

Developer's Guide

Course Planning Workbook

For a Full Course[‡]

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| Name of Developer(s): | Click or tap here to enter text. |
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This workbook is designed to help you, as the developer, plan a successful course that meets the standards of the RCOT Approved Learning award.

[‡] A Workbook for Short Courses is also available.

Introduction

This workbook is designed to guide your thinking about the course that you are planning. Through a series of questions with detailed explanations, it takes you step by step through the key considerations for a good quality learning resource. There are thirteen questions in total.

The workbook is designed to give you confidence that you are developing a high-quality learning resource. When you have completed each section in as much detail as possible, you will have laid strong foundations. You will have ensured the resource meets many of the RCOT Approved Learning standards (Appendix 1). As you move to the next stage, of creating a course by putting the materials and resources together, you should find it easy to make further decisions about, for example, the sequence of information, what should be included, what is not needed, and why.

Depending on the nature and length of your course, not all sections may be relevant. Still, carefully consider each one. All the sections contribute towards an effective and engaging learning experience.

Use this workbook in the way that works best for you. It is intended to be a planner to capture and expand on ideas, so use words, phrases, sketches, notes, links to online resources and any other prompts about your course. Start with your initial thoughts, however fully formed or vague they may be at first. Return to the workbook as many times as necessary to add to, develop and reframe your thoughts, ideas and plans. If you are working on your own, you may want to ask someone to take the role of critical friend. This will help you get extra perspective on your ideas and intentions.

Over time, as you work back and forth between the questions, the standards and the career levels, you will find the course begins to take clear shape. Then, when you put the course together, it should be a very straightforward process. This workbook encourages you to do your thinking up front, so the job of course assembly is smooth and, we hope, enjoyable.

The RCOT Professional Development Team is ready to assist you with any questions you have about course planning and design. Don't hesitate to contact us, we are delighted to help!

We would be grateful for your feedback on this resource, so that we can continue to improve the learning resources we offer to you and other members.

Email us with any questions, comments or suggestions:

RCOTApprovedLearning@rcot.co.uk

The planning questions

1. What is the title of the course?
2. What are the key purposes of the course?
3. Who are the people who will take this course?
4. What are the Learning Outcomes?
5. What is the learning structure?
6. What are all the important points and elements to include?
7. How will the course start?
8. What is the logical sequence of points?
9. What is the course timeline?
10. How can each point best be taught?
11. How will participants' learning be reinforced and checked throughout the course?
12. How will participants' understanding be assessed?
13. How will participants respond to their experience of the course?

1. What is the title of the course?

Start with a working title if need be. You can refine it as you develop the course

2. What are the key purposes of the course?

RELATES TO: RCOT Approved Learning standard 5

What learning needs have you identified that the course will address?

Depending on course length, list about one to three overarching purposes. If you identify several interlinked learning needs, consider creating more than one course. For example, it might be appropriate to create an introductory course to explain and embed basic concepts and knowledge. A second, follow-on course could expand these concepts and go into greater depth for the more advanced learner.

How do these purposes link to the four Pillars of Practice as laid out in the [Career Development Framework](#)?

The Pillars are:

- Professional Practice
- Facilitation of Learning
- Leadership
- Evidence, Research and Development

3. Who are the people who will take this course?

RELATES TO: RCOT Approved Learning standards 1.4, 2.1, 5, and see Appendix 2: Career Levels

One of the most important steps in designing an effective course is being clear on the learners who will take it. The course needs to be appropriate to the people it is intended for. To take an obvious example, needs will be different if learners are just starting out, or if they are experienced with and knowledgeable about the subject matter.

What are their characteristics in terms of age, location, starting knowledge, skills and experience and likely job roles? What attitudes, beliefs and opinions might learners hold as a result? Will ethnic and socioeconomic background have an impact on learner profiles? What challenges are the learners likely to be facing? How will the course take these factors into account and ensure an engaging experience for this audience? Refer to the Career Development Framework for detailed characteristics of Career Level.

Articulate all these factors to avoid taking any aspects of the course for granted. As a subject matter expert, it is easy to forget gaps in knowledge, understanding and judgement of inexperienced learners. One powerful way to do this is to create 'learner personas' – do a web search to learn more about this technique.

4. What are the learning outcomes?

RELATES TO: RCOT Approved Learning standard 6

What will learners gain from the course when they have completed it that they didn't have before?

- What will be achieved as a result of the learners taking the course?
- What will the learners be able to do or know and to what level?
- What are the changes in learner behaviour that the course is designed to achieve?

The number of Learning Outcomes should be proportionate to the length of the course, and to the level of knowledge and skills of the intended participants.

Suggested format:

By the end of this course you will be able to:

- 1.
- 2.
- 3.

5. What is the learning structure?

RELATES TO: RCOT Approved Learning standard 1.3

How will the learning be achieved? Is this course for individuals to learn on their own, for groups of participants, or a mixture of both? Will groups of people learn together at the same time (synchronous learning), or share their learning at different times (asynchronous learning). If together, will this be remotely or face-to-face? If you include group work, make sure you take advantage of people coming together in order to maximise their learning.

6. What are all the important points and elements to include?

RELATES TO: RCOT Approved Learning standard 1.1, 7.1

This is a brainstorming exercise. Include pre-reading, concepts, diagrams, case studies, related online links, follow up resources – anything that relates to the course content, presentation and follow up. Make sure materials are up-to-date and from reputable sources.

Focus on engaging, relevant and varied methods - verbal, visual, tactile. How can the experience be as close as possible to the real life situations learners will encounter in practice?

For this section you could use lists, mind maps, sketches, and/or broad-brush course timelines.

7. How will the course start?

RELATES TO: RCOT Approved Learning standard 1.2

The beginning of the course is the key opportunity to engage participants' attention. How can this best be achieved?

8. What is the logical sequence of points?

RELATES TO: RCOT Approved Learning standards 1.3, 2.3, 3, 4.1, 4.3, 8

Using your ideas from section 6, work out the key points and elements the course will cover. How will they logically progress and lead to deeper understanding?

9. What is the course timeline?

RELATES TO: RCOT Approved Learning standards 1.2, 1.3, 2.3, 3.1, 3.3, 4.4, 8.3.

How much time is allotted for the course overall? Include pre-work and post-course follow up.

Within this, how much time is needed for each element of the course? If the course is intended for a group, are participants expected to prepare individually before learning together? Map out the time needed for each section of the course, within the total time allotted for the course.

Ensure plenty of time for Q&A. If the total course contact time is longer than 90 minutes, include at least one short break.

Include time for participants to reflect on learning. If you have writing activities to consolidate learning, bear in mind this will need some time.

What will learners be expected to do after the course to consolidate their learning, and how much time is recommended for this? (See also question 11.)

10. How can each point best be taught?

RELATES TO: RCOT Approved Learning standards 1.4, 2.1, 2.3, 3.1, 3.2, 3.3

Thinking about your answers to questions 6 and 8, and keeping in mind time constraints (question 9), how can each key point or concept best be taught and demonstrated? Will the course include pre-work? How will participants' engagement in learning be sustained throughout?

Make sure everything is fully accessible. Appendix 3 provides some resources on accessibility. Build in and promote equality, diversity and inclusion.

How will the learners draw on, relate and share their own experiences? How will the course structure help them make links between their work and what they have now learned?

11. How will participants' learning be reinforced and checked throughout the course?

RELATES TO: RCOT Approved Learning standards 3, 4, 7.4, 8

Research shows learning is embedded by repetition of concepts and information. How will the course incorporate repetition of learning points? This could be, for example, introduction of a concept, then a case study to illustrate the concept, then an exercise to use the concept. Another way could be introduction of a concept in pre-reading and application in a group session. For a longer course, the facilitator may reinforce points before and after breaks.

How will the facilitator seek feedback on progress and learning? Some possible approaches are informal quizzes, facilitator questions to participants and peer-to-peer interactions.

12. How will participants' understanding be assessed?

RELATES TO: RCOT Approved Learning standard 1.3

How will the effectiveness of the learning be determined? Quizzes, exams, formal or informally graded practical exercises, self-assessment methods, follow up in real-life situations?

How will the learners be evaluated on their learning? Marks received, in-session answers validated, peer to peer confirmation and support?

13. How will participants respond to their experience of the course?

RELATES TO: RCOT Approved Learning standard 9

How will you ensure the participants are satisfied with the course? The course should have mechanisms for evaluation by learners, raising complaints and concerns, and opportunities for praise.

How will you review this feedback and use it to develop the course?

Appendix 1: RCOT Approved Learning Standards

Definition of Key Terms

Please read these Definitions carefully. The words used may have other meanings in other contexts. For the purposes of these Standards, words in **Dark bold blue** are defined as follows:

Facilitator - Person who delivers the course to participants. This term is used in the singular, but covers any and all personnel who are involved with course delivery to participants. This, includes facilitators who provide moderation and/or guidance rather than training.

GDPR-compliant - Fully meeting the requirements of the General Data Protection Regulations.

HCPC - Health and Care Professions Council, the regulatory body for registered occupational therapists.

Learning Assessment – The process by which the facilitator and learner can determine whether the Learning Outcomes have been achieved by the learner. This may be formal, such as exams and tests, or informal, for example questioning, peer-to-peer discussion, self-reflection and other methods.

Learning Outcomes – Statements that describe the knowledge or skills learners are expected to acquire at the end of the learning event, emphasising the application and integration of knowledge and skills in practice, and the level at which they will be able to do so.

Provider – Organisation or individual who offers and is responsible for delivery of a course.

Reinforcement (of learning) – The process by which the learner embeds the achievement of new skills, knowledge and ways of thinking.

Safeguarding – Security measures to protect learners and learners' service users, including their privacy, well-being and safety.

Service users – All those who use services from the learner, who may be, but are not restricted to, patients, clients, colleagues and students.

STANDARD 1: Content

1.1 STANDARD

The course is based on up-to-date information such as current published research.

All course materials, such as workbooks, presentations, readings, video clips, web pages, associated e-learning, are current, relevant to the topic and are produced or written by reliable individuals/organisations.

The content promotes and reinforces best practice.

If any branded equipment or materials are suggested or referred to, the course explicitly provides full commercial disclosure.

1.2 STANDARD

The course has an introductory overview to orient the participants, prepare them for learning and explain how skills will be developed.

The main purpose of the content is:

- to deepen the practical ability of the participants to do their professional work at the level they already achieve;

AND/OR

- to develop abilities in the content topic(s) beyond the knowledge and skills they already have at the start of the course.

1.3 STANDARD

The course includes opportunities to work on problem-solving and decision-making.

The content provides different suggestions or approaches to help participants meet complex challenges and/or to improve the quality of their work.

1.4 STANDARD

The course promotes equality, diversity and inclusion. Content is respectful to everyone.

The content and the delivery encourage participants to promote equality and diversity in their work.

STANDARD 2: Accessibility

2.1 STANDARD

All course materials are accessible for people with impairments, for example dyslexia, sensory impairment and limited mobility.

Plain English is used as far as possible and technical terms and acronyms are explained.

2.2 STANDARD

Participants have access to the following information before the course begins:

1. Cost of the event.
2. Course structure, outline or timetable.
3. Any course pre-preparation and how long it should reasonably take to do.
4. Length of the course.
5. Course facilities and logistics: location, transport links, access etc., if course delivered at Provider's venue.
6. Brief details on Provider qualifications/suitability to teach the course.
7. Provider contact details.
8. Maximum number of learners per event, if numbers limited.
9. If the course is commercially funded, information on the funder(s)/sponsor(s).

2.3 STANDARD

The course structure and course materials give a good participant experience.

1. The course is clearly laid out and logically ordered.
2. Materials relate well to the course topic and content.
3. Physical resources are safe and of good quality.
4. All provided hyperlinks are functional and navigation is straightforward.
5. Portal submissions, if relevant, are easy to manage. Any e-learning resources used are up-to-date.
6. Content prepared by sources other than the applicant is cited with a recognised system, together with copyright information and date of issue or publication. Copyright and permission are acknowledged, for example for graphics and images. The source and date of issue or publication is indicated in the course materials (for example, PowerPoint slides).
7. The resources are cited with a recognised and consistent system. Enough information is provided for learners to locate them after the course is over. The resources are grouped logically. The lists of resources are ordered in a logical way, for example publications are alphabetical by first author.

STANDARD 3: Participant Engagement

3.1 STANDARD

The content is delivered using different types of activities. The facilitator encourages participants to learn through active participation.

The facilitator makes sure all participants engage in the problem-solving and critical thinking course activities.

3.2 STANDARD

The facilitator gives direction and support so that participants can fully engage and learn from the activities. Content and delivery safeguard the learners by providing guidance where sensitive topics are covered.

Enough time is given to each aspect of the course so that the material can be covered in suitable depth. This includes time for questions, supplementary explanations and practice.

The facilitator carries out question-led informal learning assessment to check all participants understand the course content and activity instructions.

3.3 STANDARD

The course provides opportunities for participants to share their experiences and learning with each other.

Participants are encouraged to share their learning with colleagues after the event.

STANDARD 4: Learning Assessment and Reinforcement

4.1 STANDARD

Participants receive regular and constructive feedback from the facilitator throughout the course. The feedback reinforces learning and explains how performance can be improved.

The facilitator uses language that encourages the participants.

At the end of the course, the facilitator summarises the content and what the participants should now be able to do.

4.2 STANDARD

Participants receive information about learning assessment, if included, before the course begins or during the course introduction.

Participants receive information before the learning assessment so that they understand what they must do or achieve in order to pass. If levels other than pass are awarded (for example merit, distinction) the criteria to achieve these levels are explained.

The participants know what will happen if they do not pass.

4.3 STANDARD

Learning assessments may be formal or informal. The assessments are fair and objective, clearly relating to the knowledge and skills covered in the course.

Participants receive results and feedback within a short timeframe, which allows them to follow up with the facilitator if they wish to do so.

4.4 STANDARD

Reinforcement of learning includes the opportunity for participants to reflect on and record their learning, with enough time set aside for these activities.

(NOTE: reflective practice is the opportunity to stop and think, consciously analyse decision making, and relate back to practice, to decide whether actions, behaviour, treatments need to be adjusted, and whether more follow up learning is needed.)

STANDARD 5: Relevance

5.1 STANDARD

The course must be relevant to occupational therapy personnel (including support workers) but need not be exclusive to them. The relevance to occupational therapy personnel will be demonstrated by mapping to the [RCOT Career Development Framework](#).

The course must support one or more Key Skills as described in the table below. Select the Key Skill(s) that apply to the 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.

NOTE:

The Pillars of Practice are part of the RCOT Career Development Framework. Once awarded, your course will be mapped to these Pillars when listed on the RCOT Approved Learning webpage.

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

5.1 EVIDENCE:

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.

List the course materials that support your answer and list the specific page numbers in the course materials where this is demonstrated.

5.2 STANDARD

The course has been designed for people with a certain level of skills and knowledge, for example: students, support staff, early career professionals or personnel highly experienced in the topic.

The course may be suitable for people with a broad range of experience and skills, or for specific career levels.

Using Appendix 1, RCOT Career Development Framework: Career Levels (end of this document), identify the career level(s) of the intended participants. The career levels are NOT linked to NHS band levels.

Refer to the Pillars of Practice related to the Key Skills selected for Standard 5.1. Select only the Level(s) that apply.

If you have identified more than one Pillar of Practice covered by the course, you may judge that different career levels are addressed for each.

NOTE:

The Career Levels are part of the RCOT Career Development Framework. Once awarded, your course will be mapped to these Career Levels when listed on the RCOT Approved Learning webpage.

| | Career Levels | | | | | | | | |
|-----------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Pillars of Practice | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Professional Practice | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Support Learning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Leadership | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Research, Gather Evidence, Develop Profession | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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.

5.3 STANDARD

Participants have the following information available before they start the course:

1. Description of who should attend/who the course is intended for.
2. The knowledge and skills they will learn that will support or advance their professional development;
3. The level and type of knowledge and/or skills that they need before participating in the course.

Participants receive evidence that they have completed the course.

STANDARD 6: Learning Outcomes (Skills and Knowledge Gained)

NOTE: Learning Outcomes are general statements about what participants should be able to do as a result of taking the course, how well they should be able to do it, and how they can apply their learning in practice. They should be phrased so that learners will understand and apply them to their own learning.

The number of Learning Outcomes varies depending on the course, but as a rule of thumb may range from three to six or eight for a one to two-day event.

Learning Outcomes should: i) be general, not too detailed; ii) be realistically achievable; iii) lead to participants feeling confident about achieving all of them by the end of the course; iv) be assessable - facilitators and learners can assess that learners have achieved them.

6.1 STANDARD

The Learning Outcomes are directly relevant to the key skills that you selected in Standard 5.1 (Relevance).

Learning Outcomes conform fully to the NOTE above. They describe what the participants should be able to do after completing the course.

6.2 STANDARD

The Learning Outcomes are pitched at the right level for the skills and experience of the participants who the course is designed for.

Participants should reasonably be able to achieve the Learning Outcomes within the course timeframe. The resources and content fully support the course Learning Outcomes.

6.3 STANDARD

The Learning Outcomes are assessable, that is, they are worded so that participants and the facilitator can judge if they have been achieved.

This judgement may be based on formal or informal learning assessment, reflection, action plans or other means.

STANDARD 7: Course Support and Management

NB: This standard is for learning events that are delivered face to face. It is not applicable to digital learning or to learning materials designed to be self-guided individually and/or in facilitated or non-facilitated groups. If your learning event is not delivered face to face, state 'Not applicable' in 7.1 Provider response and explain why, then leave the rest of the section blank.

7.1 STANDARD

The facilitator:

1. Has the expertise, knowledge and experience to deliver the content as intended;
2. Maintains own knowledge and skills in learning and teaching, and keeps up-to-date with the topic;
3. Has knowledge and experience of safeguarding, both for participants and for how participants can safeguard the people who will receive services arising from the course.

7.2 STANDARD

The number of facilitators is enough to deliver the course effectively.

7.3 STANDARD

Staff responsible for the development, management and administration of the course have relevant experience and knowledge.

7.4 STANDARD

The course is supported with:

1. Clear structures to manage and deliver the course.
2. Identification of potential risks to delivery, with plans in place to cover them if needed.
3. GDPR compliant data management, in particular adequate protection of personal information and defined procedures for any required communications with participants.
4. Suitable facilities to deliver the course including good premises and teaching aids. The course has a checklist for required facilities if the course is delivered at participants' place of work.
5. Safeguarding policies in place.

STANDARD 8: Course Follow Up

8.1 STANDARD

Participants receive an up-to-date related resources list that they can use for reference after the course. Annotations must be supplied for supplementary resources not mentioned during course delivery.

8.2 STANDARD

The participants receive at least one resource in addition to the resources list, for support after the course.

This may include, for example, tip sheets, access to a community of practice, webinars or post-event coaching.

8.3 STANDARD

The course includes guidance to develop action plans so that learners apply their learning in practice. Development of action plans may be part of the course, or resources may be given to participants to develop their action plans independently after the course has finished.

8.4 STANDARD

The facilitator reminds and guides participants to record their Continuing Professional Development arising from the course, with particular attention to thinking about the outcomes of their learning on service delivery and/or service user experience.

STANDARD 9: Quality Monitoring and Continuous Improvement

9.1 STANDARD

The course has a complaints policy. Participants know about it and how to access it.

The policy covers:

1. How complaints and grievances are handled;
2. Approximate response times;
3. How participants are kept informed of the actions taken as a result of any complaints.
4. Participants are aware they can contact the Royal College of Occupational Therapists about the course and know how to do so.

9.2 STANDARD

The course is regularly reviewed for improvements. The course is updated so that it continues to meet learners' needs and so that it reflects contemporary learning, research and practice.

9.3 STANDARD

All participants have the opportunity to evaluate the course. The Provider monitors and acts upon participant feedback to continuously improve the quality of learning and resolve difficulties. Provider responses to feedback are available to learners.

The evaluation includes the following 3 questions, with space provided for further written responses:

- The Learning Outcomes for this course are: [Learning Outcomes listed]. To what extent do you agree that the Learning Outcomes were met?
Strongly agree – Agree – Neither agree nor disagree – Disagree – Strongly disagree
- To what extent do you agree that the learning was engaging and relevant to your practice?
Strongly agree – Agree – Neither agree nor disagree – Disagree – Strongly disagree
- To what extent do you agree that the application of what you have learned will benefit your service users?
Strongly agree – Agree – Neither agree nor disagree – Disagree – Strongly disagree

Appendix 2: Career Levels – RCOT Career Development Framework

For more detailed information about career levels for each Skill Area (Pillar of Practice), refer to the [RCOT Career Development Framework](#). Levels 1-4 refer to personnel not yet qualified for registration with the occupational therapy regulatory body (HCPC - Health and Care Professions Council).

Remember the Career Levels apply to each of the four Pillars, not just Professional Practice. Use them according to the Pillar(s) that you have identified are relevant to your course (Workbook question 2).

| CAREER LEVEL | CAREER LEVEL SKILLS AND ABILITIES |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LEVEL 1: basic general knowledge; awareness of the role of occupational therapy; entry level | <ul style="list-style-type: none"> Any new starter in the sector but not necessarily straight from school. Can do a limited number of straightforward tasks under direct supervision. |
| LEVEL 2: understands at basic level occupational therapy and any specific topic of study | <ul style="list-style-type: none"> Carries out occupational therapy duties with guidance and supervision. Can participate in improvement initiatives. |
| LEVEL 3: knows and understands occupational therapy procedures, processes and general concepts for own subjects of study and practice | <ul style="list-style-type: none"> Carries out wide range of delegated duties with guidance and supervision when needed. Can contribute to improvement initiatives. |
| LEVEL 4: knows and understands occupational therapy procedures, processes and general concepts for own subjects of study and practice | <ul style="list-style-type: none"> Self-guided by written procedures and protocols, makes judgements, plans activities. May have some responsibility for aspects of supervision of some staff or students. |
| LEVEL 5: has comprehensive, specialised knowledge and understanding of occupational therapy; understands boundaries of both personal knowledge and knowledge within the sector | <ul style="list-style-type: none"> 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). <p>OR May be non-regulated, experienced care workers or have own specialist trade or craft e.g. posture and seating skills.</p> |
| LEVEL 6: has critical understanding of occupational therapy knowledge | <ul style="list-style-type: none"> Leads in a specific area of work with some responsibility for service and team performance. Supervises staff and/or students. |
| LEVEL 7: has highly specialised knowledge and critical awareness | <ul style="list-style-type: none"> 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. |
| LEVEL 8: has most advanced and specialised knowledge | <ul style="list-style-type: none"> At the forefront of the profession as for example strategic leader, original thinker, political leader. Responsible for finances, service development and/or multiple teams. |
| LEVEL 9: innovates and widely advances occupational therapy | <ul style="list-style-type: none"> 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. |

Appendix 3: Resources for accessibility

Disability Rights UK has developed a [Factsheet for Adjustments](#) for a considerable number of special needs. The document offers a list of adjustments and approaches to improve communication.

Other charities have more information on specific needs. This list is a guide only and is not exhaustive.

- Action on Hearing Loss: [Communication tips for the general public](#)
- Hearing Link: [How to communicate with a hearing impaired person](#)
- Royal National Institute of Blind People: [Guide on how to meet, greet and guide a blind or partially sighted person](#)
- British Dyslexia Association Advice for Educators: [What do I need to know as a teacher?](#)
- National Autistic Society [Communication tips, so you can communicate more effectively](#)
They also provide [Communication tools](#) to improve understanding.