all areas of practice, there is no doubt that the above factors continue to cause disparity in support worker roles and responsibilities and therefore confusion in practice.

The risk with this is that at a time when services should be growing and developing their support workers to work at the height of their capability and undertake a greater range of duties and responsibilities, individuals are held back because of confusion around scope of practice at different levels and in different roles. The confusion and lack of confidence in these areas frequently precludes role development and therefore the optimisation of capability and opportunity for support workers.

This guide brings together the many frameworks in place across the UK that direct healthcare support worker roles and career development. It pulls them into one coherent resource that has direct relevance to physiotherapy services wherever they are provided.

The development of this resource has been iterative in nature following consultation and engagement with key stakeholder groups; most importantly physiotherapy support workers and our Associate member support worker reference group.


Who we call a physiotherapy support worker

A non-registered practitioner who undertakes delegated work in pursuit of physiotherapy interventions, providing this as part or all of their role.

Depending on the configuration of local services and working practices, physiotherapy interventions may be delegated by a registered healthcare professional who is not a physiotherapist.

National codes of conduct for clinical health and care support workers

Clinical healthcare support workers don't need to be registered with a regulatory body. However, the following UK countries have a set of standards for NHS healthcare support workers:

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- **England:** [Code of Conduct for healthcare support workers and adult social care workers to work alongside the Care Certificate](#)
 - **Scotland:** [Code of Conduct for Healthcare support workers: NHS Scotland](#)
 - **Wales:** [Code of conduct for healthcare support workers in Wales](#)
 - **In Northern Ireland:** A Code of Conduct is being considered by the Department of Health for NI, in the meantime individual trusts may have their own Code of Conduct in place.

What we mean by delegation

Delegation is the process of establishing at a particular point in time, in a particular context, the tasks, activities and responsibilities which may be safely allocated to another individual to undertake.

In the context of healthcare a registered healthcare professional makes a decision to delegate aspects of care to a non-registered individual. The registered healthcare professional retains overall responsibility for care and is accountable for the decision to delegate. The non-registered individual is accountable for accepting the delegated task, activity or responsibility and is responsible and accountable for their actions and decisions thereafter.

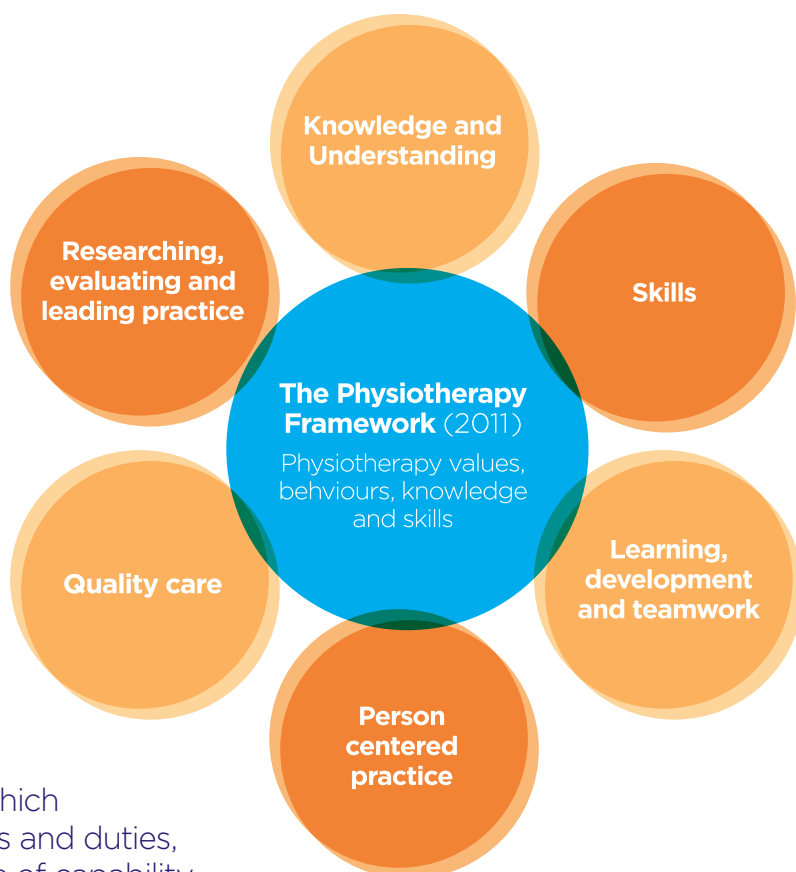
A support worker is accountable and responsible for accepting tasks and responsibilities delegated to them and for their actions after this. To help keep support workers and patients safe in this process and to ensure the highest quality physiotherapy support to patients is provided we have developed a set of principles.

We believe these principles should be adhered to in every setting and sector regardless of a support worker's level of practice, job title, role or who they are managed by. [Link to 'principles](#).

Understanding how to use this guide

Who this guide is for

- New healthcare support workers who are interested in developing their career in roles where some or all of their role includes delegated physiotherapy duties and responsibilities
- Existing support workers (undertaking some delegated physiotherapy tasks) who wish to develop in their career either as a clinical support worker or in other areas of healthcare practice
- Existing support workers (undertaking some delegated physiotherapy tasks) who wish to progress their career to registered physiotherapy practice
- Service Leads and Managers who, when developing support worker roles which include delegated physiotherapy activities and duties, are seeking consistency in levels and type of capability
- Service Leads and Managers wishing to develop local career development pathways for support workers
- The general public may also find this resource helpful when wanting to understand what physiotherapy support workers do and the scope of their roles.



What this guide does

Section 1 illustrates the following:

- **The 6 domains of physiotherapy support worker capability**
- **The levels of physiotherapy support worker practice**

Using the Physiotherapy framework (2011) as an underpinning reference, we have distilled capability in physiotherapy practice to 6 core domains.

These capabilities and how they are described at various levels across the entire physiotherapy workforce have been considered alongside other resources that inform healthcare support worker education, role development and scope. This has been done in order to develop and outline capability at 3 levels of practice for the non-registered workforce in a way that is explicitly applicable to professional physiotherapy practice.

Section 2 illustrates:

- **How physiotherapy support worker capabilities at 3 levels are reflected in the scope of practice at each level**

The scope of practice at each level is mapped to the corresponding descriptors of capability. The scope descriptors illustrate how the role and value of physiotherapy support worker practice can be optimised.

These reflect what we have observed as innovative role development for physiotherapy support workers, who as a result are enabled to work at the height of their capability in a role.

- **How different levels and scope of practice might be enacted in a variety of roles**

Feedback from support workers and their clinical leads and managers suggests that there is significant disparity in roles and responsibilities at various levels. They describe the task of translating levels of practice and scope of roles into how a support worker might actually work (in the context of physiotherapy services) bewildering.

By drawing on examples of exemplar physiotherapy support worker practice at a variety of levels and in a variety of contexts, this guide outlines how roles at different levels might 'look' in practice.

These examples are not intended to be prescriptive and do not provide an exhaustive list of tasks and activities. To do so would limit the flexibility for practice to evolve and local role development to meet local patient and service needs.

The emphasis is on level of capability and corresponding scope in practice.

- **The formal ways that support workers might work towards developing capability and career progression**

Support workers tell us that they do not fully understand how they can progress in their career if they choose, and of the formal education opportunities to support this.

In this guide we highlight formal education opportunities to support the development of capability at each level of practice.

- **How accessing qualifications in exercise prescription should be considered as a role and career enhancing option for support workers**

Exercise and movement are a core aspect of physiotherapy practice. There is a compelling body of scientific evidence that physical activity, exercise and movement are critical to health and well-being, healthy ageing and recovery from illness and injury. This is especially in the context of supporting people to manage a variety of long term conditions.

As the benefits of access to high quality physiotherapy in primary care and community rehabilitation are being increasingly recognised, many services are enhancing their capacity to provide core interventions in exercise. This is in addition to working more closely and collaboratively with exercise professionals.

The registered workforce tell us that physiotherapy support workers with particular expertise in exercise prescription bring significant value to their patients and services. This is particularly in the context of transitioning patients from physiotherapy services to leisure services and exercise professionals.

In this guide we signpost to a resource where recognised and accredited qualifications in exercise prescription can be searched.

- **A pathway for potential career development**

This resource will provide support workers with practical guidance of what professional knowledge, skills, values and behaviours they need in order to work competently at a variety of levels of physiotherapy support worker practice.

This guide can be used to map current capability and development needs should an individual aspire to work at a higher level.

Movement to a higher level is not automatic on attainment of capability unless an individual is working in a specific development role. E.g. an apprenticeship.

Availability of higher level roles are dependent on a local employer's workforce requirements and the necessary roles to meet patient, service and population need in the safest and most efficient ways.

Section 3 outlines:

- **Progressing to registered practice**

We provide information and signposting for those who aspire to become registered physiotherapists.

What this guide doesn't do

- **Assign a level of practice to an NHS Agenda for Change (AfC) Band**

This guide does not stipulate or recommend what NHS band each level reflects. This is because the guide has been developed to apply to support workers in all sectors not just the NHS. Also, a range of factors in an NHS specific Job Evaluation Scheme are considered when determining the AfC band of an NHS role. You can find out how this process works by looking at the guidance from NHS Employers and the CSP guidance on Job Evaluation.

This guide will however give some indicative examples of how the knowledge, skills, values and behaviours at each level might map to an NHS band. This is done through examples of job roles that demonstrate scope of the role, how knowledge is applied and the responsibilities demanded of/level of responsibility held by the post.

- **Stipulate clinical competencies**

Competencies are frequently referenced as the specific tasks, activities and responsibilities an individual undertakes in a role to an expected standard – the successful outputs. Because they tend to be role specific we advocate that clinical competencies for practice should be determined in the local practice setting.

In this guide we focus on capability in practice, which is more than competence. Capability is the combined attributes (knowledge, skills, values and behaviours) required for a level of practice which enable an individual to develop competence in a role. Capability includes the ability to manage change, be flexible, deal with complex or unpredictable situations and continually improve performance.

- **Mandate qualifications for certain levels of practice**

The non-registered physiotherapy workforce is not regulated in any UK country. This means that there are no direct stipulations for certain qualifications at any level of physiotherapy support worker practice.

In the NHS in Wales however there is a move (as directed by Health Education and Improvement Wales (HEIW)) to mandate attainment of specific qualifications for support worker roles.

The CSP is not a regulatory body. We are not therefore in a position to dictate how services are delivered and how the workforce is optimised through training and development. As a Professional Body and Trade Union we work in partnership with our members and other stakeholders to develop and promote (through our policies, codes and resources) recommendations for high quality physiotherapy practice.

Therefore, this guide does not mandate qualifications for certain levels of practice. There are also a number of ways that you might map your knowledge and skills to demonstrate capability at a particular level of practice.

- **Assign job titles to levels of practice**

There are no UK wide job titles that clearly define the level of practice someone is working at. This is why we have defined levels rather than job titles in our guidance.

We have, however, in the practice examples for each level used some job titles that we have commonly encountered in a range of roles.



Section 1

Core capabilities for physiotherapy support workers

The 18 spheres of physiotherapy practice proficiency, as described in the Physiotherapy framework (2011), have been distilled into 6 broad capability domains for ease of mapping but all spheres are covered.

These capability domains are used to define practice aptitude at a variety of support worker levels of practice.





Knowledge and Understanding

This domain concerns the knowledge and understanding of theories that underpin physiotherapy practice and the knowledge and understanding of the factors that influence health and well-being.

It also concerns the knowledge and understanding of the political, social, economic and institutional factors that shape the health and wellbeing economy and how they inform the design/delivery of physiotherapy.

Finally, it concerns the conscious knowledge and understanding of one's self which is developed through reflective practice.

Skills

This domain concerns profession-specific practice skills which relate to physiotherapy's scope of practice & primary aim of maximising individuals' movement potential.

Additionally it concerns generic practical and technical skills – the practical and technical skills that are shared with other workers in health, social care and education.

We also consider communication skills in this domain, the interactive process of constructing and sharing information, ideas and meaning through the use of a common system of symbols, signs and behaviours.

Learning, development and teamwork

This domain concerns the process of working with individuals and or groups to create activities and opportunities to promote learning and development.

It also concerns managing oneself, the process of planning, prioritising, organising, directing/facilitating action and evaluating performance and may involve the organisation of financial, human, physical and technological resources.

Considered here too is the process of working with others to achieve shared goals.



Person centered practice

This domain concerns 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.

It also concerns respecting and promoting diversity, the process of recognising, respecting and valuing people's differences (e.g. age, disability, gender, race, religion & belief, sexuality) and applying this to daily work and decision making.

Quality care

This domain concerns ensuring quality in services, the process of maintaining the effectiveness, efficiency and quality of a service provided and the process of improving the effectiveness, efficiency and quality of the service provided.

It also concerns the process of learning and development directed towards maintenance and enhancement of professional competence and the context-dependent thinking and decision making processes used in professional practice to guide practice actions.

Researching, evaluating and leading practice

This final domain concerns systematic processes of collecting, analysing, and synthesising information to evaluate current practice and generate new understandings about practice.

It also concerns 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.

Levels and scope of practice for physiotherapy support workers

We have defined three physiotherapy support worker levels of practice as:

- **Entry**
- **Intermediate**
- **Higher & Higher with additional responsibilities**

Higher roles with additional responsibilities in the context of NHS practice

While we cite 3 levels of practice we also make additional reference to the higher level required by some roles in practice and which may carry additional responsibilities. We don't see these roles as sitting at a further practice level but we do recognise that in the context of the NHS higher level roles which might include additional responsibilities may command a banding higher than that of Band 4.

We include this to challenge an inaccurate and out-dated view that support workers cannot progress in their careers beyond the scope and level of skills and responsibilities most commonly understood as NHS Band 4.

Our own research and UK wide practice observations indicate there is a percentage of the physiotherapy support worker workforce working at a higher level with additional responsibilities in practice. These are most usually in the NHS and at Band 5. It seemed important therefore that we recognise and acknowledge the existence and possibilities of these roles at the higher level with additional responsibilities as a potential option for role development and career progression.

However, readers should be aware that in the AfC NHS Job Evaluation scheme the knowledge, training and experience factor carries the highest weighting. This is why roles that do not require the application of the breadth and depth of knowledge of a registered professional tend not to score as highly at job evaluation and therefore may not reach the threshold for Band 5 or above.

That said, it is possible that a support worker role which is scoped to meet particular patient or service **needs** and where a relevant level of knowledge, training and experience or level of responsibility or accountability are required **but not necessarily that of a registered professional**, the role may fall into a higher banding than Band 4.

Equally, where a support role is scoped to meet additional leadership, facilitation of learning or quality improvement needs in a service **and where the specific expertise of a registered professional is not required** to meet these needs, that role may fall into a higher banding.

Where we have observed this higher level with additional responsibilities enacted in roles in practice, individuals have:

- **Significant clinical experience as a physiotherapy/rehab** support worker at a higher level in a niche area to the profession and have knowledge developed that equates to a degree level or equivalent in subject areas relevant to physiotherapy **and** there is evidence of local workforce/demand to justify why a supportworker is preferable to a registered physiotherapist. I.e. there is clear justification why the level of clinical skill to meet demand does not require a physio degree or autonomous practitioner.

or

- Where work is managed rather than supervised e.g. there is responsibility for a particular cohort of patients within a service and there is greater responsibility for managing patient care. Responsibility is delegated via a service governance arrangement and there will be no requirement to have clinical decisions within the remit of the support worker's scope to be agreed by a registered professional before they are actioned. And it is clear why the level of clinical skill required does not necessitate a pre-registration degree.

or

- The role carries additional responsibilities e.g. management/leadership; teaching, training and mentoring; service/quality improvement.

Whilst always working within local governance arrangements, individuals working in roles at this level of enhanced responsibility have more autonomy and frequently provide local workforce stability and continuity of service provision in a particular area of practice.

Where we have seen support worker roles with enhanced responsibility in practice, there is always due consideration of the potential impact on the agility of the whole workforce and the impact of practice experience opportunities for physiotherapy graduates. These considerations are essential to assure future workforce needs particularly at registered practice level.



The landscape is confusing

It is important to remember that levels which indicate academic ability; levels of practice which indicate capability in practice and numerical levels given to indicate requirements to fulfil a role described as bands in the NHS do not align completely.

Reference to how levels in this guide might be indicative of requirements defining an NHS pay banding of a role is made from [Agenda for Change Job Evaluation](#). AfC band is determined by the responsibilities and key duties of a job and knowledge required to support this. Being required to have a particular level of skills and knowledge to undertake the work is important but cannot be used to grade a job in isolation from the main responsibilities of the role.

To make things even more complicated academic levels in England, Wales and Northern Ireland are defined differently in Scotland. For this reason we provide detail of how you might pursue career development and what this means in terms of academic levels separately for the 4 countries.

How a level of practice and scope of practice is determined

Broadly, a higher level of knowledge, skills and experience enables an individual to work with greater autonomy, greater responsibility and in contexts where there are greater demands on critical thinking for decision making due to the extent of uncertainty, risk and complexity.

The requirement for practitioners capable of working at a certain level of practice is determined by patient and service need and demand.

The attributes required to work at a certain level of practice can be acquired but in the context of the NHS, the AfC band or grade of the role is determined by how these attributes are applied in a particular job reflecting the responsibilities and demands of the role.

Section 2

The 3 levels of practice in Action including a higher level with additional responsibilities

This section is not intended to be prescriptive, rather to provide helpful practical guidance to support worker capability and how that might be applied in practice.

Getting Started

This is the entry level of practice for a physiotherapy support worker.

Capability domain:	Knowledge and understanding	Skills	Learning, development and working as a team	Person centred practice	Quality care	Researching, evaluating and leading practice
Descriptor of full capability required to work successfully at this level	<p>You are able to support with clinical and administrative procedures in predictable and straightforward contexts drawing on basic knowledge and facts relevant to physiotherapy and your own practice area.</p> <p>You have basic knowledge of the political, social and economic factors that inform your own practice area.</p> <p>You have a basic knowledge of public health and the social determinants of health and well being.</p>	<p>With support from others you are able to articulate how own values and preferences influence your judgment and behaviours.</p> <p>With support and direction from higher level support workers or registered practitioners you are able to perform routine tasks.</p> <p>You are able to speak to patients, relatives and others about routine issues. You are able to ensure your communication style is appropriate for your audience and can exchange routine information with sensitivity and tact.</p> <p>When dealing with patients and carers you are skilled enough to persuade individuals to listen and follow your advice/or undertake your intervention. You will be skilled in being able to communicate to and understand people who may have communication difficulties. This may involve being able to use a range of different communication methods.</p> <p>You can use standard ICT applications to obtain, process & combine information & data.</p>	<p>You can demonstrate tasks within the scope of your own role to new or less experienced staff.</p> <p>You can take responsibility for your own actions and decisions when carrying out delegated tasks and responsibilities.</p> <p>You are able to work alone or with other members of the team responding to feedback to improve your performance.</p> <p>You are able to work effectively with other people to complete delegated tasks and responsibilities to an expected standard.</p>	<p>You demonstrate respect for individuals.</p> <p>You can work within legal and local frameworks and policies.</p>	<p>You can use basic tools to evaluate practice.</p> <p>You can engage in learning activities to support performance in your role.</p> <p>You know what information to report back to a higher level support worker or registered practitioner.</p> <p>You know when to escalate concerns to a higher level support worker registered practitioner.</p>	<p>You are able to undertake tasks with guidance to support with local quality improvement initiatives.</p> <p>You are involved in discussions regarding the development and use of digital and technological innovations in care and with guidance support these initiatives.</p>

<p>How you might develop these capabilities</p>	<p>Supervised and supported clinical practice with a mentor, undertaking reflection on experiences and developing a personal development plan to ensure you access and complete training and development needed to meet entry level capabilities and local competencies required for your practice area.</p> <p>Local in house training'</p>
<p>Formal education opportunities to achieve capability at this level</p>	<p>Formal education relevant to healthcare at academic level 2 (England, Wales & Northern Ireland), level 5 (Scotland)'</p> <p>England Care certificate Healthcare support worker apprenticeship</p> <p>Northern Ireland Career development opportunities for support workers in NI are inconsistent and not currently developed. We are seeking to influence this in our work at the CSP.</p> <p>Wales A minimum of 46 credits as part of Essential Skills</p> <p>Scotland A relevant level 5-6 qualification on the SQA framework available to search here as SQA Qualifications</p>
<p>Scope of practice at this level</p>	<p>At this entry level you will, at all times, work as part of a wider team and under the delegation of a registered practitioner or higher level support worker. A registered practitioner retains overall responsibility for a patient's care and treatment.</p> <p>You are accountable for accepting a delegated task or responsibility - you must be confident and competent in what you are being asked to do and be clear that this is appropriate for your role, your level of practice and your personal knowledge, skills and experience.</p> <p>Once you have accepted a delegated task or responsibility, you are accountable for your actions and decisions.</p> <p>You may undertake routine administrative and cleaning tasks.</p> <p>You may induct new staff or students to your work area.</p> <p>You may train new and less experienced staff in the activities and responsibilities that you undertake in your role and within your personal scope.</p> <p>You may be involved in service evaluation and quality improvement projects, this might be contributing to team discussions or routine data collection.</p>

What does this look like in practice?

Asif is a physiotherapy assistant in an older persons' outpatient falls assessment service. Asif works predominately with a registered physiotherapist assisting in a holistic assessment process which informs multi-disciplinary decision making.

Asif welcomes patients as they arrive for assessment and supports them to complete an assessment questionnaire. He gets patients drinks if they need one, assists them to the toilet if needed and helps them to get undressed and dressed at the beginning and end of their assessment with the physiotherapist.

During a patient's assessment Asif remains present and assists the physiotherapist with any manual handling required. Asif undertakes routine tests as part of the assessment process such as a timed up and go assessment. Asif cleans down the clinic room and any equipment used after each patient assessment in accordance with the Organisation infection control policy.

Asif supports patient's to understand and practice any routine home exercise programmes that the physiotherapist might provide and orders routine equipment identified by the physiotherapist. Asif measures for walking aids as prescribed by the physiotherapist and provides these to patients teaching them how to use them safely. Asif follows a check list when undertaking this work in order that he can easily identify any issues or concerns that should be reported back to the physiotherapist.

Asif books patients into further clinics and lists patients for a home assessment with OT colleagues if determined by the physiotherapist.

Asif attends the regular assistants in service training programme and supports with the organisation of the teaching rota. He is responsible for organising the diaries for student physiotherapists on placement and inducts students and other new members of staff to the clinic environment and makes them aware of all policies and procedures. He shows students and new members of staff how to use the electronic records system; how to order equipment and how to make referrals to other services.

Asif is responsible for collecting the data for the monthly hand hygiene audit and entering this data into the local database.

The indicative NHS banding for this support worker post is Band 2 set by the NHS Job Evaluation Scheme, including the use of the national NHS Job Evaluation Profiles for Physiotherapy Clinical Support Workers.

The reasons for the suggested indicative band are:

- There is very limited clinical/therapy input
- Responsibilities for taking decisions are limited and prescribed. There is no independent decision making expected particularly with regard to patient care
- A therapist is available at all times to solve problems/check/agree decisions
- The work is prescribed and checked by Physiotherapists or other registered staff.

Not all elements of the Job Evaluation Scheme are taken into account in this indicative banding and so the areas outlined cannot be used locally as the sole indicators of AfC band.

Moving On

This is the intermediate level of practice for a physiotherapy support worker

Capability domain:	Knowledge and understanding	Skills	Learning, development and working as a team	Person centred practice	Quality care	Researching, evaluating and leading practice
<p>Descriptor of full capability required to work successfully at this level</p>	<p>You are able to practice autonomously within predictable & straightforward contexts applying basic knowledge & facts relevant to your area of practice.</p> <p>You can articulate basic knowledge of the political, social, economic & institutional factors that inform your practice.</p> <p>You can articulate a basic knowledge of public health and the social determinants of health and well being.</p> <p>You can participate in professional networks & relevant discussions to inform the implementation of policies specific to your area of practice.</p>	<p>You demonstrate a growing self-awareness by using the guidance of others to identify & articulate your personal values, preferences, & with support, acknowledge how these may influence behaviour, judgement & practice.</p> <p>You can perform a range of routine skills safely & effectively with guidance & support.</p> <p>You can modify routine skills with guidance.</p> <p>You can evaluate your own performance with guidance & support from others.</p> <p>You are able to effectively explain to patients, relatives and others routine issues, this may include issues directly associated with patient care and aspects of therapy programmes. You are able to ensure your communication style is appropriate for your audience and are able to exchange routine information with sensitivity and tact. This includes being able to modify your communication style/content/method in response to feed back to meet the needs of both specialist and non-specialist audiences.</p> <p>When dealing with patients and/or carers you should be skilled enough to be persuade individuals/patient groups to listen and follow your advice/or undertake your intervention. You will be skilled in a range of different communication methods, including non-verbal.</p>	<p>With guidance, you can deliver pre-planned learning activities to specified individuals/groups.</p> <p>With guidance, you can apply standard approaches to learning & teaching (techniques & material) to meet specific learning outcomes.</p> <p>With guidance, you can use a basic evaluation tool to assess a learner's performance.</p> <p>With guidance & support, you can identify strengths & weaknesses of learning & teaching performance, & use this information to inform future practice.</p> <p>You can take responsibility for carrying out tasks delegated by others.</p> <p>You can work alone or with others on tasks with supervision & manage limited resources within delegated areas of work.</p> <p>With guidance, you can modify your personal behaviour & actions in response to feedback to meet the demands of the situation.</p>	<p>You demonstrate respect for the individual by acknowledging their unique needs, preferences, & values, autonomy & independence in accordance with legislation, policies, procedures & best practice.</p> <p>You can provide information that empowers an individual to make an informed choice & to exercise their autonomy in accordance with legislation, policies, procedures & best practice.</p> <p>With guidance & support, you can 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.</p>	<p>With guidance & support, you can use a basic tool to evaluate practice & share the outcome of this appraisal with relevant personnel.</p> <p>With guidance & support you can use a problem-solving approach to develop safe & effective recommendations for improving the quality of an area of routine practice in a predictable context.</p> <p>You can support change & development within your specific area of practice.</p> <p>With guidance & support, you can identify strengths & weaknesses of the change process & you can use this information to appraise the outcome & inform future practice.</p>	<p>With guidance & support, you can plan, conduct & manage a project to evaluate a specific aspect of practice.</p> <p>With guidance, you can apply a range of standard tools of enquiry showing an awareness of related ethical considerations.</p> <p>With guidance & support, you can identify strengths & weaknesses of the research process & use this information to appraise the project.</p> <p>With guidance & support, you can identify the practical & professional applications of completed work.</p> <p>With guidance & support, you can use a range of routine approaches & techniques to systematically search for information from a specified set of sources.</p>

Capability domain:	Knowledge and understanding	Skills	Learning, development and working as a team	Person centred practice	Quality care	Researching, evaluating and leading practice
<p>Descriptor of full capability required to work successfully at this level</p>		<p>You can use standard ICT applications to obtain, process & combine information & data.</p>	<p>You can work effectively with others to complete specific delegated tasks.</p> <p>With guidance & support, you can identify the strengths & weaknesses of your personal performance, & use this information to inform future practice.</p> <p>You can take the lead in implementing specified tasks in familiar or defined contexts.</p> <p>You demonstrate an ability to take part in appropriate professional networks to foster collaboration, share information & ideas to enhance practice.</p> <p>You can work effectively with others to complete specific delegated tasks.</p> <p>With guidance & support you can identify enablers of & barriers to collaborative working, & use this information to support the effective performance of teams/networks.</p>	<p>You demonstrate respect & you demonstrate valuing diversity by working in accordance with legislation, policies, procedures & best practice.</p> <p>With guidance & support, you identify & articulate your own values & principles, acknowledge how these may differ from other individuals/groups & with guidance, use this knowledge to maintain standards of practice even in situations of personal incompatibility.</p> <p>You can work constructively with people of all backgrounds & orientations by treating individuals with dignity & respect.</p> <p>You can identify & report practice that discriminates against an individual or group of people.</p> <p>With guidance, you can fulfil the requirements of the legal & policy frameworks governing your practice.</p> <p>With guidance & support, you can recognise & report situations where the effectiveness, efficiency & quality of a service are compromised.</p> <p>With guidance, you can identify strengths & weaknesses of personal performance, & with support, you can use this information to enhance the effectiveness, efficiency & quality of future practice.</p>	<p>You demonstrate developing self-awareness of learning preferences, & with guidance & support you can identify personal learning & development needs.</p> <p>With guidance & support, you can advance your personal knowledge & skills in line with identified learning needs, by making use of a variety of learning & development resources & opportunities.</p> <p>With guidance & support, you can identify enablers of & barriers to personal learning & development, & you can use this information to inform the planning & management of future learning & development experiences.</p> <p>With guidance & support, you can record the outcome of personal learning & development in a format that meets personal preferences & organisational requirements.</p> <p>You can efficiently & effectively use a range of routine approaches & techniques to systematically collect information from a specified set of sources.</p> <p>You can process & interpret information in predictable & straightforward situations where data/information comes from a specified set of sources.</p> <p>You can draw reasoned conclusions & make informed judgements supported by factual information to address issues arising in practice in predictable & straightforward situations.</p> <p>With guidance & support, you can identify strengths & weaknesses of the decision making process, & use this information to appraise the outcome.</p>	<p>With guidance, you can use a basic tool to evaluate information collected, & with guidance & support, use the appraisal to address a specific issue arising from practice.</p> <p>You are involved in discussions regarding the development and use of digital and technological innovations in care and with guidance support these initiatives.</p>

<p>How you might develop these capabilities</p>	<p>Experience as a support worker in a health or social care context AND experience in a rehabilitation or physiotherapy context, including local training and clinical mentorship with a registered physiotherapist or other registered practitioner in a rehabilitation context.</p> <p>Formal education relevant to healthcare at academic level 3 (England, Wales & Northern Ireland), level 6-7 (Scotland).</p>
<p>Formal education opportunities to achieve capability at this level</p>	<p>England Senior healthcare support worker apprenticeship</p> <p>Northern Ireland Career development opportunities for support workers in NI are inconsistent and not currently developed. We are seeking to influence this in our work at the CSP.</p> <p>Wales Diploma in Physiotherapy Support (65 credits)</p> <p>Scotland A relevant level 7 qualification on the SQA framework available to search here SQA Qualifications</p> <p>UK Wide Level 2&3 Register of Exercise Professionals (REPS) recognised courses.</p>
<p>Scope of practice at this level</p>	<p>At this intermediate level you will, at all times, work as part of a wider team and under the delegation of a registered practitioner or higher level support worker. A registered practitioner retains overall responsibility for a patient's care and treatment.</p> <p>You are accountable for accepting a delegated task or responsibility (you need to be confident and competent in what you are being asked to do and be clear that this is appropriate for your role, level of practice and personal capability).</p> <p>Once you have accepted a delegated task or responsibility, you are accountable for your actions and decisions.</p> <p>Following an initial assessment (this may be a locally determined screening process in accordance with local risk assessments, protocols and guidelines for safe delegation) by a registered practitioner or elements of assessment undertaken by a higher level support worker, you may implement an agreed plan of care and manage that care within protocols and guidelines. Your workload will be that of patients with mostly routine problems which are managed within a protocol but might include providing more complex interventions.</p> <p>You may plan your own workload including prioritising your work.</p> <p>You may have an entire caseload of patients requiring routine and protocol led care delegated to you.</p> <p>Some of your patients may have more complex needs and you may undertake some tasks and activities that are less routine but are familiar to you.</p> <p>You may establish suggestions to change a plan of care, drawing on patient response to treatment or other factors and you will discuss this with a higher level support worker or registered practitioner who will guide and support you to make changes to a patient's care plan if needed.</p> <p>You may run groups and activities, supporting higher level support workers or registered practitioners.</p> <p>You may work with indirect or minimum supervision or you may work alone but will have easy access to a higher level support worker or registered practitioner for advice and guidance.</p> <p>You will regularly and routinely report back your findings and outcomes of care interventions to a higher level support worker or registered practitioner.</p> <p>You will be responsible for recording your observations and interventions in the patient's clinical record.</p> <p>You may undertake administrative and cleaning tasks.</p>

Scope of practice at this level

You may induct new staff or students to your work area.

You may train new and less experienced staff in the activities and responsibilities that you undertake in your role and within your personal scope. You would support them with identifying learning needs and evaluating the outcome of their learning.

You may be involved in the recruitment and selection of support workers in entry level roles.

You may be involved in service evaluation and quality improvement projects, with support from a higher level support worker or registered practitioner, this might include undertaking a specific element of a project which involves searching for information, evaluating information and findings and sharing this at team discussions or project meetings.

What does this look like in practice?

Caroline is a therapy assistant on the surgical wards in an Acute Hospital. She works as part of an interdisciplinary occupational therapy and physiotherapy service. Caroline works across 3 surgical wards. Although her Team leader is an Occupational Therapist Caroline is also supported clinically by a registered physiotherapist.

Caroline collects handover notes from nursing staff on her 3 wards and highlights new patients on the wards to her registered therapy colleagues, at this point in the day Caroline discusses her existing caseload of patients with the registered therapy staff and picks up additional patients that are appropriate for her to see after the registered therapist has handed over the plan of care to follow.

Caroline has her own caseload of patients requiring ongoing therapy input and who have been delegated to her by the registered physiotherapists and occupational therapists following assessment. These patients mainly require interventions to support mobility on the ward and practice of functional tasks. Caroline knows when a patient is deteriorating or if their plan needs to change because of good progress or other reasons; she escalates these findings to ward nursing staff and the registered therapists. Caroline also supports the registered therapy staff with more complex or dependent patients and proactively organises her day to ensure she can see her own patients and provide support to other staff; she frequently works independently on the ward but always knows which registered therapist is available to contact if she needs guidance or support or if she has any concerns about her patients.

Caroline leads ward based exercise classes with registered staff and supports with identifying appropriate patients for the classes. Caroline has undertaken additional competency development in cardiovascular and strength training for early post op surgical patients. Caroline contributes to discharge planning for her patients by handing over key issues to registered staff about her patient's progress with therapy or their social circumstances that she has identified during therapy.

Caroline manages the stock of therapy equipment for her wards taking a key role in liaising with equipment services and ensuring stock is regularly replenished. Caroline is also a dementia champion in the therapy team having undertaken intermediate level study in this area. Fulfilling this aspect of her role Caroline assists the learning and development team within the hospital to initiate and implement new training and changes to practice in accordance with emerging evidence or policy; she searches for and organises resources for patients and families and has created dementia awareness information boards on her 3 wards.

Caroline supports new staff in her work area to develop competencies in equipment ordering and provision, including pre-registration students on placement. With the support of a higher level support worker Caroline regularly audits equipment provision and prepares a report for the lead Occupational therapist.

Caroline contributes to the team in service training programme and works with other therapy support workers to identify training needs.

The indicative NHS banding for this support worker post is Band 3 set by the NHS Job Evaluation Scheme, including the use of the national NHS Job Evaluation Profiles for Physiotherapy Clinical Support Workers.

The reasons for the suggested indicative band are:

- Responsibility for a delegated patient case load and implements a delegated programme of care
- Can make own decisions on the patient condition or responsiveness to therapy programme and decide to refer back to physiotherapist for review/advice
- Work is supervised via daily access to registered staff
- Is responsible for planning the delivery of care to her own patient caseload
- The elements of care given to the patient are prescribed and checked by Physiotherapists or other registered staff.

Not all elements of the Job Evaluation Scheme are taken into account in this indicative banding and so the areas outlined cannot be used locally as the sole indicators of AfC band.

Moving Up

This is the higher level of a physiotherapy support worker career. Individuals working at this level are frequently known as Assistant Practitioners

Capability domain:	Knowledge and understanding	Skills	Learning, development and working as a team	Person centred practice	Developing and improving practice	Researching, evaluating and leading practice
<p>Descriptor of full capability required to work successfully at this level</p>	<p>You are able to practice autonomously within predictable & normally specialised contexts which require the application & understanding of basic knowledge, ideas & principles relevant to your area of practice.</p> <p>You can articulate a knowledge of the political, social, economic & institutional factors that inform the delivery of physiotherapy services locally.</p>	<p>You can perform a range of routine skills consistently with confidence & a degree of co-ordination & fluidity within relatively predictable contexts.</p> <p>You can modify routine skills within accepted standards.</p> <p>You can evaluate your own performance with guidance from others.</p> <p>You can use a wide range of routine communication skills to share information, ideas, problems & solutions with both specialist & non-specialist audiences.</p> <p>With guidance, you can modify your communication in response to feedback to meet the needs of different audiences & to enhance user involvement.</p>	<p>With guidance & support, you can plan & deliver learning activities to a specified range of individuals/groups.</p> <p>With guidance, you can apply a range of standard approaches to learning & teaching (techniques & material) to meet specific learning outcomes.</p> <p>With guidance, you can use a standardised evaluation tool to assess a learner's performance & provide them with appropriate feedback.</p> <p>With guidance & support, you can reflect on learning & teaching performance & use this evaluation to inform future practice.</p> <p>You demonstrate participate in & promotion of professional networks to foster collaboration, share information & ideas to enhance practice.</p>	<p>You demonstrate respect for the individual by acknowledging their unique needs, preferences & values, autonomy & independence in accordance with legislation, policies, procedures & best practice.</p> <p>You can provide information that empowers an individual to make an informed choice & to exercise their autonomy in accordance with legislation, policies, procedures & best practice.</p> <p>With guidance, you can 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.</p>	<p>You can fulfil the requirements of the legal & policy frameworks governing your practice.</p> <p>With guidance, you can recognise & report situations where the effectiveness, efficiency & quality of a service are compromised.</p> <p>With guidance, you can reflect on personal performance & with support, use this evaluation to enhance the effectiveness, efficiency & quality of future practice.</p>	<p>With guidance, you can plan, conduct & manage a project to evaluate specific aspects of practice.</p> <p>You can apply a range of standard tools of enquiry showing an awareness of related ethical considerations.</p> <p>With guidance & support, you can reflect on the research process & use this information to appraise a project & inform future practice.</p> <p>With guidance, you can identify & promote the practical & professional applications of completed work.</p>

Capability domain:	Knowledge and understanding	Skills	Learning, development and working as a team	Person centred practice	Developing and improving practice	Researching, evaluating and leading practice
<p>Descriptor of full capability required to work successfully at this level</p>	<p>You can articulate a basic knowledge of public health and the social determinants of health and well being.</p> <p>You contribute to the work of professional networks, relevant discussions & provide feedback to inform the implementation of policies relevant to your area of practice.</p> <p>You demonstrate self-awareness by using reflection on personal practice & feedback from others to identify & articulate your personal values, preferences & ways of working. With guidance, you understand how these may influence behaviour, judgement & practice.</p>	<p>You can use a range of standard ICT applications to obtain & process a variety of information & data.</p>	<p>You can work effectively with others to meet the requirements of their delegated areas of work.</p> <p>With guidance, you identify enablers of & barriers to collaborative working, & use this information to identify solutions to support & maintain the effective performance of your teams/ networks.</p>	<p>You demonstrate respect & valuing diversity by working in accordance with legislation, policies, procedures & best practice.</p> <p>With guidance, you can identify & articulate your own values & principles & recognise how these may differ from other individuals/groups & with guidance use this understanding to maintain standards of practice even in situations of personal incompatibility.</p> <p>You can work constructively with people of all backgrounds & orientations by recognising & respecting individuals' expressed beliefs, preferences & choices.</p> <p>You can identify discriminatory behaviour & with guidance, you can take appropriate action to challenge this behaviour.</p>	<p>With guidance, you can use a standardised tool to evaluate practice & share the outcome of this appraisal with relevant personnel.</p> <p>With guidance, you can use a problem-solving approach to develop safe, effective & efficient recommendations for improving the quality of an area of routine but normally specialised practice in predictable contexts.</p> <p>You can support change & development within the profession or service at a local level.</p> <p>With guidance & support, you can reflect on the change process & use this information to appraise the outcome & inform future practice.</p> <p>You demonstrate self-awareness of learning preferences, & with guidance & support you can identify personal learning & development needs.</p> <p>With guidance, you can advance personal knowledge, understanding & skills in line with identified learning needs, by making use of a variety of learning & development resources & opportunities.</p> <p>With guidance, you can identify enablers of & barriers to personal learning & development, & use this information to inform the planning & management of future learning & development experiences.</p> <p>With guidance & support, you can record the outcome of personal learning & development in a format that meets personal preferences & organisational requirements.</p> <p>You can efficiently & effectively use a wide range of routine approaches & techniques to systematically collect information from a specified set of sources.</p> <p>You can process & analyse information in predictable & normally specialised situations where data/information comes from a specified set of sources.</p>	<p>With guidance, you can use a range of routine approaches & techniques to systematically search for information from a specified set of sources.</p> <p>With guidance, you can use a standardised tool to evaluate information collected, & with guidance, use the appraisal to address a specific issue arising in practice.</p> <p>You are involved in discussions regarding the development and use of digital and technological innovations in care and support these initiatives.</p>

Capability domain:	Knowledge and understanding	Skills	Learning, development and working as a team	Person centred practice	Developing and improving practice	Researching, evaluating and leading practice
Descriptor of full capability required to work successfully at this level					<p>You can draw reasoned conclusions & make informed judgements supported by factual & theoretical information to address issues arising in practice in predictable & normally specialised situations.</p> <p>With guidance & support, you can reflect on your decision making process & use this evaluation to appraise the outcome & to inform future practice.</p>	
How you might develop these capabilities	<p>Formal education relevant to healthcare at academic level 3 (England, Wales & Northern Ireland), level 6-7 (Scotland) or equivalent learning at this level AND experience in a rehabilitation or physiotherapy context at an intermediate level, including local training and clinical mentorship with a registered physiotherapist or other registered practitioner in a rehabilitation context.</p> <p>AND/OR</p> <p>Formal education relevant to healthcare at academic level 4/5 (England, Wales & Northern Ireland), level 7/8 (Scotland).</p>					
Formal education opportunities to achieve capability at this level	<p>England Assistant Practitioner (Health)</p> <p>Northern Ireland Career development opportunities for support workers in NI are inconsistent and not currently developed. We are seeking to influence this in our work at the CSP.</p> <p>Wales 120 Level 4 credits as per Level 4 Physiotherapy Support education requirements in the NHS Wales Skills and Career Framework for Clinical Support Workers.</p> <p>Scotland A relevant level 7/8 qualification on the SCQ framework available to search here SQA Qualifications</p> <p>UK Wide Level 3/4 Register of Exercise Professionals (REPS) recognised courses</p>					

Scope of practice at this level

At this higher level you will, at all times, work as part of a wider team and under the delegation of a registered practitioner. A registered practitioner retains overall responsibility for a patient's care and treatment.

You are accountable for accepting a delegated task or responsibility (you need to be confident and competent in what you are being asked to do and be clear that this is appropriate for your role, level of practice and personal capability).

Once you have accepted a delegated task or responsibility, you are accountable for your actions and decisions.

Following a decision by a registered practitioner (which may be subsequent to referral triage, assessment or local delegation protocol for certain patients and as per locally determined risk assessments), you may undertake assessment or further assessment of some patients who require routine and protocol led care. You most likely follow checklists or proformas to support any assessment processes.

Following protocols and guidelines you devise plans of physiotherapy, provide all aspects of physiotherapy within your personal scope and discharge patients from the physiotherapy episode. You make onward referrals where necessary and complete discharge reports. In the case that a patient does not make expected progress or their condition changes you discuss this with a registered practitioner and seek review of the patient or support and guidance to alter the physiotherapy plan.

You plan your own workload including prioritising your work.

You hold your own caseload of patients delegated to you who require programmes of care that are familiar to you.

You may have additional clinical responsibilities delegated to you which could include attendance at MDT meetings and contribution to best interest decision meetings. You might accompany patients to leisure facilities to support self-management programmes and transitions from healthcare services into other settings.

Some of your patients may have more complex needs and you may undertake some tasks and activities that are less routine but are familiar to you.

Depending on the service need in your setting, you lead groups and with guidance from a registered practitioner, you contribute to the development and alteration of group programmes to meet the needs of patients and deliver evidenced based interventions.

You mostly work alone but can always contact a registered practitioner for advice and guidance. Your supervision arrangements will be regular but are unlikely to be daily. You do however, at all times report back your findings and outcomes of interventions in cases where patients are not making expected progress, seeking advice and guidance to alter their treatment plan.

You may undertake administrative tasks and may lead on some administration processes in your area.

You may induct new staff or students to your work area.

You train new and less experienced staff in the activities and responsibilities that you undertake in your role and within your personal scope.

You regularly provide mentorship for support workers at entry and intermediate levels and frequently support pre-registration students on placement in your area who may be shadowing you and providing some of the activities and tasks that you undertake. Graduate physiotherapists often spend time with you and you support them with local competency development in the activities and duties that you regularly undertake as part of your role.

You support less experienced staff to identify learning needs and to evaluate the outcome of their learning.

You may be involved in the recruitment and selection of support workers in entry level and intermediate level roles.

You are involved in service evaluation and quality improvement projects with support from a registered practitioner. This might include leading a specific project which involves searching for information, evaluating information and findings and sharing this at team discussions or project meetings.

You take an active role in identifying your ongoing learning needs and with guidance you are able to construct a personal development plan.

What does this look like in practice?

Jacob is a Therapy Assistant practitioner in a community rehabilitation service. He works as part of an interdisciplinary therapy team which includes physiotherapy, occupational therapy, speech and language therapy and dietetics. Jacob is line managed by a registered physiotherapist but reports as necessary to any of the registered professionals in his team depending on the needs and therapy plans for the patients he is working with.

Jacob has a caseload of new patients delegated to him in accordance with the service referral management process. This process involves a registered practitioner who follows either triage or screening assessment processes to delegate cases directly to higher level support workers. There is local agreement in place regarding the nature of patient presentation and typical treatment pathways that can be safely delegated to higher level support workers and is based on local risk assessments. The assessment and ongoing needs of delegated new patients are typically non-complex and are those which are led by locally agreed protocols, care bundles and guidelines.

Jacob undertakes the additional elements of assessment for new patients delegated to him, determines and implements a plan of care, modifies treatment in response to patient outcome and experience and manages the discharge process where appropriate; this includes report writing and onward referrals to other services where needed. Jacob's level of knowledge, clinical experience and competence in locally defined activities and responsibilities enables him to evaluate assessment findings and treatment outcomes and quickly escalate patients' health concerns and needs that are beyond the scope of his role to manage to the registered practitioners.

Some of Jacob's caseload includes other patients who require ongoing therapy interventions and are delegated to him after assessment by a registered practitioner. These may be patients with more complex needs but their ongoing treatment plans are routine and familiar to him. To meet the specific needs of the local patient population Jacob has undertaken additional local competency development to provide tailored multi-professional interventions for patients living with frailty.

As part of his role Jacob also supports with the leadership of community exercise programmes in collaboration with exercise professionals in the local leisure centre. Jacob has recently been supported to undertake an intermediate level qualification in exercise prescription for people with long term conditions to enhance his competence in this area.

Jacob works alone or with other members of the team as required; he manages his own caseload and priorities his work based on patient need and service demands. He has distant supervision arrangements in place but can always contact a registered practitioner for advice, guidance and escalation of issues if required. Typically Jacob's supervision includes regular one to one clinical discussions, caseload review and observed practice with a registered practitioner.

Additionally Jacob is a member of a fragility fracture management review group in his community services locality and he contributes his practice experiences and suggestions for service improvement to this group; advising on the explicit contribution of support workers to enhancing exercise interventions.

Jacob supports with the recruitment and selection processes for other support workers in his team; leads their local induction programme and mentors two intermediate level support workers in practice.

Jacob supports all new physiotherapy staff in his work area to develop competencies in exercise prescription, within the scope of his role. This includes pre-registration students on placement who frequently shadow him in practice.

The indicative NHS banding for this support worker post is Band 4 set by the NHS Job Evaluation Scheme, including the use of the national NHS Job Evaluation Profiles for Generic Therapy Clinical Support Workers.

The reasons for the suggested indicative band are:

- Carries own delegated case load and is responsible for managing the care of patients within established pathways/protocols
- Works independently and is expected to know when it is appropriate to seek advice from a physiotherapist/state registered professional.

Higher roles with additional responsibilities

It is possible to continue to enhance and develop your career as a clinical support worker but this is usually in the context of additional responsibilities in roles demanding the higher level of practice.

In order to work in a role at a higher level with additional responsibilities, depending on the scope of the role, you will have developed additional capability in one or more of the core domains.

Capability domain:	Knowledge and under-standing	Skills	Learning, development and working as a team	Person centred practice	Developing and improving practice	Researching, evaluating and leading practice
Descriptor of full capability required to work with additional responsibility	<p>You are able to practice autonomously within complex & generally predictable contexts which requires the application of current physiotherapy knowledge.</p> <p>You have knowledge of the political, social, economic & institutional factors shaping the health & wellbeing economy & how they inform the delivery of physiotherapy across the UK.</p> <p>You participate in professional networks & relevant discussions to inform the implementation & development of policies specific to physiotherapy practice.</p>	<p>You are able to perform a range of routine skills consistently with confidence & a degree of co-ordination & fluidity within predictable or non-predictable contexts in your speciality.</p> <p>You can modify a technique in response to feedback (e.g. from a client, peer, supervisor).</p> <p>You can evaluate your own performance.</p> <p>You can use a wide range of routine & some advanced communication skills to share information, ideas, problems & solutions, with both specialist & non-specialist audiences.</p> <p>You can modify communication in response to feedback (e.g. from a client, peer, supervisor) to meet the needs of different audiences & to enhance user involvement.</p>	<p>With guidance, you can plan & deliver learning activities to a specified range of individuals/groups and apply appropriate approaches to learning & teaching (techniques & material) to meet learners' needs.</p> <p>With guidance, you can use predetermined criteria to assess a learner's performance & progress & provide them with appropriate feedback.</p> <p>With guidance, you can reflect on learning & teaching performance & use this evaluation to inform future practice.</p> <p>You can exercise autonomy & initiative in accordance with local codes & practices seeking guidance where appropriate.</p> <p>You take some responsibility for the work of others (e.g. delegation of tasks support workers at lower levels) & for a range of resources.</p>	<p>You can demonstrate respect for the individual acknowledging their unique needs, preferences & values, autonomy & independence in accordance with legislation, policies, procedures & best practice.</p> <p>You can provide information & support that empowers an individual to make an informed choice & to exercise their autonomy in accordance with legislation, policies, procedures & best practice.</p> <p>You can involve individuals in shaping the design & delivery of a service by working in accordance with policies & processes that promote a culture of service user involvement.</p>	<p>You can fulfil the requirements of the legal & policy frameworks governing your practice.</p> <p>With guidance, you can recognise situations where the effectiveness, efficiency & quality of a service are compromised, & with support, take appropriate action to challenge the situation.</p> <p>With guidance, you can reflect on personal performance & use this evaluation to enhance the effectiveness, efficiency & quality of future practice.</p> <p>With guidance, you can evaluate practice, & share the outcome of this appraisal with relevant personnel use a problem-solving approach to develop safe & effective recommendations for improving the quality of practice in predictable contexts.</p>	<p>With guidance, you can plan, conduct & manage evaluation & research projects to address a specific issue arising from practice.</p> <p>With guidance, you can apply a range of standard research methods/tools of enquiry showing an appreciation of related ethical considerations.</p> <p>With guidance, you can reflect on the research process, & use this information to appraise the project & inform future practice identify, & with support, promote the practical & professional applications of completed work, & seek opportunities to share & disseminate findings to both specialist & non-specialist audiences.</p>

Capability domain:	Knowledge and understanding	Skills	Learning, development and working as a team	Person centred practice	Developing and improving practice	Researching, evaluating and leading practice
<p>Descriptor of full capability required to work with additional responsibility</p>	<p>You demonstrate self-awareness by using reflection on personal practice & feedback from others to identify & articulate their personal values, preferences & ways of working, & with guidance, analyse how these may influence behaviour, judgement & practice.</p> <p>You demonstrate knowledge of public health and the social determinants of health and well being.</p>	<p>You can use a range of ICT to support & enhance practice</p>	<p>You can modify your personal behaviour & actions in response to feedback to meet the demands of the situation & to enhance your own performance.</p> <p>With guidance, you can reflect on personal performance & use this evaluation to inform future practice.</p> <p>You can take the lead in implementing agreed plans designed to bring about change, development & /or new thinking in predictable contexts.</p> <p>You can participate in & develop professional networks to foster collaboration, share information & ideas to enhance practice.</p> <p>You can reflect on experiences of collaborative working, & with guidance, use this information to identify solutions to maintain & develop the effective performance of teams /networks.</p>	<p>You can respect & value diversity by working in accordance with legislation, policies, procedures & best practice.</p> <p>You can identify & articulate your own values & principles, & with guidance, evaluate how these may differ from other individuals/ groups & use this understanding to maintain high standards of practice even in situations of personal incompatibility.</p> <p>C+-</p> <p>You can work constructively with people of all backgrounds & orientations by recognising & responding to individuals' expressed beliefs, preferences & choices.</p> <p>You can identify discriminatory behaviour & take appropriate action to challenge this behaviour.</p>	<p>You can contribute to change & development within the service at a local level.</p> <p>With guidance, you can reflect on the change process, & use this information to appraise the outcome & inform future practice.</p> <p>You can demonstrate self-awareness of learning preferences, & with guidance can identify personal learning & development needs.</p> <p>You can independently advance your personal knowledge, understanding & skills in line with identified learning needs, & with guidance & support, you can use a variety of learning & development resources & opportunities.</p> <p>You can reflect on personal learning & development, & with guidance & support, use this information to inform the planning & management of future learning & development experiences.</p> <p>With guidance, you can record the outcome of personal learning & development in a format that meets personal preferences & local requirements.</p> <p>You can make efficient & effective use of a wide range of routine approaches & techniques to systematically collect information from a specified set of sources.</p> <p>You can process & analyse information in predictable & normally specialised situations where data/ information comes from a specified set of sources.</p> <p>You can draw reasoned conclusions & make informed judgements supported by factual & theoretical information to address issues arising in practice in predictable & normally specialised situations.</p> <p>With guidance & support, you can reflect on your decision making process & use this evaluation to appraise the outcome & to inform future practice.</p>	<p>With guidance, you can use a range of approaches & techniques to systematically search for evidence from a variety of sources relevant to the situation critically evaluate current research & scholarship & with guidance, use the appraisal to address specific issues arising in local practice.</p> <p>You are involved in the development and use of digital and technological innovations in care and support these initiatives.</p>

<p>How you might develop these capabilities</p>	<p>Formal education relevant to healthcare at honours degree level or equivalent level learning.</p> <p>AND/OR significant clinical experience in a specialist rehabilitation or physiotherapy context at a higher level, including local training and clinical mentorship with a registered physiotherapist or other registered practitioner.</p> <p>AND/OR</p> <p>Formal education in areas relevant to the additional responsibilities of a role.</p>
<p>Formal education opportunities to achieve capability at this level</p>	<p>UK Wide</p> <p>Honours degree level modules and programmes.</p> <p>Other relevant training and development programmes commensurate with the additional responsibilities of a role.</p> <p>You should check availability of relevant modules and qualifications with Higher Education Providers. Many offer flexible and distant learning opportunities.</p>
<p>Scope of practice at a higher level with additional responsibilities</p>	<p>The scope of your role will include all aspects of the higher level of practice:</p> <p>The additional scope of your role may include one or a combination of the following:</p> <ul style="list-style-type: none"> - Greater responsibility for patient care in a niche area of practice in which you have developed a significant depth of knowledge and clinical experience - Responsibility for the line management and leadership of other support workers - Responsibility for leading the training and education of other support workers - Responsibility for and leadership of specific quality improvement programmes or research activities.

Section 3

Progressing into Registered Practice

Our insight tells us that approximately a quarter of physiotherapy support workers aspire to registered practice.

In order to practice as a physiotherapist you must complete a BSc Honours degree in physiotherapy or a MSc in Physiotherapy. Completion of these degrees means you are eligible to register with the Health and Care Professions Council (HCPC) and practice as a physiotherapist and apply to join the CSP for Chartered Physiotherapist status.

Physiotherapy is a very popular course and numerous add Higher Education Institutions (HEIs) deliver the course across the UK. Currently all pre-registration physiotherapy courses are accredited by the CSP.

Entry requirements for physiotherapy degree courses are set by individual Higher Education Institutes (HEIs). You should check whether your current qualifications meet entry requirements for the HEI at which you wish to study. If they don't you may wish to consider an access course. Individual HEIs will advise you which access courses you should consider.



Physiotherapy Degree Apprenticeship – England only

This is a level 6 programme and is currently only available in England and is delivered in the same way as all apprenticeship programmes with 80% on job learning and 20% off job learning. You would usually be employed as a support worker whilst undertaking the apprenticeship. You need to pass both the level 6 degree qualification and the end point assessment of the apprenticeship to become a registered physiotherapist with the HCPC and apply for chartered status with the CSP.

Entry requirements to a level 6 physiotherapy degree apprenticeship are the same as for the traditional physiotherapy degree route. You should check your eligibility for entry with individual HEIs.

The intention is for physiotherapy degree apprenticeships to be introduced by universities together with NHS trusts and you can search for apprenticeships as they are advertised via the NHS [here](#). Initially we expect that they will only be offered in limited geographical areas in England. Apprenticeships differ from traditional degree programmes in that they will be employer led; this means that an employer will advertise an apprenticeship job and a would-be apprentice will need to apply for it. This is a very different model from the UCAS system used to apply for degree places and we would suggest you contact individual universities who might be offering apprenticeships in the future with questions about entry requirements and recruitment processes. In the case of degree apprenticeships, the Council of Deans' briefing states that 'value based recruitment and interviews will be undertaken in partnership by the employer and the Higher Education Institute'.

We have an [apprenticeships page with](#) more information which you can check for further updates. You could also sign up for the Skills for Health's [newsletter](#) for news of further developments and have a read of their briefing information here.

See also the following links which give more detail on apprenticeship standards and expectations:

<https://www.instituteforapprenticeships.org/apprenticeship-standards/physiotherapist-integrated-degree/>

<https://www.csp.org.uk/documents/interim-guidance-csp-expectations-delivery-physiotherapist-degree-apprenticeship>

Finally, if you haven't done so already, you may like to have a look at our careers [page](#) which has more information about other routes into physiotherapy and the universities currently offering traditional degree programmes to help you compare the two options.

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Additional resources

Information on the Job Evaluation Scheme, NHS Job Evaluation Profiles are available from <https://www.nhsemployers.org/job-evaluation-handbook>

Specific Information on Physiotherapy Assistant Profiles Bands 2 and 3 is available from Physiotherapy Profiles. A Band 4 profiles applicable to physiotherapy assistants is available from Generic Profiles and for guidance and information only, Occupational Therapy Profiles contain a OT Higher Level band 5 profile. All are available from: <https://www.nhsemployers.org/pay-pensions-and-reward/job-evaluation/national-job-profiles>



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THE CHARTERED SOCIETY OF PHYSIOTHERAPY

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