



Bracknell Forest Council

## **Adult Social Care**

Occupational therapy pathway



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# Introduction

The handbook is a guide for planning your learning and career development options. The overall objective is to provide you with high quality learning opportunities to help you develop your skills, capability, and talent across the organisation.

We encourage you to use the handbook throughout your career with us. It should be complementary to any statutory and mandatory guidance aligned to your profession and any continuous professional development (CPD) requirements.



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# Occupational therapy career pathways

## **What is a career pathway?**

A career pathway is simply the route you take to achieve your career progression and goals.

These help you to think about the opportunities within your current pathway and how you can progress to more senior pathways by developing your skills, knowledge and experience.

## **Who is it for?**

Everyone should have a career pathway that is used regularly in development and performance management conversations with your line manager.

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# Deciding your career pathway

- A career pathway can help you transition from one role to another within the service/ department/organisation.
- Setting out your career pathway provides you with a road map from where you are now to where you want to be and provides structure to your journey.

## Your career pathway

### Things to consider when developing your career path:

- What are some of the council's values and behaviours you use in your current role?
- What are your strengths?
- How much experience do you have?
- What technical skills do you possess?



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# Your career development

Step up	Step sideways	Settled
Step-up can also be about gaining greater expertise in your current role or in another service or department, it isn't always about promotion.	Whatever your aspiration or ambition, there may be opportunities at your current level in another team.  Working in different parts of the organisation will extend your knowledge and experience.	If you are happy in your current role maybe you would like to consider other options to develop yourself.  Become a first aider, a mental health first aider or equality ally.



# Your career development - apprenticeships

Can I undertake an apprenticeship?	Benefits	Next steps
<ul style="list-style-type: none"> <li>• Apprenticeships are available to both new and existing employees.</li> <li>• For existing employees, apprenticeships are part of the council developing careers programme.</li> <li>• Apprenticeships are available at the same or higher level than a qualification you already hold, or lower as long as:               <ul style="list-style-type: none"> <li>- it allows you to gain substantive new skills.</li> <li>- you can evidence that the content of the training is different from any prior qualification or previous apprenticeship.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Apprenticeships are a good opportunity to 'grow our own' future workforce.</li> <li>• By developing our staff with a clear career pathway, from levels 2 to level 7, we can develop a highly skilled, multi-talented workforce.</li> <li>• While working for us, apprentices can develop new talent. This benefits the council while making sure the apprentice gathers the relevant evidence and skills needed to complete their qualification</li> <li>• Having an apprentice in the team can open new challenges and opportunities for others. Existing staff can gain valuable experience by taking on coaching and mentoring roles, developing new skills and experience of their own.</li> </ul>	<ul style="list-style-type: none"> <li>• If you are interested in applying to take part in an apprenticeship , talk to your manager and then complete an <a href="#">expression of interest form</a> or contact Janine Watkins to discuss the options available.</li> </ul>

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# Purpose and approach

The role of an occupational therapist (OT) will develop and grow during an individual's time in practice. During a practitioner's career, there can be a range of opportunities to develop and enhance their skills and where desired to progress through to a management route.

This document intends to provide practitioners with an understanding of the progression offer at Bracknell Forest Council and how you can continue to grow and develop in adult social care with an occupational therapy qualification.



The purpose of the adult social care academy is to provide a robust and transparent career development journey for occupational therapists to support our recruitment, retention, and investment of our workforce.

The approach can be described as:

- Providing a secure base for our academy practitioners to receive support – **sense of belonging.**
- Investment, growing our own, developing our pipeline and being creative through all available schemes.
- Scaffolding approach to opportunities for learning and development – **always learning.**
- Collaborative culture, open and honest, tailored support to individual needs – **inclusive.**
- Being ambitious and not afraid to be creative and innovative – **ambitious.**
- Continuous development -ongoing feedback- identifying our strengths and areas for development.






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# The standards of proficiency for occupational therapists - as described by the Health and Care Professionals Council (HCPC)



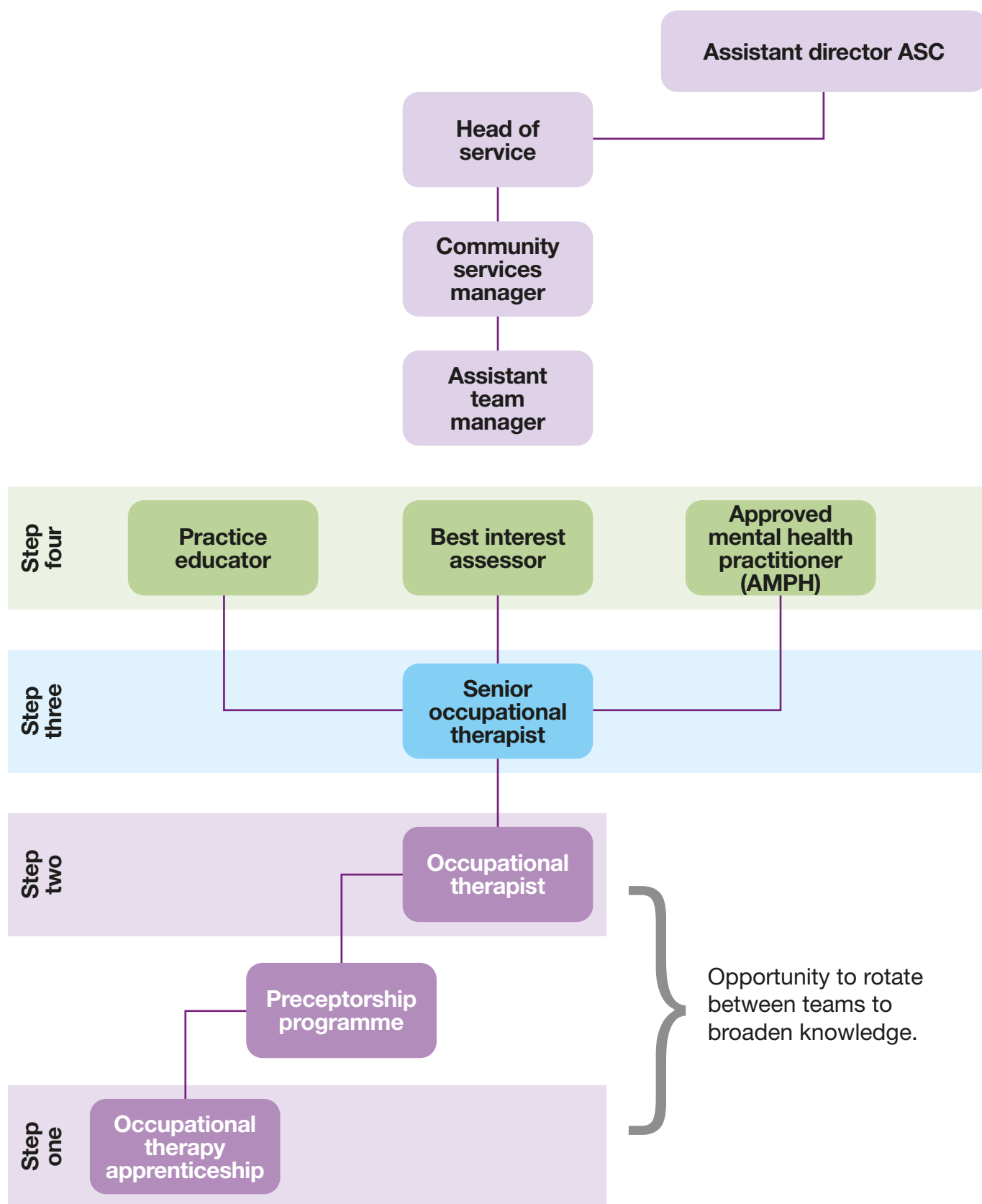
On 1 September 2023 the updated standards of proficiency came into effect, which included changes to the standards for all professions and changes to profession-specific standards.

At the point of registration, occupational therapists must be able to:

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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 practice in a non-discriminatory and inclusive manner.
  6. Understand the importance of and maintain confidentiality.
  7. Communicate effectively.
  8. Work appropriately with others.
  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.



This diagram shows potential progression routes for qualified occupational therapists.



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# Part one: Roles and pathway

## Step one: Occupational therapy apprenticeship

### Becoming an occupational therapist

There are various routes to becoming a qualified occupational therapist, with the most common being an apprenticeship through Bracknell Forest Council. We aim to offer apprenticeships annually, depending on capacity.

### Criteria for occupational therapy apprenticeship

- **Education:**
  - Education: GCSEs in maths and English or maths and English fundamentals up to level 2 (with certificates).
  - A-Level or Level 3 achievement within the last five years, or the Access to Social Care or Access to Occupational Therapy qualification.
  - In work 30 hours per week.
- **Approval:** agreement from your line manager to release you for college days, learning days, and placements during your degree.
- **Interview:** a successful interview with the higher education institute, occupational therapy manager, and adult social care management.

### What to expect

The occupational therapy course is a demanding four-year degree course. To enhance experience and develop skills, placements are offered across Berkshire in a range of settings. During your placements you will be offered a practice educator, who is a qualified occupational therapist to support you during your placements as well as a mentor from Bracknell Forest Council. Study days are set at half a day study leave per module (local arrangement).

### How to gain experience prior to applying for this role

- A motivation to undertake the role and learn about occupational therapy and its associated theory and practice.
- If have not already done so it is essential to have attained GCSEs in maths and English and have copies of certificates OR undertake maths and English fundamentals up to Level 2.
- Use learning and development opportunities associated with occupational therapy.
- Receive trusted assessor training, and access learning opportunities through NRS.
- Shadow an occupational therapist to gain a deeper understanding of the role.

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## Step two: Newly qualified occupational therapist (following the preceptorship framework)

### Development as a newly qualified occupational therapist

Upon successful completion of the occupational therapy degree and registration with Health and Care Professions Council (HCPC), the preceptorship scheme has been developed by Bracknell Forest Council to support newly qualified occupational therapists.

The preceptorship framework can be used to support newly qualified occupational therapists through their first year of work to enable them to develop the knowledge and skills they need to practice safely, effectively, and ethically. We understand that the transition from a student to a professional can be a 'reality shock' and newly qualified professionals experience high levels of stress, anxiety, and confidence issues.

A period of structured transition, supported by a supervisor, allows the newly registered practitioner to develop their confidence as an autonomous professional, refine skills and reflects the values and behaviours of their employer. The framework also allows for the supervisee and supervisor to objectively evaluate competency. Evidence is required to demonstrate competence in key areas.

### Benefits of preceptorship

- Develop confidence and support your future career.
- Provide a culture of learning, self-reflection, and safe practice.
- Increase your skill levels.
- Increase your confidence, satisfaction, and morale.
- Improved health and wellbeing.

### Elements of the Allied Healthcare Professionals (AHP) Preceptorship Programme

- Preceptorship is available to all newly registered allied healthcare professionals, including recently qualified, internationally trained and those returning to practice.
- The length of the programme is dependent on the individual needs, but it can be up to one year.
- A supervisor, with related experience and knowledge to help, support and guide the practitioner through the programme.
- You will have pre-agreed protective personal development time, throughout the period of your preceptorship programme

Appendix A describes the competences that need to be evidenced as part of the programme.

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## Step three: Senior occupational therapist

### Becoming a senior occupational therapist

The post of a senior occupational therapist is the natural progression for individuals that are experienced occupational therapists and wish to take on more complex work and supervisory experience.

The role of a senior occupational therapist should include an ability to:

- Role model occupational therapy best practice, setting expectations for others and contribute to the public face of adult social care.
- Apply practice and promote understanding of occupational therapy.
- Expect of self and deliver to those supervised, organisational leadership and management applying critical reflection throughout.
- Model and demonstrate professionalism and excellence in practice.
- Model and help others to maintain professional and personal boundaries and skilled use of self.

### Criteria for senior occupational therapist

A vacant post and successful recruitment are required. Therefore, it is necessary to evidence the occupational therapist has fully progressed through relevant continual professional development programmes including attendance at relevant training.

### What to expect

A senior occupational therapist will receive support through the supervision and appraisal process.

### How to gain experience prior to applying for this role

- Professional curiosity. Speak to your line manager / senior occupational therapist to understand the role more.
- Shadow a senior occupational therapist to understand 'the day in the life of.'
- Get involved in projects.
- Further training in specialist areas to inform your practice e.g. manual handling, mental capacity act.
- Lead contributions in team meetings.
- Maintain continual professional development including through learning events and action learning sets.
- Be an active member of the research and information sharing group (RIS).
- Support student occupational therapists in placement.

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## Step four (a): Practice educator

### Becoming a practice educator

The role of a practice educator involves teaching, supervising, and assessing occupational therapy students during their placements. Practice educators play a crucial role in maintaining the quality of practice placements and ensuring that unsuitable students do not pass.

### Criteria

- **Registration:** Must be a registered occupational therapist with a minimum of three years of relevant experience with ability to demonstrate ongoing continual professional development (CPD) in occupational therapy practice.

### What to expect

Attend college days and complete schedule of work for practice educators.

To maintain the role as practice educator there is an expectation of undertaking a minimum of one student over each two-year period.

## Step four (b): Best interests assessor

### Becoming a best interest assessor

A best interest assessor is a professional including registered occupational therapists, who are trained to assess and determine the best interests of individuals lacking mental capacity who are or may be subject to a deprivation of their liberty.

### Required skills

- **Critical Thinking:** analysing complex situations and making informed decisions.
- **Communication:** clear and effective interaction with individuals, families, and professionals.
- **Empathy and sensitivity:** understanding and responding to individuals' needs.
- **Assessment skills:** conducting thorough mental capacity assessments.
- **Collaboration and teamwork:** working with various professionals to ensure a holistic approach.
- **Resilience:** handling emotionally challenging situations.
- **Advocacy skills:** ensuring individuals' voices are heard in decision-making processes.

### Criteria

- Relevant qualification in occupational therapy (bachelor's or master's degree).
- Two years post qualifying practical experience in occupational therapy.
- Registration with a professional body (HCPC).
- Completion of a best interests assessor course.
- Evidence of ongoing professional development.

### Expectations of best interest assessors

To maintain the roles as best interest assessor there is an expectation of undertaking six deprivation of liberty safeguards best interest assessments annually and to receive annual refresher training for best interest assessors.

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## Step four (c): Approved mental health practitioner (AMHP)

### Becoming an approved mental health practitioner

Approved mental health practitioners are professionals with experience in mental health services who undertake specific duties under the Mental Health Act, including:

- Organising statutory mental health assessments.
- Identifying the nearest relative and coordinating with key agencies.
- Managing assessments and hospital admissions for individuals who are sectioned under the Mental Health Act.
- Deciding on applications for compulsory hospital admissions.

### Criteria for becoming an approved mental health practitioner

- Agreement to attend university for the six-month course away from current role.
- Qualified registered practitioner with mental health experience.
- Apply through the grow your own route.
- For manager to endorse the application to complete approved mental health practitioner training.
- For manager to obtain funding through skills for care to cover the university fees.

### Requirements

- Minimum of two years post-qualifying experience.
- Minimum of six months experience working as an occupational therapist in mental health services. If this is not the practitioners' current areas of focus it is advised to apply for a secondment to the relevant team to gain experience.

### Expectation of approved mental health practitioners

As an approved mental health practitioner there is an expectation that you attend twice yearly refresher training and take part in the approved mental health practitioner duty rota. This could be via the community mental health team or emergency duty team dependant on role.

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# Part two: **Vertical progression into management and leadership roles**

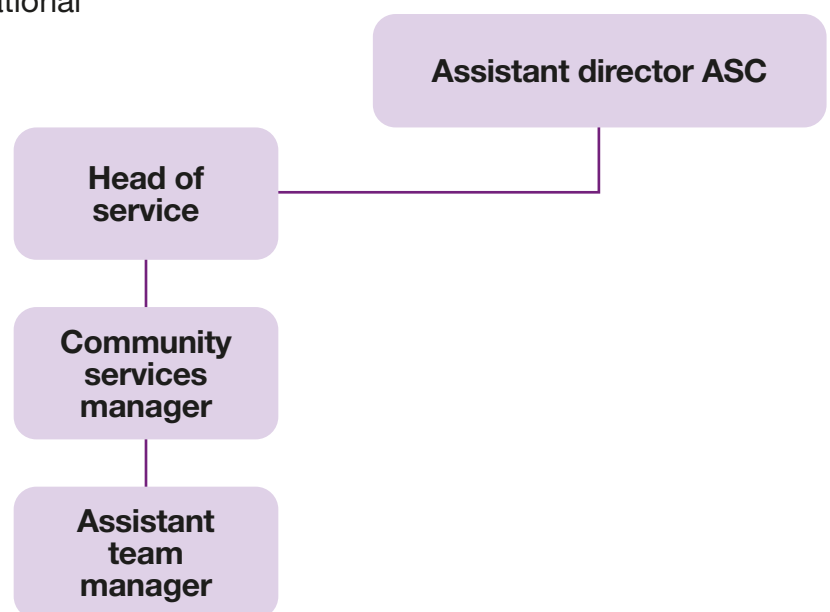
A further way for experienced occupational therapists to progress their career is through a vertical career progression, to management roles. This means moving to a role which takes on more leadership responsibility.

When entering management and leadership roles there is less frontline interaction and a move towards managing the practitioners providing the front-line functions. This is usually the route from about three to five years post qualifying. It means taking on increased responsibility for managing other social care practitioners such as support coordinators (including support coordinator complex) and occupational therapists and social workers. As well as involvement in performance activity, budget management and leading how practice should be demonstrated.

This section describes the route and criteria for attaining management roles. It should be noted that these roles are accessed when appropriate vacancies become available, however, developing skills and knowledge prior to this is helpful, to grow your skills and knowledge. This might be by undertaking special projects, or management training like aspiring managers training. Conversations in supervision and appraisals are helpful to highlight interest and identify opportunities prior to applying for a role.

## **Recap of progression into management.**

See page 9 for full diagram of occupational therapy progression journey.



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## Assistant team manager (ATM)

### Becoming an assistant team manager

An assistant team manager is a critical role in the day to day running of operations within adult social care. Reporting to the community services manager this role enables senior occupational therapists or senior social workers to provide leadership to a core group of staff in a specific area of adult social care. An assistant team manager usually holds an area of responsibility additional to the supervision of a team. This might be overseeing a duty function, or an area of practice, such as long-term team occupational therapist.

### Requirements

- An occupational therapy or social work qualification and registration with the appropriate body.
- Experience of supervising staff.
- A vacancy will need to appear in one of the teams for an individual to apply.
- Successful interview evidencing the associated skills and experience to take the next step, as per the job description.

### How will you be supported?

Supervision and appraisal process to develop new skills, which may include the aspiring managers programme and/or the coaching and mentoring apprenticeship.

### How to gain experience prior to applying for this role

- Professional curiosity. Speak to your line manager / an assistant team manager to gain a deeper understanding of the role.
- Become involved in projects.
- Maintain continual professional development through learning events and action learning sets.
- Take responsibility for an area of work within your team.
- Observe meetings including budget monitoring and gain an understanding of analysing data.
- Undertake all e-learning opportunities like how to chair meetings, HR policies and procedures.
- Consider undertaking the coaching apprenticeship.
- Demonstrate the council's values.
- Explore the Bracknell managers' framework (available in the managers hub).
- Demonstrate understanding and application of issues relating to equality, diversity, and inclusion.
- Contribute to responses to adverse situations such as: complaints, freedom of information requests and councillor enquiries.
- Train in and undertake the role of best interest assessor, practice educator or AMHP.



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# Community services manager (CSM)

## Becoming a community services manager

The role of a community services manager is to lead the totality of a whole service, including learning disability and autism or community mental health team. This will include a range of roles and responsibilities. The community services manager has day to day responsibility for how a service is run including waiting list, performance in terms of activity data, budget and staff performance. A community services manager will lead on projects to develop and improve the service as well as ensuring best practice is demonstrated. For most services within Bracknell Forest Council the services are either aligned or integrated which means being responsible for oversight and cohesion of health services too.

## Criteria

- Social work or occupational therapy qualification and registered with the appropriate body.
- A vacancy will need to appear in one of the teams for an individual to apply.
- Successful interview evidencing the associated skills and experience to take the next step, as per the job description.

## How will you be supported?

Supervision and appraisal process to develop new skills, which may include the aspiring managers programme and/or the coaching and mentoring apprenticeship.

## How to gain experience prior to applying for this role

- Professional curiosity. Speak to your line manager / a community services manager to gain a deeper understanding of the role.
- Chair or co-chair larger meetings.
- Maintain continual professional development through learning events and action learning sets.
- Attend performance, budget meetings, and gain an understanding of analysing data.
- Be a subject matter expert on a project.
- Influence service improvements.
- Consider undertaking the coaching apprenticeship if not already completed.
- Train and practice as a best interests assessor, practice educator or AMHP.
- Demonstrate the council's values.
- Look into the Bracknell managers' framework (available in the managers hub).
- Demonstrate understanding and application of issues relating to equality, diversity, and inclusion.
- Keep up to date with resources in the managers hub.
- Undertake compassionate leaders training.
- Understand the differences between social work and occupational therapy as the role of a community services manager leads both disciplines.

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## Head of service (HoS)

### Becoming a head of service

The head of service role is the natural next step after serving as a community services manager, offering a more strategic perspective leading and influencing service delivery and development. This position encompasses leadership and oversight of numerous services, including those integrated with health and those regulated by the Care Quality Commission. These services will focus on specific areas of expertise, such as drug and alcohol, older people, and disabilities.

The head of service role inspires a diverse team of practitioners to deliver high-quality services that meet legislative and assurance standards (Care Quality Commission). This role requires a key decision-making with an analytical approach, considering both internal service dynamics and the broader organizational and systemic context in which these services operate.

### Criteria

- A vacancy will need to appear for an individual to apply.
- Successful interview evidencing the associated skills and experience to take the next step, as per the job description.
- An occupational therapy or social work qualification and registration with the appropriate body.
- Previous leadership experience.

### How will you be supported?

Supervision and appraisal process to develop new skills, which may include the aspiring managers programme and/or the coaching and mentoring apprenticeship.

### How to gain experience prior to applying for this role

- Professional curiosity. Speak to your line manager / a head of service to gain a deeper understanding of the role.
- Lead on areas of work.
- Maintain continual professional developments through quarterly learning events and action learning sets.
- Evidence improved performance within the service and robust budget management skills.
- Show strong leadership and strategic skills within the service.
- Demonstrate the council's values.
- Look into the Bracknell managers' framework (available in the managers hub).
- Demonstrate understanding and application of issues relating to equality, diversity, and inclusion.
- Keep up to date with resources in the managers hub.
- Undertake compassionate leaders training.
- Gain understanding in the context of the wider council such as the council plan, quarterly service report (QSR).

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## Necessary support and actions to develop and maintain the academy model in adult social care.

1. Exploration of the principal occupational therapy role and that it should be built into the establishment.
2. Mechanism to be established for learning and development to claim monies back from universities in relation to practice educator payments.

### **Report completed by:**

Katherine Wheeler - Adults principal social worker  
May 2025.

## Appendix A

# Competency framework – developing occupational therapy (DOT)

### Types of evidence

Below are the domains that make up the DOT programme. Each domain has a list of aspects that you need to evidence to show you have met that aspect. The types of evidence you could use are:

- LAS notes (redacted).
- Observations from staff members.
- Feedback forms from clients.
- Your own reflections.
- Team meetings.
- Training courses and certificates.
- Case study.
- Supervision notes.

## 1. Clinical effectiveness

Expected learning, behaviour and outcomes	Evidence	Name/signature/date complete	
		Preceptee	Preceptor
To practice safely and effectively within scope of practice.			
To identify the limits of their practice and when to seek advice or refer to another professional or service.			
To recognise the need to manage their own workload and resources safely and effectively, including managing the emotional burden that comes with working in a pressured environment.			

Expected learning, behaviour and outcomes	Evidence	Name/signature/date complete	
		Preceptee	Preceptor
To keep their skills and knowledge up to date and understand the importance of continuing professional development throughout their career.			
To practise within the legal and ethical boundaries of their profession.			
To maintain high standards of personal and professional conduct.			
To promote and protect the service user's interests at all times.			
To understand the importance of safeguarding by actively looking for signs of abuse, demonstrating understanding of relevant safeguarding processes, and engaging in these processes where necessary.			
To understand what is required of them by the Health and Care Professions Council, including but not limited to the Standards of conduct, performance and ethics.			
To respect and uphold the rights, dignity, values, and autonomy of service users, including their role in the assessment, diagnostic, treatment and/or therapeutic process.			

Expected learning, behaviour and outcomes	Evidence	Name/signature/date complete	
		Preceptee	Preceptor
To recognise that relationships with service users, carers and others should be based on mutual respect and trust, maintaining high standards of care in all circumstances.			
To understand the importance of and be able to obtain valid consent, which is voluntary and informed, has due regard to capacity, is proportionate to the circumstances and is appropriately documented.			
To understand the importance of capacity in the context of delivering care and treatment.			
To understand the scope of a professional duty of care, and exercise that duty.			
To understand and apply legislation, policies and guidance relevant to their profession and scope of.			
To recognise the power imbalance which comes with being a health care professional, and ensure they do not abuse this for personal gain.			
To understand the effect of legislation on the delivery of care.			

## 2. Health and wellbeing

Expected learning, behaviour and outcomes	Evidence	Name/signature/date complete	
		Preceptee	Preceptor
To look after their health and wellbeing, seeking appropriate support where necessary.			
To identify anxiety and stress in themselves and recognise the potential impact on their practice .			
To understand the importance of their own mental and physical health and wellbeing strategies in maintaining fitness to practise.			
To understand how to take appropriate action if their health may affect their ability to practise safely and effectively, including seeking help and support when necessary.			
To develop and adopt clear strategies for physical and mental self-care and self-awareness, to maintain a high standard of professional effectiveness and a safe working environment.			

### 3. Working as an autonomous practitioner

Expected learning, behaviour and outcomes	Evidence	Name/signature/date complete	
		Preceptee	Preceptor
To practise as an autonomous professional, exercising their own professional judgement.			
To recognise that they are personally responsible for and must be able to justify their decisions and actions.			
To recognise that they are personally responsible for and must be able to justify their decisions and actions.			
To use their skills, knowledge and experience, and the information available to them, to make informed decisions and/or take action where necessary.			
To make reasoned decisions to initiate, continue, modify or cease treatment or the use of techniques or procedures, and record the decisions and reasoning appropriately.			
To make and receive appropriate referrals, where necessary.			
To exercise personal initiative.			
To demonstrate a logical and systematic approach to problem solving.			



## 4. Equality and diversity

Expected learning, behaviour and outcomes	Evidence	Name/signature/date complete	
		Preceptee	Preceptor
To recognise the impact of culture, equality and diversity on practice and practise in a non-discriminatory and inclusive manner.			
To respond appropriately to the needs of all different groups and individuals in practice, recognising this can be affected by difference of any kind including, but not limited to, protected characteristics, intersectional experiences and cultural differences.			
To understand equality legislation and apply it to their practice.			
To recognise the potential impact of their own values, beliefs and personal biases (which may be unconscious) on practice and take personal action to ensure all service users and carers are treated appropriately with respect and dignity.			
To understand the duty to make reasonable adjustments in practice and be able to make and support reasonable adjustments in theirs and others' practice.			

Expected learning, behaviour and outcomes	Evidence	Name/signature/date complete	
		Preceptee	Preceptor
To recognise the characteristics and consequences of barriers to inclusion, including for socially isolated groups.			
To actively challenge these barriers, supporting the implementation of change wherever possible.			
To recognise that regard to equality, diversity and inclusion needs to be embedded in the application of all HCPC standards, across all areas of practice.			
To recognise the need to identify and take account of the physical, psychological, social and cultural needs of individuals and communities.			

## 5. Confidentiality

Expected learning, behaviour and outcomes	Evidence	Name/signature/date complete	
		Preceptee	Preceptor
To understand the importance of and maintain confidentiality.			
To adhere to the professional duty of confidentiality and understand when disclosure may be required.			

Expected learning, behaviour and outcomes	Evidence	Name/signature/date complete	
		Preceptee	Preceptor
To understand the principles of information and data governance and be aware of the safe and effective use of health, social care and other relevant information.			
To recognise and respond in a timely manner to situations where it is necessary to share information to safe-guard service users, carers and/or the wider public.			
To understand the need to ensure confidentiality is maintained in all situations in which service users rely on additional communication support (such as interpreters or translators).			
To recognise that the concepts of confidentiality and informed consent extend to all mediums, including illustrative clinical records such as photography, video and audio recordings and digital platforms.			

## 6. Communication

Expected learning, behaviour and outcomes	Evidence	Name/signature/date complete	
		Preceptee	Preceptor
To use effective and appropriate verbal and non-verbal skills to communicate with service users, carers, colleagues and others.			
To communicate in English to the required standard for their profession (equivalent to level 7 of the International English Language Testing System).			
To understand the characteristics and consequences of verbal and non-verbal communication and recognise how these can be affected by difference of any kind including, but not limited to, protected characteristics, intersectional experiences and cultural differences.			
To work with service users and/or their carers to facilitate the service user's preferred role in decision-making, and provide service users and carers with the information they may need where appropriate.			

Expected learning, behaviour and outcomes	Evidence	Name/signature/date complete	
		Preceptee	Preceptor
To modify their own means of communication to address the individual communication needs and preferences of service users and carers, and remove any barriers to communication where possible.			
To understand the need to support the communication needs of service users and carers, such as through the use of an appropriate interpreter.			
To use information, communication and digital technologies appropriate to their practice.			
To understand the need to provide service users or people acting on their behalf with the information necessary in accessible formats to enable them to make informed decisions.			
To actively listen to a service user's occupational narrative and analyse the content in order to plan for the future.			
To understand the values, beliefs, culture, behaviours and interests of service users and carers, through interview and personal discussion.			

## 7. Teamwork

Expected learning, behaviour and outcomes	Evidence	Name/signature/date complete	
		Preceptee	Preceptor
To work in partnership with service users, carers, colleagues and others.			
To recognise the principles and practices of other health and care professionals and systems and how they interact with their profession.			
To understand the need to build and sustain professional relationships as both an autonomous practitioner and collaboratively as a member of a team.			
To contribute effectively to work under-taken as part of a multi-disciplinary team.			
To identify anxiety and stress in service users, carers and colleagues, adapting their practice and providing support where appropriate.			
To understand the qualities, behaviours and benefits of leadership.			
To recognise that leadership is a skill all professionals can demonstrate.			

Expected learning, behaviour and outcomes	Evidence	Name/signature/date complete	
		Preceptee	Preceptor
To identify their own leadership qualities, behaviours and approaches, taking into account the importance of equality, diversity and inclusion.			
To demonstrate leadership behaviours appropriate to their practice.			
To act as a role model for others.			
To promote and engage in the learning of others.			
To understand the need to engage service users and carers in planning and evaluating assessments, treatments and interventions to meet their needs and goals.			

## 8. Accurate documentation

Expected learning, behaviour and outcomes	Evidence	Name/signature/date complete	
		Preceptee	Preceptor
To keep full, clear and accurate records in accordance with applicable legislation, protocols and guidelines.			
To manage records and all other information in accordance with applicable legislation, protocols and guidelines.			
To use digital record keeping tools, where required.			

## 9. Reflection

Expected learning, behaviour and outcomes	Evidence	Name/signature/date complete	
		Preceptee	Preceptor
To engage in evidence based practice.			
To gather and use feedback and information, including qualitative and quantitative data, to evaluate the response of service users to their care.			
To monitor and systematically evaluate the quality of practice, and maintain an effective quality management and quality assurance process working towards continual improvement.			
To participate in quality management, including quality control, quality assurance, clinical governance and the use of appropriate outcome measures.			
To evaluate care plans or intervention plans using recognised and appropriate outcome measures, in conjunction with the service user where possible, and revise the plans as necessary.			
To recognise the value of gathering and using data for quality assurance and improvement programmes.			



Expected learning, behaviour and outcomes	Evidence	Name/signature/date complete	
		Preceptee	Preceptor
To evaluate intervention plans to ensure that they meet the needs of service users, informed by changes in circumstances and health status.			

## 10. Up-to-date knowledge

Expected learning, behaviour and outcomes	Evidence	Name/signature/date complete	
		Preceptee	Preceptor
To understand and apply the key concepts of the knowledge base relevant to their profession.			
To understand the structure and function of the human body, together with knowledge of physical and mental health, disease, disorder and dysfunction relevant to their profession.			
To demonstrate awareness of the principles and applications of scientific enquiry, including the evaluation of treatment efficacy and the research process.			
To recognise the role(s) of other professions in health and social care and understand how they may relate to the role of occupational therapist.			

Expected learning, behaviour and outcomes	Evidence	Name/signature/date complete	
		Preceptee	Preceptor
To understand the structure and function of health and social care systems and services in the UK.			
To change their practice as needed to take account of new developments, technologies and changing contexts.			
To gather appropriate information.			
To analyse and critically evaluate the information collected.			
To select and use appropriate assessment techniques and equipment.			
To undertake and record a thorough, sensitive and detailed assessment.			
To understand and apply the key concepts of the knowledge base relevant to their profession.			
To understand the structure and function of the human body, together with knowledge of physical and mental health, disease, disorder and dysfunction relevant to their profession.			

Expected learning, behaviour and outcomes	Evidence	Name/signature/date complete	
		Preceptee	Preceptor
To demonstrate awareness of the principles and applications of scientific enquiry, including the evaluation of treatment efficacy and the research process.			
To recognise the role(s) of other professions in health and social care and understand how they may relate to the role of occupational therapist.			
To understand the structure and function of health and social care systems and services in the UK.			
To change their practice as needed to take account of new developments, technologies and changing contexts.			
To gather appropriate information.			
To analyse and critically evaluate the information collected.			
To select and use appropriate assessment techniques and equipment.			
To undertake and record a thorough, sensitive and detailed assessment.			

## 11. Maintain a safe environment

Expected learning, behaviour and outcomes	Evidence	Name/signature/date complete	
		Preceptee	Preceptor
To understand the need to maintain the safety of them self and others, including service users, carers and colleagues.			
To demonstrate awareness of relevant health and safety legislation and comply with all local operational procedures and policies.			
To work safely, including being able to select appropriate hazard control and risk management, reduction or elimination techniques in a safe manner and in accordance with health and safety legislation.			
To select appropriate personal protective equipment and use it correctly.			
To establish safe environments for practice, which appropriately manages risk.			
To understand and apply appropriate moving and handling techniques.			

## 12. Promote health and prevent ill health

Expected learning, behaviour and outcomes	Evidence	Name/signature/date complete	
		Preceptee	Preceptor
To understand the role of their profession in health promotion, health education and preventing ill health.			
To understand how social, economic and environmental factors (wider determinants of health) can influence a person's health and wellbeing.			
To empower and enable individuals (including service users and colleagues) to play a part in managing their own health.			
To engage in occupational health, including being aware of immunisation requirements.			

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## Preceptorship declaration:

This is to confirm that: \_\_\_\_\_  
has completed all aspects of the AHP preceptorship programme.

**Preceptee name and signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Preceptor name and signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Service manager name and signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_



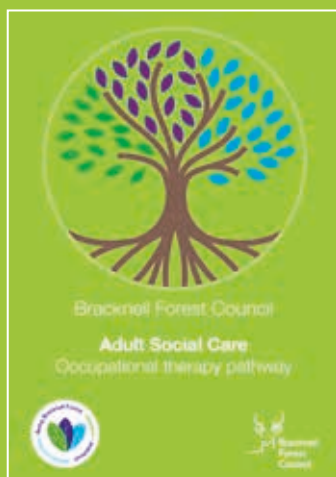
Congratulations on completing preceptorship  
and all the best in your future AHP career!



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For more information about our Academy Model career pathways please visit our website <https://www.bracknell-forest.gov.uk/jobs/academy-model-career-development> or if you have any questions you can email our drop box [academy.model@bracknell-forest.gov.uk](mailto:academy.model@bracknell-forest.gov.uk).

For apprenticeship queries please email the drop box [apprenticeships@bracknell-forest.gov.uk](mailto:apprenticeships@bracknell-forest.gov.uk)



If you need a reasonable adjustment to communicate with us, please call 01344 352000 or email: [customer.services@bracknell-forest.gov.uk](mailto:customer.services@bracknell-forest.gov.uk).