



# Career Development Framework for Prosthetists and Orthotists

Building Career Dividends



# Contents

<b>1. Report author</b>	<b>03</b>
<b>2. Acknowledgements</b>	<b>03</b>
<b>3. Funding</b>	<b>03</b>
<b>4. List of abbreviations</b>	<b>03</b>
<b>5. Introduction and context</b>	<b>04</b>
5.1 Why is career development important?	04
<b>6. Who is this framework for?</b>	<b>04</b>
<b>7. How is this framework structured?</b>	<b>05</b>
7.1 Guiding principles	05
7.2 How to use this framework	05
7.3 Figure 1 The four pillars of practice	06
7.4 Figure 2 Key themes and key words used in structuring this framework.	07
<b>8. Building a career dividend</b>	<b>08</b>
8.1 Part 1 The four pillars of practice and employability skills across career levels.	08
8.2 Part 2 Career levels, the four pillars of practice and NHSE support worker competency, education, and career development framework mapping.	15
8.3 Part 3 Career levels, the four pillars of practice and HCPC mapping	17
8.4 Part 4 Training and education across career levels	18
8.5 Part 5: Understanding your current career dividend and building on your career investment.	21
<b>9. Resources</b>	<b>23</b>
9.1 Employability	23
9.1.1 SMART goal planning	23
9.1.2 Employability road maps and frameworks	23
9.2 21st century readiness	23
9.3 NHS England	24
9.3.1 NHSE frameworks and key links	24

# 1. Report author

**Dr Beverley Durrant**

Dr Beverley Durrant is a qualified podiatrist and Director and Consultant at Vectis Healthcare Solutions.

---

## 2. Acknowledgements

Thanks are due to the BAPO advisory board for their advice and feedback:

- Peter Iliff, Chair of BAPO
- Dr Nicky Eddison, Vice-Chair BAPO, Consultant Orthotist/Associate Professor
- Sandra Sexton, Prosthetist/Orthotist and BAPO's Education and Practice Development Officer
- Christabelle Asoluka, Prosthetist/Orthotist and BAPO's Assistant Education and Practice Development Officer

---

## 3. Funding

This report has been funded and supported by Health Education England, now part of NHS England.

---

## 4. List of abbreviations

<b>AHPs</b>	Allied Health Professionals
<b>BAPO</b>	British Association of Prosthetists and Orthotists
<b>HCPC</b>	Health and Care Professions Council
<b>KSB</b>	Knowledge, skills and behaviours
<b>NHS</b>	National Health Service
<b>NHSE</b>	National Health Service England
<b>NOS</b>	National Occupational Standard
<b>P&amp;O</b>	Prosthetics and Orthotics
<b>RQF</b>	Regulated Qualifications Framework
<b>SfH</b>	Skills for Health
<b>SOPs</b>	Standards of Proficiency
<b>WHO</b>	World Health Organisation

## 5. Introduction and context

### 5.1 Why is career development important?

Prosthetics and Orthotics (P&O) is an area of healthcare that provides patients with artificial limbs (prostheses) and external supports and braces (orthoses) that improve patients' lives. Prosthetic and orthotic technicians mainly work on the manufacture and production of prostheses and orthoses and prosthetists and orthotists are registered clinicians who assess patients, work with patients to understand their individual needs, and design prosthetic and orthotic solutions. P&O support workers assist and work alongside prosthetists and orthotists to deliver these services. These vital roles combine skills of care, inventiveness, and engineering with an understanding of the human body. Recognised training routes include a level 3 apprenticeship (prosthetic and orthotic technicians) and the BSc and MSc (pre-registration) degree-level courses. The BSc route offers both a level 6 apprenticeship route and a university-based level 6 route in prosthetics and orthotics which enables graduates to become registered with the Health and Care Professions Council (HCPC) as prosthetists and orthotists.

Prosthetics and orthotics have a relatively small number of registrants and support workers compared with other Allied Health Profession (AHP) groups. The profession has several unique differences compared to other members of the AHP family. Only approximately one-third of registrants are employed directly by the National Health Service (NHS), the remaining workforce is contracted to provide NHS services from a small number of commercial and industry partners. Each company that employs prosthetists and orthotists also provide the employment infrastructure such as policies, procedures, core, and mandatory training and career development guidance. To avoid a disconnect between those prosthetists and orthotists directly employed by the NHS and those in alternative employment, both sets of employers and employees must work together to provide equitable patient care using and sharing NHS facilities. To achieve this, it is sensible to assume that workforce training and education across both the NHS and the commercial sector must align.

The British Association of Prosthetists and Orthotists (BAPO) is well placed, as the professional body for the entire profession, to facilitate a streamlined approach towards career development for prosthetists and orthotists and their support and technical workforce. The presented framework provides broad-based guidance around career development for those P&O services and individuals providing care in an NHS setting. The framework aligns with the current NHS workforce, education, and training thinking. Notwithstanding the NHS focus of the document, the framework also aligns with national occupational standards and the Skills for Health (SfH) career structures<sup>1&2</sup>, perhaps adding familiarity to commercial partners.

## 6. Who is this framework for?

This framework is written for the prosthetic and orthotic workforce, both the regulated and non-regulated sectors, from support workers and technicians to consultants and Advanced Clinical Practitioners (ACP). Funding to develop this resource has been provided to support the NHS and its workforce. However, because of the unique commissioning of service provision for P&O, any guidance must also extend to the industry and commercial sector, which partners with the NHS to provide prosthetic and orthotic services to NHS patients. The framework could be used by individuals and organisations, team leads, and managers who wish to support and engage with career development. It is not prescriptive, nor does it favour a single model of career development. It favours a growth-based approach<sup>3</sup> to careers that may be hierarchical or heterarchical, and so applies to a diverse range of groups and individuals as well as to different organisational structures.

1. <https://www.skillsforhealth.org.uk/wp-content/uploads/2020/11/Employability-skills-matrix.pdf>

2. [https://www.skillsforhealth.org.uk/wp-content/uploads/2020/11/Career\\_framework\\_key\\_elements.pdf](https://www.skillsforhealth.org.uk/wp-content/uploads/2020/11/Career_framework_key_elements.pdf)

3. <https://www.hee.nhs.uk/our-work/allied-health-professions/enable-workforce/growth-based-career-planning>

# 7. How is this framework structured?

## 7.1 Guiding Principles

The framework builds around the four pillars of practice (see Figure 1). The four pillars of practice are not unique to P&O. They are the bedrock of other allied health professional bodies' career development approaches and form the basis of the AHP multi-professional framework for advanced clinical practice in England<sup>4</sup>. The four pillars within this framework are used to provide structure to approaches for career development. They are also used to demonstrate the plethora of career development combinations leading to an enriched career experience.

In addition to the four pillars, three overriding themes provide areas of core focus (see Figure 2). These are employability, 21st century readiness, and NHS England (NHSE). The keywords associated with each, pick out important topics reflecting the huge range of modernisation and reform work across the AHP landscape and within the NHS. Some of these topics will be more or less important to P&O, however, all are part of the current conversation around maximising the potential of the workforce to enable clinicians to be the best they can be, ultimately ensuring that patients can get the right care, at the right time, in the right place. See the resources section for links to online resources under each theme.

## 7.2 How to use this framework

The framework is centred around a concept called the 'Career Dividend'. The career dividend is a relatable structure to guide individuals, team leads, and managers to get the best out of career planning for the prosthetic and orthotic workforce. The idea of a career dividend is based on a dividend being a reward to shareholders. In this case, shareholders are replaced with stakeholders, such as employees, employers, managers, and organisations. Traditionally a dividend is often considered to be financial, however, a dividend can also take on other forms such as a non-financial benefit or reward. In this sense, the dividend to the employee could be additional education and training, planning career development activities and building in career structures. To the employer, the dividend could be better retention, less attrition, and a happier or more motivated workforce. The career dividend concept is not prescriptive or mandatory and would be best used as informed guidance to help the profession prosper.

Parts one, two, and three of the framework show how the four pillars are linked to key skills and proficiency for both the registered and non-registered sectors. Part four shows the educational attributes for each of the career levels 1-9. Finally, part five provides more on building career dividends, and offers a way for individuals and organisations to map their career aspirations onto the needs of the NHS workforce, the professional requirements of HCPC registrants, and the proficiency guidance for non-registrants.

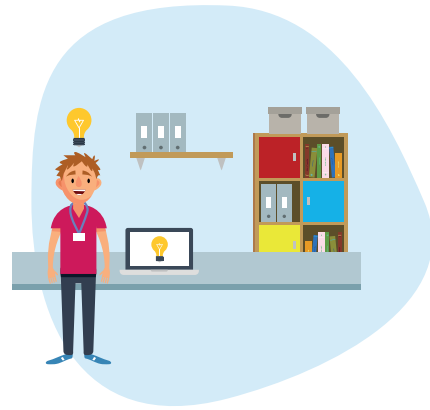
It is recommended that the framework is read in conjunction with the referenced links throughout. The additional information section provides a comprehensive set of resources to aid P&O career development.

4. <https://advanced-practice.hee.nhs.uk/multi-professional-framework-for-advanced-clinical-practice-in-england/>

### 7.3 The Four Pillars of Practice



**Pillar 1**  
Clinical and  
Technical Practice



**Pillar 2**  
Education and  
Facilitating Learning



**Pillar 3**  
Leadership and  
Management



**Pillar 4**  
Evidence, Research  
and Development

Fig.1 The Four Pillars of Practice

**Clinical Practice:** the knowledge, skills, and behaviours needed to provide high quality healthcare that is safe, effective, and person centred.

**Facilitating Learning:** the knowledge, skills, and behaviours needed to enable effective learning in the workplace.

**Leadership:** the knowledge, skills, and behaviours needed to lead and to fulfil management responsibilities.

**Evidence, Research and Development:** the knowledge, skills, and behaviours needed to use evidence to inform practice and improve services

## 7.4 Key themes and keywords used in structuring this framework



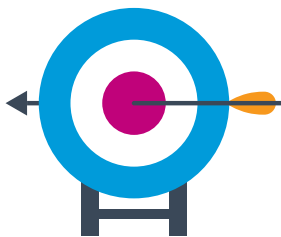
### Employability

- Skills for health
- Employability skills matrix
- National Occupational Standards
- Career framework levels 2-9
- Apprenticeships
- Employability road map for practice based learning
- Sustainable workforce



### 21st Century Readiness

- Workforce data
- Attrition and retention
- HCPC SOPs
- Quality
- Governance
- Apprenticeships
- Practice based learning
- Sustainability



### NHSE

- AHP support worker competency, education and career development framework
- New graduates and preceptorship
- Advanced Practice
- Enhanced Practice
- First contact practitioners
- Apprenticeships
- Sustainability
- AHP career framework and growth based careers

# 8. Building a career dividend

## 8.1 Part 1: The four pillars of practice and employability skills across career levels

Part one of this framework explores employability. Table 1 refers to core skills provided by the SfH skills matrix and maps these to the four pillars of clinical practice. The levels refer to the SfH career levels. These levels do not align directly with educational levels.

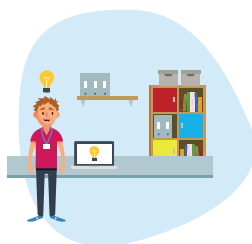
The resources section provides links to the core skills matrix<sup>5</sup> and should be read in conjunction with this framework. Each level within the core skills also has corresponding national occupational standards (NOS)<sup>6</sup>. While each of these is not specified within this framework, the resources section provides the links to this information. Part one is the first stage in building your career dividend.

Part one invites you to explore the core skills and NOS related to your area of work. However, the key to maximising your career dividend is to map how your core skills are spread across the four pillars of practice. From here it is possible to begin to identify broad areas for development. Table 1 maps the key skills statements to the four pillars. These core skills areas can be expanded on in more detail by reading and reviewing the suggested resources listed in section seven related to both NOS and SfH career-level descriptors.

**Table 1: Skill mix statements mapped to the four pillars of practice**



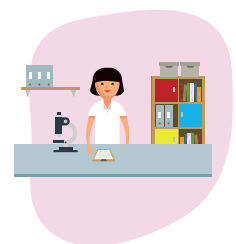
**Pillar 1**  
Clinical and  
Technical Practice



**Pillar 2**  
Education and  
Facilitating Learning



**Pillar 3**  
Leadership  
and Management



**Pillar 4**  
Evidence, Research  
and Development

Employability Level	Summary of Skill mix
<b>Level 1</b>	<p><b>P1</b></p> <ul style="list-style-type: none"> <li>● Communicate effectively with people in the workplace. Demonstrate honesty, integrity, care, and compassion when dealing with others</li> <li>● Suggest alternative ways to get the job done without compromising compassionate care for service users.</li> <li>● Understand your rights and responsibilities in the workplace including promoting equality of opportunity and valuing diversity.</li> <li>● Make best use of resources including time, to achieve agreed goals for service delivery, taking responsibility for own actions and self-development</li> </ul> <p><b>P2</b></p> <ul style="list-style-type: none"> <li>● Listen and respond in discussions.</li> <li>● Work with others towards achieving shared goals, learning from mistakes.</li> </ul> <p><b>P3</b></p> <ul style="list-style-type: none"> <li>● Proactively raise concerns about the provision of services to service users with supervisors and managers.</li> </ul> <p><b>P4</b></p> <ul style="list-style-type: none"> <li>● Understand straightforward texts, write simply and clearly and complete simple forms.</li> <li>● Complete simple calculations and understand and use simple charts, tables, and graphs.</li> <li>● Use IT as directed, maintaining confidentiality.</li> </ul>

5. <https://www.skillsforhealth.org.uk/wp-content/uploads/2020/11/Employability-skills-matrix.pdf>

6. <https://tools.skillsforhealth.org.uk/>



Employability Level	Summary of Skill mix
<p><b>Level 2</b></p>	<ul style="list-style-type: none"> <li><b>P1</b> <ul style="list-style-type: none"> <li>● Communicate effectively with people in the workplace.</li> <li>● Demonstrate honesty, integrity, care, and compassion when dealing with others.</li> <li>● Deal with a range of problems with honesty and integrity, showing interest in your work and seeking and valuing the contributions of others.</li> <li>● Suggest alternative ways to get the job done without compromising compassionate care for service users.</li> <li>● Understand your rights and responsibilities in the workplace including promoting equality of opportunity, valuing diversity, and maintaining the confidentiality of service users.</li> <li>● Make best use of resources including time, to achieve agreed goals for service delivery, taking responsibility for own actions and self-development.</li> </ul> </li> <li><b>P2</b> <ul style="list-style-type: none"> <li>● Work with others towards achieving shared goals, learning from mistakes and being open to the opinions of others including service users.</li> <li>● Listen and respond in formal and informal discussions, asking questions to clarify understanding.</li> </ul> </li> <li><b>P3</b> <ul style="list-style-type: none"> <li>● Proactively raise concerns about the provision of services to service users with supervisors and managers.</li> </ul> </li> <li><b>P4</b> <ul style="list-style-type: none"> <li>● Understand a range of texts, write simply and clearly and complete straightforward forms and work records.</li> <li>● Complete simple calculations and understand and use simple charts, tables, and graphs, extracting relevant information as required.</li> <li>● Use IT as directed, maintaining confidentiality.</li> </ul> </li> </ul>

Employability Level	Summary of Skill mix
<p><b>Level 3</b></p>	<ul style="list-style-type: none"> <li><b>P1</b> <ul style="list-style-type: none"> <li>● Demonstrate honesty, integrity, care, and compassion when dealing with others.</li> <li>● Deal with a range of problems and people with honesty and integrity, showing interest in your work and seeking and valuing the contributions of others.</li> <li>● Suggest alternative ways to get the job done without compromising compassionate care for service users.</li> <li>● Understand your rights and responsibilities in the workplace including promoting equality of opportunity, valuing diversity, and maintaining the confidentiality of service users.</li> <li>● Make best use of resources including time, to achieve agreed goals for service delivery, taking responsibility for own actions and self-development.</li> <li>● Communicate effectively with people in the workplace.</li> </ul> </li> <li><b>P2</b> <ul style="list-style-type: none"> <li>● Work with others towards achieving shared goals, learning from mistakes and being open to the opinions of others including service users, receiving, and giving constructive feedback.</li> <li>● Respond constructively to queries and complaints, taking full part in formal and informal discussions, ensuring contributions meet the needs of the audience.</li> </ul> </li> </ul>

## Employability Level

## Summary of Skill mix

### Level 3 *(cont.)*

- P3**
  - Proactively raise concerns about the provision of services to service users with supervisors and managers.
  - Be open and respond constructively to change, coping with uncertainty and taking the lead in supporting others in the team as appropriate.
- P4**
  - Analyse a range of texts, produce effective emails, and short reports, presenting information in a manner suitable for the audience.
  - Select and compare information from lists, tables, diagrams, and charts and use appropriate mathematical methods to solve identified problems.
  - Use IT as directed, maintaining confidentiality.

## Employability Level

## Summary of Skill mix

### Level 4

- P1**
  - Communicate clearly, effectively, and confidently with people in the workplace, following detailed and/or multi-step instructions.
  - Demonstrate honesty, integrity, care, and compassion when dealing with others.
  - Assess the root cause of problems, and deal with them and with people with honesty and integrity, showing interest in your work and seeking and valuing the contributions of others.
  - Suggest alternative ways to get the job done without compromising compassionate care for service users.
- P2**
  - Respond constructively to queries and complaints, taking full part in formal and informal discussions, ensuring contributions meet the needs of the audience and asking questions to clarify understanding.
  - Work with others towards achieving shared goals, learning from mistakes and being open to the opinions of others including service users, receiving, and giving constructive feedback.
- P3**
  - Proactively raise concerns about the provision of services to service users with supervisors and managers.
  - Understand your rights and responsibilities in the workplace including promoting equality of opportunity valuing diversity and maintaining the confidentiality of service users.
  - Make the best use of resources including time, to achieve agreed goals for service delivery, taking responsibility for own actions and self-development and demonstrating effective team leadership.
  - Be open and respond constructively to change, coping with uncertainty and assessing and minimising risk.
- P4**
  - Analyse a range of texts, produce effective emails, and short reports, presenting information in a manner suitable for the audience.
  - Select and compare information from lists, tables, diagrams, and charts and use appropriate mathematical methods to solve identified problems and assist with clinical trials, audits or research projects as required.
  - Use IT to meet identified needs and plan work effectively, maintaining confidentiality.

## Employability Level

## Summary of Skill mix

### Level 5

- P1**
- Communicate clearly, effectively, and confidently with people in the workplace, following detailed and/or multi-step instructions.
  - Demonstrate honesty, integrity, care, and compassion when dealing with others, taking the lead on promoting personal and group health and safety procedures.
  - Assess the root cause of problems, and be creative and innovative in implementing solutions, maintaining honesty, integrity, and transparency.
  - Show interest in your work, seeking and valuing the contributions of others and managing conflict when appropriate.
  - Suggest alternative ways to get the job done without compromising compassionate care for service users.
- P2**
- Respond constructively to queries and complaints, taking full part in formal and informal discussions, ensuring contributions meet the needs of the audience asking questions to clarify understanding and persuading and influencing others in a way that builds team confidence.
  - Work with others towards achieving shared goals, learning from mistakes and being open to the opinions of others including service users, receiving, and giving constructive feedback.
- P3**
- Proactively raise concerns about the provision of services to service users with supervisors and managers.
  - Understand your rights and responsibilities in the workplace including promoting equality of opportunity and valuing diversity, maintaining the confidentiality of service users, and raising concerns relating to service provision with more senior staff.
  - Make best use of resources including time, to achieve agreed goals for service delivery, taking responsibility for own actions and self-development and providing effective team leadership.
  - View change as an opportunity and cope with uncertainty, assessing and minimising risk.
- P4**
- Read and understand a range of texts, writing effectively for a range of contexts and situations.
  - Select, compare, and discuss information from lists, tables, diagrams, and charts and use appropriate mathematical methods and tools to solve identified problems and assist with clinical trials, audits, or research projects as required.
  - Use IT to meet identified needs and plan and evaluate the work of the team effectively, maintaining confidentiality.

## Employability Level

## Summary of Skill mix

### Level 6

- P1**
- Listen to, understand, and communicate complex information, using effective questioning techniques to elicit a range of views.
  - Be creative and innovative in implementing solutions, maintaining honesty, integrity, and transparency.
  - Show interest in your work, developing, with the team, a clear purpose and work objectives.
  - Seek and value the contributions of others, managing and resolving conflict when appropriate.
  - Suggest alternative ways to get the job done without compromising compassionate care for service users.

## Employability Level

## Summary of Skill mix

### Level 6 *(cont.)*

- P2**
  - Work with others towards achieving shared goals, learning from mistakes and being open to the opinions of others including service users, receiving, and giving constructive feedback.
  - Demonstrate honesty, integrity, care, and compassion when dealing with others, taking the lead on promoting personal and group health and safety procedures.
- P3**
  - Respond constructively and confidently to queries and complaints, ensuring contributions meet the needs of the audience and persuading and influencing others in a way that builds team confidence and promotes the confidence of service users.
  - Assess the root cause of problems in complex and unpredictable environments.
  - Lead, support, and motivate other members of the team.
  - Understand your rights and responsibilities in the workplace including promoting equality of opportunity and valuing diversity, maintaining the confidentiality of service users, and raising concerns relating to service provision with more senior staff.
  - Make best use of resources including time, to achieve agreed goals for service delivery, taking responsibility for own actions and self-development.
  - View change as an opportunity and cope with uncertainty, assessing and managing risk.
- P4**
  - Read and understand a range of texts, writing effectively for a range of contexts and situations, maintaining honesty, integrity, and transparency.
  - Select, compare, and discuss information from lists, tables, diagrams, and charts and use appropriate mathematical methods and tools to solve identified problems and assist with clinical trials, audits, or research projects as required.
  - Use IT to meet identified needs and plan and evaluate the work of the team effectively.

## Employability Level

## Summary of Skill mix

### Level 7

- P1**
  - Listen to, understand, and communicate complex information from a range of sources, adopting effective questioning techniques to elicit a range of views.
- P2**
  - Work with others towards achieving shared goals, ensuring the team's goals are clear and achievable.
  - Learn from your own mistakes, accepting and giving constructive feedback.
  - Demonstrate honesty, integrity, care, and compassion when dealing with others, taking the lead on promoting personal and group health and safety procedures.
  - Lead, support, value and motivate other members of the team, sharing information as appropriate to achieve high performance.
- P3**
  - Respond constructively and confidently to queries and complaints, negotiating with others in a way that suits the situation.
  - Manage a work area budget cost-effectively and efficiently.
  - Assess the root cause of problems in complex and unpredictable environments.
  - Seek and evaluate different points of view to inform solutions, maintaining honesty, integrity, and transparency.

## Employability Level

## Summary of Skill mix

### Level 7 *(cont.)*

- P3**
  - Show interest in your work, developing, with the team, a clear purpose and work objectives.
  - Seek and value the contributions of others, managing and resolving conflict when appropriate.
  - Suggest alternative ways to get the job done without compromising compassionate care for service users.
  - Understand your rights and responsibilities in the workplace including promoting equality of opportunity and valuing diversity, maintaining the confidentiality of service users, and raising concerns relating to service provision with more senior staff.
  - Make best use of resources including time, to achieve agreed goals for service delivery.
  - Take responsibility for your actions and the actions of your team, reflecting on your practice and encouraging others to reflect on theirs.
  - View change as an opportunity and cope with uncertainty, assessing and managing risk.
- P4**
  - Evaluate a range of texts and write effectively for a range of contexts and situations, maintaining honesty, integrity, and transparency.
  - Select, compare, and discuss mathematical information from a range of sources and use appropriate mathematical methods and tools.
  - Use IT to meet identified needs and plan and evaluate the work of the team effectively.
  - to solve identified problems and assist with clinical trials, audits or research ` projects as required.

## Employability Level

## Summary of Skill mix

### Level 8

- P1**
  - Listen to, understand, and communicate complex information from a range of sources, adopting effective questioning techniques to elicit and appreciate a range of views.
- P2**
  - Work with others towards achieving shared goals, ensuring the team's goals are clear and achievable.
  - Learn from your mistakes, accepting and giving constructive feedback.
  - Demonstrate honesty, integrity, care, and compassion when dealing with others, taking the lead on promoting personal and group health and safety procedures.
- P3**
  - Be responsible for the efficient and cost-effective management of a budget for one or more services.
  - Respond constructively and confidently to queries and complaints, negotiating with others in a way that suits the situation, demonstrating a high level of theoretical and practical knowledge.
  - Assess the root cause of problems in complex and unpredictable environments.
  - Seek and evaluate different points of view and use highly specialised theoretical and practical knowledge to inform solutions and make decisions.
  - Show interest in your work, developing, with the team, a clear purpose and work objectives.

## Employability Level

## Summary of Skill mix

### Level 8 *(cont.)*

- P3**
  - Seek and value the contributions of others, managing and resolving conflict when appropriate.
  - Suggest alternative ways to get the job done without compromising compassionate care for service users.
  - Lead, support, value, and motivate other members of the team, sharing information as appropriate to achieve high performance.
  - Understand your rights and responsibilities in the workplace including promoting equality of opportunity and valuing diversity, maintaining the confidentiality of service users, and identifying and raising concerns relating to service provision with more senior staff.
  - Make best use of resources including time, to achieve agreed goals for service delivery.
  - Make strategic decisions and be responsible for your actions and the actions of your team, reflecting on your practice and encouraging others to reflect on theirs.
  - Be responsible for the direct delivery of a service, assessing and managing.
- P4**
  - Evaluate and interpret a range of texts and write effectively for a range of contexts and situations, maintaining honesty, integrity, and transparency of information
  - Select compare and discuss mathematical information from a range of sources and use appropriate mathematical method and tools to solve identified problems and assist with clinical trials, audits, or research projects as required.
  - Use IT to meet identified needs and plan and evaluate the work of the team effectively.

## Employability Level

## Summary of Skill mix

### Level 9

- P1**
  - Listen to, understand, and communicate complex information from a range of sources, adopting effective questioning techniques to elicit and appreciate a range of views.
- P2**
  - Work with others towards achieving shared goals, ensuring the team's goals are clear and achievable.
  - Learn from your mistakes, accepting and giving constructive feedback.
  - Demonstrate honesty, integrity, care, and compassion when dealing with others.
- P3**
  - Respond constructively and confidently to queries and complaints.
  - Negotiate with, and influence others presenting highly developed theoretical and practical knowledge across a range of different areas.
  - Maintain and manage organisational/departmental finances effectively and transparently.
  - Review the strategic and operational impact of the work or team and evaluate the impact on quality and return on investment.
  - Assess the root cause of problems in complex and unpredictable environments.
  - Seek and evaluate different points of view to inform solutions, maintaining honesty, integrity, transparency, creativity, and innovation.
  - Show interest in your work and provide inspirational leadership for the organisation.

Employability Level	Summary of Skill mix
<b>Level 9</b> <i>(cont.)</i>	<p><b>P3</b></p> <ul style="list-style-type: none"> <li>● Inspire, lead, support, value, and motivate other members of the team, sharing information as appropriate to achieve high performance.</li> <li>● Understand your rights and responsibilities in the workplace including promoting equality of opportunity and valuing diversity, maintaining the confidentiality of service users, and raising concerns relating to service provision with more senior staff.</li> <li>● Make best use of resources including time, to achieve agreed goals for service delivery.</li> <li>● Take responsibility for your actions and the actions of your team, reflecting on your practice and encouraging others to reflect on theirs.</li> <li>● Take responsibility and be accountable for the direct delivery of a service/services, assessing, minimising, and managing risk.</li> </ul> <p><b>P4</b></p> <ul style="list-style-type: none"> <li>● Critically analyse and evaluate a range of texts and write effectively for a range of contexts and situations, maintaining honesty, integrity, and transparency of information.</li> <li>● Analyse and use data from a range of sources, using appropriate tools and present results clearly and accurately.</li> <li>● Use IT to meet identified needs plan and evaluate the effectiveness of the system and troubleshoot problems.</li> </ul>

## 8.2 Part 2 Career levels, the four pillars of practice and NHSE support worker competency, education and career development framework mapping

This section is for P&O workers up to educational level 5, including support workers working in roles completing training and education from educational levels 2-5. This section should be read in conjunction with the BAPO's *Support Worker Framework* and the NHSE support workforce competency education, and career development framework – see section 7.

Part 2 invites you to review your or your staff members' employability level (SfH level 1-4) with the eight domains described in Table 2 and the four pillars of professional practice. This will build a more comprehensive picture of where development may be needed, adding to your discoveries from part 1. Please refer to the BAPO's *Support Worker Framework* to learn more about the standard competencies for support workers.



**Table 2:** Support worker domains mapped to the four pillars of clinical practice



**Pillar 1**  
Clinical and  
Technical Practice



**Pillar 2**  
Education and  
Facilitating Learning



**Pillar 3**  
Leadership  
and Management



**Pillar 4**  
Evidence, Research  
and Development

Employability Level	Support worker competency, education and career development framework domains	Pillars of Practice mapping
<b>Level 1 - 4</b>	<p><b>1. Formal knowledge and experience:</b> Formal qualifications and experience expected of a new candidate (<i>including Functional Skills</i>) on recruitment.</p>	● ● ●
	<p><b>2. Supporting service users:</b> Supporting service users and their families and providing care throughout their care and care pathways.</p>	●
	<p><b>3. Clinical, technical and scientific roles and responsibilities:</b> The underpinning knowledge and practice, support and interventions required of support workers to safely assist service users in meeting their optimum potential.</p>	● ●
	<p><b>4. Communication and information:</b> The ability to communicate clearly, respectfully and effectively using a range of methods – written, verbal and non-verbal. Maintaining confidentiality and protection of data and overcoming physical, sensory, cognitive, and language barriers to understanding.</p>	● ● ●
	<p><b>5. Safe and inclusive environments:</b> The principles of equality, diversity and inclusion, safeguarding, protection, personal wellbeing and safety, along with the importance of duty of care and candour.</p>	● ●
	<p><b>6. Research and service improvement:</b> Participation in research, audit, evaluation and service improvement projects.</p>	● ●
	<p><b>7. Leadership:</b> The importance of being a role model, identifying areas for self-improvement and supervising others and leading on service user safety, improvements and support for others.</p>	● ●
	<p><b>8. Personal and professional values and behaviours:</b> Understanding and demonstration of the values in the NHS Constitution and NHS People Promise, as well as self-development and personal well-being.</p>	● ●



### 8.3 Part 3 Career levels, the four pillars of practice and HCPC mapping

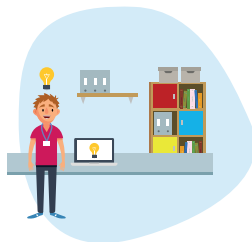
This section is for P&O workers between educational levels 6-8, registered with the HCPC. This section should be read in conjunction with the HCPC’s Standards of Proficiency (SOPs) and the multi-professional framework for advancing clinical practice - see section 7.

Part 3 invites you to review your or your staff members’ employability level (SfH level 5-9) with the fifteen areas of proficiency described in Table 2. These areas of proficiency are further explained within the HCPC SOPs. They have been mapped to the four pillars of professional practice. The mapping of individual roles to both the SOPs and the four pillars of practice will build a more comprehensive picture, adding to your discoveries from Part 1. Please refer to the HCPC SOPs using the link in the resources section.

**Table 3:** HCPC career levels mapped to the HCPC SOPs and the four pillars of practice



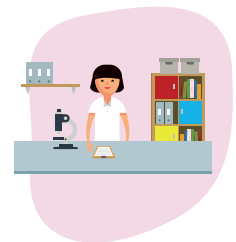
**Pillar 1**  
Clinical and  
Technical Practice



**Pillar 2**  
Education and  
Facilitating Learning



**Pillar 3**  
Leadership  
and Management



**Pillar 4**  
Evidence, Research  
and Development

Employability Level <sup>7</sup>	HCPC Mapping	Pillars of practice mapping
<b>Level 5 - 9</b>	1. Practice safely and effectively within their scope of practice.	● ● ● ●
	2. Practice within the legal and ethical boundaries of their profession.	● ● ●
	3. Look after their health and wellbeing, seeking appropriate support where necessary.	● ●
	4. Practice as an autonomous professional, exercising their own professional judgement.	● ● ● ●
	5. Recognise the impact of culture, equality and diversity on practice and practise in a non-discriminatory and inclusive manner.	● ●
	6. Understand the importance of and maintaining confidentiality.	●
	7. Communicate effectively.	● ● ● ●
	8. Work appropriately with others	● ● ●

7. <https://www.skillsforhealth.org.uk/wp-content/uploads/2020/11/Employability-skills-matrix.pdf>

Employability Level	HCPC Mapping	Pillars of practice mapping
<b>Level 5 - 9</b>	9. Maintain records appropriately.	● ● ●
	10. Reflect on and review Practice.	● ● ● ●
	11. Assure the quality of their practice.	● ● ● ●
	12. Understand and apply the key concepts of the knowledge base relevant to their profession.	● ● ●
	13. Draw on appropriate knowledge and skills to inform practice.	● ●
	14. Establish and maintain a safe practice environment.	● ●
	15. Promote health and prevent ill health.	● ● ●

## 8.4 Part 4 Training and education across career levels

Part four invites you to map your staff members' educational attainment to the employability level and job role. This can be used in conjunction with the information determined from parts 1-3 to highlight if there are educational gaps that could be explored to aid career development and provide career development opportunities. The mapping references will help to make informed decisions about what activity could help enhance careers.

**Table 4:** Skills for Health, education levels and job role mapping

Employability skills matrix levels	Education level and training qualifications	Example job role within an NHS setting	Mapping references
<b>Level 1</b>	<b>Level 1</b>		
They could be any new starter to work in the health sector and progress rapidly to Level 2	5 GCSEs (grades 9-4 or A*, A, B, C) or equivalent level 2 qualification(s) and Functional Skills (level 2), And/or - as a level 2 apprenticeship, such as the Healthcare Support Worker apprenticeship Care Certificate	Support worker/ technician	<a href="https://www.hee.nhs.uk/our-work/allied-health-professions/enable-workforce/developing-role-ahp-support-workers/ahp-support-worker-competency-education-career-development">https://www.hee.nhs.uk/our-work/allied-health-professions/enable-workforce/developing-role-ahp-support-workers/ahp-support-worker-competency-education-career-development</a>
<b>Level 2</b>	<b>Level 2/3</b>		
People at level 2 require basic factual knowledge of a field of work. They may carry out clinical, technical, scientific or administrative duties according to established protocols or procedures, or systems of work	5 GCSEs (grades 9-4 or A*, A, B, C) or equivalent level 2 qualification(s) and Functional Skills (level 2) And/or - as a level 2 apprenticeship, such as the Healthcare Support Worker apprenticeship Care Certificate	Support worker/ technician	<a href="https://www.hee.nhs.uk/our-work/allied-health-professions/enable-workforce/developing-role-ahp-support-workers/ahp-support-worker-competency-education-career-development">https://www.hee.nhs.uk/our-work/allied-health-professions/enable-workforce/developing-role-ahp-support-workers/ahp-support-worker-competency-education-career-development</a>

Employability skills matrix levels	Education level and training qualifications	Example job role within an NHS setting	Mapping references
<p><b>Level 3</b></p> <p>People at level 3 require knowledge of facts, principles, processes, and general concepts in a field of work. They may carry out a wider range of duties than the person working at level 2, and will have more responsibility, with guidance and supervision available when needed. They will contribute to service development and are responsible for self-development</p>	<p><b>Level 3</b></p> <p>3 A-Levels or Health and Science T-Level or equivalent level 3 qualification(s) and Functional Skills (Level 2) And/Or - as a level 3 apprenticeship, such as the Senior Healthcare Support Worker apprenticeship (or other level 3 qualification pathway) Care Certificate</p>	<p>Senior support worker/ senior technician</p>	<p><a href="https://www.hee.nhs.uk/our-work/allied-health-professions/enable-workforce/developing-role-ahp-support-workers/ahp-support-worker-competency-education-career-development">https://www.hee.nhs.uk/our-work/allied-health-professions/enable-workforce/developing-role-ahp-support-workers/ahp-support-worker-competency-education-career-development</a></p>
<p><b>Level 4</b></p> <p>People at level 4 require factual and theoretical knowledge in broad contexts within a field of work. Work is guided by standard operating procedures, protocols, or systems of work, but the worker makes judgements, plans activities, contributes to service development, and demonstrates self-development. They may have responsibility for the supervision of some staff.</p>	<p><b>Level 5</b></p> <p>Foundation degree in Health and Social Care, or equivalent level 5 qualification; plus, A-levels and GCSEs or equivalent(s), including Functional Skills (level 2) And/or - as a level 5 apprenticeship, such as the Assistant Practitioner apprenticeship Care Certificate</p>	<p>Assistant practitioner</p>	<p><a href="https://www.hee.nhs.uk/our-work/allied-health-professions/enable-workforce/developing-role-ahp-support-workers/ahp-support-worker-competency-education-career-development">https://www.hee.nhs.uk/our-work/allied-health-professions/enable-workforce/developing-role-ahp-support-workers/ahp-support-worker-competency-education-career-development</a></p>
<p><b>Level 5</b></p> <p>People at level 5 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, make judgements which require analysis and interpretation, and actively contribute to service and self-development. They may have responsibility for the supervision of staff or training.</p>	<p><b>Level 6</b></p> <p>BSc (Hons) Prosthetics and Orthotics gained via a 3 or 4 year full-time degree or level 6/7 apprenticeship route, level 7 (pre-reg) MSc Prosthetics and Orthotics or equivalent on the Scottish Credit and Qualification Framework. Care Certificate/up-to-date mandatory training</p>	<p>HCPC Registrant prosthetist/ orthotist new graduate</p>	<p><a href="https://www.hcpc-uk.org/standards/standards-of-proficiency/reviewing-the-standards-of-proficiency/download-the-revised-standards-of-proficiency/">https://www.hcpc-uk.org/standards/standards-of-proficiency/reviewing-the-standards-of-proficiency/download-the-revised-standards-of-proficiency/</a></p>
<p><b>Level 6</b></p> <p>People at level 6 require a critical understanding of detailed theoretical and practical knowledge, are specialists 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.</p>	<p><b>Level 7</b></p> <p>MSc level 7 qualification Post Graduate level 7 certificate/ diploma or equivalent on the Scottish Credit and Qualification Framework. Care Certificate/up-to-date mandatory training.</p>	<p>HCPC Registrant prosthetist/ orthotist Senior practitioner</p>	<p><a href="https://www.hcpc-uk.org/standards/standards-of-proficiency/reviewing-the-standards-of-proficiency/download-the-revised-standards-of-proficiency/">https://www.hcpc-uk.org/standards/standards-of-proficiency/reviewing-the-standards-of-proficiency/download-the-revised-standards-of-proficiency/</a></p>

Employability skills matrix levels	Education level and training qualifications	Example job role within an NHS setting	Mapping references
<p><b>Level 7</b></p> <p>People at level 7 of the career framework 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</p>	<p><b>Level 7</b></p> <p>MSc level 7 qualification Post Graduate level 7 certificate/ diploma or equivalent on the Scottish Credit and Qualification Framework Care Certificate/up-to-date mandatory training.</p>	<p>HCPC Registrant prosthetist/ orthotist Advanced Clinical Practitioner</p>	<p><a href="https://www.hcpc-uk.org/standards/standards-of-proficiency/reviewing-the-standards-of-proficiency/download-the-revised-standards-of-proficiency/">https://www.hcpc-uk.org/standards/standards-of-proficiency/reviewing-the-standards-of-proficiency/download-the-revised-standards-of-proficiency/</a></p> <p><a href="https://advanced-practice.hee.nhs.uk/multi-professional-framework-for-advanced-clinical-practice-in-england/">https://advanced-practice.hee.nhs.uk/multi-professional-framework-for-advanced-clinical-practice-in-england/</a></p>
<p><b>Level 8</b></p> <p>People at level 8 of the career framework 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 and/or management responsibilities, be accountable for service delivery or have a leading education or commissioning role</p>	<p><b>Level 7/8</b></p> <p>MSc level 7 or doctoral level 8 qualification or equivalent Scottish CQF qualification. Care Certificate/up-to-date mandatory training.</p>	<p>HCPC Registrant prosthetist/ orthotist Consultant</p>	<p><a href="https://www.hcpc-uk.org/standards/standards-of-proficiency/reviewing-the-standards-of-proficiency/download-the-revised-standards-of-proficiency/">https://www.hcpc-uk.org/standards/standards-of-proficiency/reviewing-the-standards-of-proficiency/download-the-revised-standards-of-proficiency/</a></p> <p><a href="https://advanced-practice.hee.nhs.uk/multi-professional-framework-for-advanced-clinical-practice-in-england/">https://advanced-practice.hee.nhs.uk/multi-professional-framework-for-advanced-clinical-practice-in-england/</a></p>
<p><b>Level 9</b></p> <p>People working at level 9 require knowledge at the most advanced frontier of the field of work and at the interface between fields. They will have responsibility for the development and delivery of a service to a population, at the highest level of the organisation.</p>	<p><b>Level 8</b></p> <p>MSc level 7 / Doctoral level 8 qualification or equivalent on the Scottish Credit and Qualification Framework. Care Certificate/up-to-date mandatory training.</p>	<p>HCPC Registrant prosthetist/ orthotist Consultant/senior manager/director</p>	<p><a href="https://www.hcpc-uk.org/standards/standards-of-proficiency/reviewing-the-standards-of-proficiency/download-the-revised-standards-of-proficiency/">https://www.hcpc-uk.org/standards/standards-of-proficiency/reviewing-the-standards-of-proficiency/download-the-revised-standards-of-proficiency/</a></p> <p><a href="https://advanced-practice.hee.nhs.uk/multi-professional-framework-for-advanced-clinical-practice-in-england/">https://advanced-practice.hee.nhs.uk/multi-professional-framework-for-advanced-clinical-practice-in-england/</a></p>

## 8.5 Understanding your current Career Dividend and building on your career investment

Part five invites individuals and employers, team leads, and line managers to begin exploring, building, and developing career dividends for themselves or their staff, to provide a self-determined 'return' on their 'career investment'.

To build your career dividend, follow the steps below. The scoring for each section is between 0 and 3, where 0 = not met, 1 = partially met, 2 = almost fully met and 3 = fully met.

1. Give yourself a score between 0-3 for parts 1-3 you completed in section 5.
2. Compare your career level with the educational attainment at the relevant level. Again, decide where you fit and where this sits within your own aspirations and career plans and score yourself between 0-3.
3. Add the scores for these steps and you will have a total of 9.
4. Use the descriptors below to begin a SMART action plan to aid career development.

Once you have all the information to hand you will calculate your 'career dividend score'. Some descriptors match your scoring bracket. Each descriptor provides some guidance about how to improve or make your career dividend more profitable. From here you can build a personalised action plan.

### A score of 0-3

This is a great place to be - there are lots of opportunities to explore career development and improve your career dividend. This could be further explored with your line manager or team lead.

### A score of 3-6

Brilliant work – you have much of your career foundations in place and now you can continue to build and develop your career. This can be achieved in many ways to suit your learning styles, your desired career path, and that of the organisations you work for. You could explore ways to gain formal academic qualifications to help you progress, such as an apprenticeship. Or you could look at a specific goal to develop in one of the four pillars within your current role and this would also boost your career dividend.

### A score of 6-9

You are in a great place - Your career dividend is right on track. All you need is fine-tuning. Work out where you could go next with your career e.g., If you are scoring high at career level 2, explore what you could do to reach the next level in your career if you are interested in career progression through the levels. Or explore which ways you could grow within your role to help you stay focused and motivated at work.

### Your Career Dividend Score and Action Plan

The action plan will require you to reflect on your or your staff member's career aims and objectives and decide for each of the three areas (parts 1-3 in section 5), where you would like to develop, or if a line manager where you would like to develop your staff member. Identify what you need to do to get to where you would like to be in your career. This will be unique for everyone. You may wish to stay within your current role and expand what you do within that role. You may wish to progress your career, completing additional training or qualifications to enable you to move to the next level. Of course, SMART planning will need to be negotiated with your line manager or team lead. This could involve reviewing the company objectives and business plan as well as considering your desires. There is guidance in the resources section on developing SMART goals and this will help you ensure that your goals are realistic, taking into account wider considerations such as patient needs, service needs, and organisational needs. The following simple form may help to record some of your ideas, helping you to build your plan effectively.

Career level	Non-registrant score mapping to the four pillars of practice	Registrant score mapping to the four pillars of practice	Overall score	SMART action plan
1				
2				
3				
4				
5				
6				
7				
8				
9				

# 9. Resources

## 9.1 Employability

### 9.1.1 SMART goal planning

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6796229/>  
<https://www.porthosp.nhs.uk/departments/learning%20and%20development/Management%20and%20Leadership%20Documents/PHU%20SMART%20Objectives%20-%20Guidance%20v4.pdf>  
<https://www.hydratemarketing.com/blog/the-importance-of-setting-smart-goals>  
<https://www.youtube.com/watch?v=qU9DOORoQm4&t=4s>

### 9.1.2 Employability road maps and frameworks

<https://www.hee.nhs.uk/our-work/allied-health-professions/helping-ensure-essential-supply-ahps/employability-roadmap-placements>  
<https://www.advance-he.ac.uk/news-and-views/launch-embedding-employability-framework-guide>  
<https://www.skillsforhealth.org.uk/wp-content/uploads/2020/11/Employability-skills-matrix.pdf>  
<https://tools.skillsforhealth.org.uk/>

## 9.2 21st century readiness

<https://www.hcpc-uk.org/standards/standards-of-proficiency/prosthetists-orthotists/>  
[https://issuu.com/staffordshire\\_university/docs/bapo\\_workforce\\_report\\_2023](https://issuu.com/staffordshire_university/docs/bapo_workforce_report_2023)  
<https://www.healthcareers.nhs.uk/explore-roles/allied-health-professionals/roles-allied-health-professions/prosthetistorthotist>  
<https://www.hee.nhs.uk/our-work/technology-enhanced-learning>  
<https://www.nhsemployers.org/articles/preceptorships-newly-qualified-staff>  
[https://www.skillsforhealth.org.uk/wp-content/uploads/2020/11/Career\\_framework\\_key\\_elements.pdf](https://www.skillsforhealth.org.uk/wp-content/uploads/2020/11/Career_framework_key_elements.pdf)  
<https://www.hee.nhs.uk/our-work/allied-health-professions/enable-workforce>

## 9.3 NHSE

### 9.3.1 NHSE frameworks and key links

<https://www.hee.nhs.uk/sites/default/files/documents/Guidelines%20-%20Maximising%20Leadership%20in%20the%20Pre-reg%20Healthcare%20Curricula%20%282018%29.pdf>  
<https://advanced-practice.hee.nhs.uk/>  
<https://healtheducationengland.sharepoint.com/sites/APWC/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2FAPWC%2FShared%20Documents%2FResources%20and%20News%2FAdvanced%20practice%20workplace%20supervision&p=true&ga=1>  
<https://advanced-practice.hee.nhs.uk/multi-professional-framework-for-advanced-clinical-practice-in-england/>  
<https://www.hee.nhs.uk/our-work/allied-health-professions/enable-workforce/growth-based-career-planning>  
<https://www.hee.nhs.uk/our-work/allied-health-professions/enable-workforce/developing-role-ahp-support-workers/ahp-support-workforce-resources>  
<https://www.hee.nhs.uk/our-work/allied-health-professions/enable-workforce/developing-role-ahp-support-workers/ahp-support-worker-competency-education-career-development>