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RCOT Approved Learning

**RCOT Short Course**

**Application Form**

RCOTApprovedLearning@rcot.co.uk

Jun 2020 v1

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| --- | --- |
| Date of application |  |

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| Title of course |  |

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| --- | --- |
| Name of Section/Region |  |
| Name of Forum (if applicable) |  |
| RCOT web page URL |  |

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| --- | --- | --- |
|  | MAIN CONTACT PERSON | SECOND CONTACT PERSON (optional) |
| Name |  |  |
| RCOT position |  |  |
| Email address |  |  |
| Telephone |  |  |

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| Application type | New application |  | Previously RCOT Endorsed or Approved |  | Previously RCOT Endorsed or Approved, substantially revised |  |

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| Course hours | Pre-group session study time: |  | Staff/learner contact: |  |

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| Course target audience | HCPC-registered occupational therapists |  | Non HCPC registered occupational therapy personnel e.g. support workers |  |

**MAPPING TO THE CAREER DEVELOPMENT FRAMEWORK**

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| To help members identify whether courses meet their learning needs, we map learning resources to Pillars of Practice and Career Levels laid out in the [RCOT Career Development Framework](https://www.rcot.co.uk/cpd-rcot).  The course should support one or more Key Skills within at least one of the Pillars of Practice, as described in the table below.  Select the Key Skill(s) that apply to your course by ticking the box(es) in the column next to Key Skills.  If Key Skills P2 and/or P3 are selected, Skill P1 must also be selected. Otherwise, select only the Key Skills that apply. Keep in mind that the course may not be applicable to all the Pillars and may only be relevant to one Pillar. |

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| **PILLARS OF PRACTICE** |  |  | **KEY SKILLS - The course supports participants to:** |
| **Professional Practice** |  |  | P1. Make links between the course content and helping people to do what they want, need or have to do |
|  |  | P2. Deliver safe, effective, person-centred and ethical practice |
|  |  | P3. Use professional judgement, reasoning and decision making |
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| **Support Learning** |  |  | S1. Teach, mentor, supervise and/or assess others for learning |
|  |  | S2. Assist and/or guide others to learn in the workplace |
|  |  | S3. Create and test learning environments, tools and materials |
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| **Leadership** |  |  | L1. Identify, review and improve own knowledge and skills |
|  |  | L2. Guide, direct and/or support teamwork |
|  |  | L3. Design, carry out, manage professional and/or organisational change |
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| **Research, Gather Evidence, Develop Profession** |  |  | R1. Influence local, regional, national, international policy and decision-making |
|  |  | R2. Create, use and/or explain evidence to inform practice |
|  |  | R3. Design, carry out and test research, distribute research evidence |

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| Explain in broad terms how the course supports all the skill(s) that you have selected. Where Professional Practice is the relevant Pillar of Practice, describe how the course addresses helping people to do what they want, need or have to do. |
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| The course should be designed for people with a defined level of skills and knowledge. It may be suitable for students, support staff, early career professionals or personnel highly experienced in the topic. It could be intended for people with a broad range of experience and skills, or for specific career levels.  Using Appendix 1, RCOT Career Development Framework: Career Levels (page 5)*,* identify the career level(s) of the intended participants. The career levels are NOT linked to NHS band levels.  Referring to the Pillars of Practice Key Skills that you have identified, indicate the Level(s) that apply for each.  If the course covers more than one Pillar of Practice, it is often the case that different career levels are addressed for each different Pillar. |

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| |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | **Career Levels** | | | | | | | | | | **Pillars of Practice** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | | Professional Practice |  |  |  |  |  |  |  |  |  | | Support Learning |  |  |  |  |  |  |  |  |  | | Leadership |  |  |  |  |  |  |  |  |  | | Research, Gather Evidence, Develop Profession |  |  |  |  |  |  |  |  |  | |

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| 5.2 EVIDENCE  Briefly explain why the selected level(s) apply to the course.  Refer to any relevant course materials; list the titles and the specific page numbers in the course materials where this is demonstrated. |
| **5.2 PROVIDER RESPONSE** |

**APPENDIX 1: RCOT CAREER DEVELOPMENT FRAMEWORK FOR OCCUPATIONAL THERAPY: CAREER LEVELS**

For more detailed information about career levels for each Skill Area (Pillar of Practice), refer to the [RCOT Career Development Framework](https://www.rcot.co.uk/cpd-rcot?r=). Levels 1-4 refer to personnel not yet qualified for registration with the occupational therapy regulatory body (HCPC - Health and Care Professions Council).

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| **CAREER LEVEL** | **CAREER LEVEL SKILLS AND ABILITIES** |
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| **LEVEL 1**: basic general knowledge; awareness of the role of occupational therapy;  entry level | * Any new starter in the sector but not necessarily straight from school. * Can do a limited number of straightforward tasks under direct supervision. |
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| **LEVEL 2**: understands at basic level occupational therapy and any specific topic of study | * Carries out duties with guidance and supervision. * Can participate in improvement initiatives. |
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| **LEVEL 3**: knows and understands occupational therapy procedures, processes and general concepts for own subjects of study and practice | * Carries out wide range of delegated duties with guidance and supervision when needed. * Can contribute to improvement initiatives. |
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| **LEVEL 4**: knows and understands occupational therapy procedures, processes and general concepts for own subjects of study and practice | * Self-guided by written procedures and protocols, makes judgements, plans activities. * May have some responsibility for aspects of supervision of some staff or students. |
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| **LEVEL 5**: has comprehensive, specialised knowledge and understanding of occupational therapy;  understands boundaries of both personal knowledge and knowledge within the sector | * Makes judgements within own particular area of work, actively contributes to improvement initiatives. * May have responsibility for supervision of staff or students. * May be eligible for registration as an occupational therapist with the regulatory body (HCPC)   **OR**  May be non-regulated, experienced care workers or have own specialist trade or craft e.g. posture and seating skills. |
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| **LEVEL 6**: has critical understanding of occupational therapy knowledge | * Leads in a specific area of work with some responsibility for service and team performance. * Supervises staff and/or students. |
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| **LEVEL 7**: has highly specialised knowledge and critical awareness | * Has specialist practice-based, technical or scientific skills. * Responsible for service development in complex environments. * Leads in services/research/education, supervises staff and/or students. |
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| **LEVEL 8**: has most advanced and specialised knowledge | * At the forefront of the profession as for example strategic leader, original thinker, political leader. * Responsible for finances, service development and/or multiple teams. |
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| **LEVEL 9**: innovates and widely advances occupational therapy | * Develops services for a population, works at the highest level of an organisation. * Accountable for the performance of staff and services, thinks at a systems level. |