

# Learning Needs Analysis Form: OT Roadmap

An LNA is an iterative process which you start by providing details about yourself, your education, experience, and relevant education including a self-assessment mapping exercise against a series of questions – based on the Knowledge, Skills and Attributes specific to the FCP roadmap for your profession. The process uses a series of questions drawn from the KSAs to allow you to summarise the key pieces of evidence you can use to create your FCP portfolio.

Once this form is completed, please email it to [FCP@aecc.ac.uk](mailto:FCP@aecc.ac.uk). You will need to include your professional degree, e-learning module certificates, and evidence of linking documents to the roadmap for stage 1 (if appropriate) i.e. case studies, and other evidence. The FCP team will analyse the responses and advise you on a pathway to achieving the FCP roadmap. For further details on the route, please visit our [website](#). As required, we will organise a meeting with one of our team to go through your LNA and appraise options on a 1:1 basis. The meeting will identify any gaps your learning/preparation for working as an FCP and how these can be met either through the taught or portfolio route to FCP.

The outcomes from the LNA process are as follows:

1. [Taught route to FCP](#) The PGCert First Contact Practice is the taught route to becoming a recognised First Contact Practitioner (FCP) and made up of 2 academic units of study mapped against the Knowledge, Skills and Attributes required to meet the roadmaps for each profession (HEE, 2021).
2. [Supported portfolio route](#) you may be directed towards the supervised portfolio route to FCP rather than the taught route. This may be because you have already completed academic study which is relevant to the roadmap stage 1 and need to build your portfolio to evidence experiential learning at Stage 2. This is supported by a 20 credit masters level unit.

## Stage of Learning

I am hoping to apply for:	Please tick appropriate box below:	
<b>PGCert FCP</b> <b>(Unit 1 = stage 1 Roadmap + stage 2 e-portfolio)</b> <b>(60 credit module)</b>		<p>60 M level credit module: Unit 1: 5 month course covering knowledge and skills required as FCP covering all knowledge, skills and attributes required for stage 1 of the Roadmap to Practice.</p> <p>This is followed by Unit 2: 6 month e-portfolio covering stage 2 of the Roadmap to Practice in clinical practice. You will require a clinical supervisor for this part of the course.</p> <p>This is the full PGCert and is designed for those who have recently started(&lt;2 years FCP) or are shortly to start in First Contact Practice.</p>
<b>Stage 2: supported e-portfolio standalone</b> <b>(20 Credit module)</b>		<p>20 M level Credit module: 6 month e-portfolio covering the stage 2 of the Roadmap to Practice. The expectation is that you have completed mapping fully to the Knowledge, Skills and Attributes of the Roadmap on paper. Proof of this and cross referencing of the KSAs to your reflective case studies, university module proof, and other sources of evidence will be examined prior to the LNA discussion meeting. If you are unable to provide this evidence it is recommended that you apply for the PGCert FCP as above.)</p> <p>Please note there is minimal academic teaching on this course apart from the overview of course requirements as the course is supported e-portfolio as per NHSE guidance to complete Stage 2 of the relevant Roadmap to Practice.</p>

## Section 1: About you

Name:			
Profession	Occupational Therapist		
Initial professional registration: (Date)			
Regulatory Body: (NMC/HCPC etc)	HCPC		
Visa status: British citizenship/ Visa	Visa type if applicable and exp date:		
Workplace			
Current employer: NHS/GP Practice			
Which <a href="#">ICS</a> do you work in?			
Area of Clinical Practice:			
Job / role:			
Time in current post			
Contact details			
Preferred Email:		Phone number:	
Address:			

## Qualifications

Additional professional qualifications: (Post initial Registration)			
Academic qualifications from completed programmes of study	Award (Level & Title of programme) (e.g., Diploma, BSc)	Date (Year)	University
Detail of modules/courses studied which relate to FCP role:	Module	Date (Year) and Level (e.g., 5, 6, 7)	Education Provider (e.g. NHS trust, Education Provider, Commercial Provider)
Experience			
Summary of current role, responsibilities:  *To be considered alongside a current job description, job role and other relevant role related documentation.			

Summary of any previous Advanced Practice roles:	Employer	Dates of Employment	Responsibilities

## Section 2: Confirmation of Relevant e-learning for FCP

I confirm that I have completed the following e learning modules required as per the FCP roadmap (as relevant) :

Name of module	Date of completion
1	
2	
3	
4	
5	
6	
7	
8	
9 Personalised Care	

Please note you will be provided to provide evidence of completion prior to enrolment

### Section 3: Your knowledge, skills and experience

This section is based around the FCP roadmap for your profession. You are asked to rate your level of knowledge/skill and competence, in relation to the given outcomes. We also ask you to consider the experience that you have relevant to each of the domains where possible. If you have ticked you are applying for PGCert FCP in the table above, you do not need to fill in this section.

Please use the following rating scale for your knowledge, skills, and competence:

0.	I have little or no knowledge or skill in relation to this outcome
1.	I have some knowledge and skill in this outcome, but need help and support with applying this to practice
2.	I am competent in this area – have the knowledge and skill to practice in relation to this outcome without supervision
3.	I am competent and confident in this area – I have knowledge, skill, and experience of practicing in relation to this outcome and feel able to begin to develop and supervise others in this area of practice
4.	I have expertise in this area – I have considerable knowledge, skill, and experience of practicing in relation to this outcome and would feel confident in teaching and supervising others in relation to this area of practice.

## Domain A: Person-centred Collaborative Working

Capability 1. Communication and consultation skills				
Cross-referenced OT ACP Capabilities	Essential knowledge: Specific knowledge underpinning capabilities	RCOT Career Development Framework Level 7	Your rating (0-4)	Documentary evidence of level 7 learning
A1.1 B.1.1.13	Critically appraise communication strategies and be able to optimise communication approaches appropriately using skills such as active listening e.g. frequent clarifying, paraphrasing and picking up verbal cues such as pace, pauses and voice intonation.	RCOT Career Development Framework Level 7.9		
Critical skills				
A3.4 B1.1.9	Convey information and address issues in ways that avoid jargon and assumptions; respond appropriately to questions and concerns to promote understanding, including use of verbal, written and digital information.	P7.1		
A1.4 B1.1.1	Adapt verbal and non-verbal communication styles in ways that are empathetic and responsive to people's communication and language needs and preferences, including levels of spoken English and health literacy.	P7.9		
A3.2 B1.1.5	Communicate effectively with individuals who require additional assistance to ensure an effective interface with a practitioner, including the use of accessible information.	P7.9		

A2.4 B1.1.15 B1.1.4	Evaluate situations, circumstances or places which make it difficult to communicate effectively (e.g. noisy, distressing or emergency environments), and have strategies in place to overcome these barriers. Adapt communication styles to meet the needs of people who have learning disabilities, are neuro-diverse or other disabilities that impair communication.	P7.4		
A2.3	Enable effective communication approaches to non-face to face situational environments e.g. phone, video, email or remote consultation.			
A2.4 B1.1.7	Consult in a highly organised and structured way, with professional curiosity as required, whilst understanding the constraints of the time limited nature of primary/ urgent care consultations and ensure communication is safe and effective.			
A2.1 B1.1.11	Elicit psychosocial history to provide context for peoples' problems or presentations.			
A3.1 B1.1.10	Manage people effectively, respectfully, and professionally (including, where applicable, carers and families), especially at times of conflicting priorities and opinions.	P7.3		
A3.1 B1.1.3	Communicate in ways that build and sustain relationships, seeking, gathering and sharing information appropriately, efficiently and effectively to expedite and integrate people's care.	P7.2		
	Recognise that effective consultation skills are a subset of advanced communication skills highlighted in the capability for history taking and consultation skills.			



## Capability 2. Practicing holistically to personalise care and promote public and person health

Cross-referenced OT ACP Capabilities	Essential knowledge: Specific knowledge underpinning capabilities	RCOT Career Development Framework Level 7	Your rating (0-4)	Documentary evidence of level 7 learning
A1.5 B1.2.10	Critically appraise the impact that a range of social, economic, and environmental factors can have on health outcomes for people, and, where applicable, their family and carers.	L7.11		
A3.3 B1.2.13	Evaluate how a person's preferences and experience, including their individual, cultural and religious background, can offer insight into their priorities and wellbeing.	P7.2		
A3.5 B1.2.16	Evaluate the implications of, and apply in practice, the relevant legislation for informed consent and shared decision making (e.g. mental capacity legislation, Fraser Guidelines).	P7.7		
Critical Skills				
A2.5 B1.2.1	Explore and act upon day-to-day interactions with people to encourage and facilitate changes in behaviour, such as smoking cessation, reducing alcohol intake and increasing exercise that will have a positive impact on the health and wellbeing of people, communities and populations i.e. 'Making Every Contact Count' and signpost additional resources.			
B1.2.8	Effectively employ the Public Health England "All Our Health" framework in own and wider community of practice.	L7.6		
A3.4 B1.2.3	Engage people in shared decision making about their care by: <ul style="list-style-type: none"> <li>supporting them to express their own ideas, concerns and expectations and encouraging them to ask questions</li> <li>explaining in non-technical language all available options (including watch and wait approaches or doing nothing)</li> <li>exploring with them the risks and benefits of each</li> </ul>	P7.2		

	<p>available option and discussing any implications</p> <ul style="list-style-type: none"> <li>supporting them to make decisions on their preferred way forward</li> </ul>			
A2.10 B1.2.11	Recognise and respond appropriately to the impact of psychosocial factors on the presenting problem, condition or general health such as housing issues, work issues, family/carer issues, lack of support, social isolation and loneliness.	L7.11		
A3.2 B1.2.14	Evaluate how the vulnerabilities in some areas of a person's life might be overcome by promoting resilience in other areas.	L7.7		
A1.6 B1.2.6	Advise on, and refer, people appropriately to psychological therapies and counselling services, in-line with their needs and wishes, taking account of local service provision.			
A1.6 B1.2.7	Advise on sources of relevant local or national self-help guidance, information and support including coaching and social prescribing.			

Capability 3. Working with colleagues and in teams				
Cross-referenced OT ACP Capabilities	Essential knowledge: Specific knowledge underpinning capabilities	RCOT Career Development Framework Level 7	Your rating (0-4)	Documentary evidence of level 7 learning
A1.6 B1.3.7	Have a deep and systematic knowledge and understanding of wider primary, community care and secondary care, voluntary sector services and teams and refer independently using professional judgement.	L7.16		
Critical Skills				
A2.7 B1.3.1	Ensure own work is within professional and personal scope of practice and access advice when appropriate.	L7.25		

A1.6 B1.3.2	Advocate and utilise the expertise and contribution to peoples' care of other health and social care professionals and work collaboratively within the multi- professional team to optimise assessment, diagnosis and integrated management and care for people.	P7.6		
A3.7 B1.3.4	Communicate effectively with colleagues using a variety of media (e.g., verbal, written and digital) to serve peoples' best interests.	L7.8		
A3.7 B1.3.3	Engage in effective inter-professional communication and collaboration (with clear documentation) to optimise integrated management and care for people.	L7.18		
A2.6 B1.3.5	Make direct referrals in a timely manner as indicated by peoples' needs with regard to referral criteria and organisational policies e.g., 2-week wait cancer pathway, urgent or routine referrals.	P7.13		
A1.6 B1.3.6	Participate in effective multi-disciplinary team activity and understand the importance of effective team dynamics.  This may include, but is not limited to, the following: service delivery processes, research such as audit/ quality improvement, significant event review, shared learning, and development.	P7.6		
	Take responsibility for one's own well- being and promote the well-being of the team escalating any causes for concern appropriately.	L7.12		

Capability 4. Maintaining an ethical approach and fitness to practice				
Cross-referenced	Essential knowledge: Specific knowledge underpinning capabilities	RCOT Career	Your rating	Documentary evidence of level 7 learning

OT ACP Capabilities		Development Framework Level 7	(0-4)	
A1.1 B1.4.9	Critically reflect on how own values, attitudes and beliefs might influence one's professional behaviour.	P7.3		
Critical skills				
A1.3 B1.4.1	Demonstrate the application of professional practice in one's own day to day first contact clinical practice.	P7.5		
A1.7 B1.4.8	Identify and act appropriately to promote positive behaviour around equality, diversity, and human rights.	P7.12		
A2.10 B1.4.2	Reflect on, and address and engage appropriately ethical/moral dilemmas encountered during one's own work which may impact on care. Advocate equality, fairness and respect for people and colleagues in one's day to day practice			
B1.4.3	Keep up to date with mandatory training and CPD requirements, encompassing those requiring evidence for a first contact role.	F7.1		
B1.4.12	Recognise and ensure a balance between professional and personal life that meets work commitments, maintains one's own health, promotes well-being and builds resilience.	L7.12		
B1.4.4	Demonstrate insight into the health issues primary care can place on personal health and wellbeing (e.g. workload pressures, lone working etc.) when working as an FCP.	L7.12		
B1.4.6	Promote mechanisms such as complaints, significant events and performance management processes in order to improve people's care.	P7.10		
B1.4.7	Promote mechanisms such as compliments and letters of thanks to acknowledge and promote good practice.	L7.2		

## Domain B: Assessment, investigations and diagnosis

Cross-referenced OT ACP Capabilities	Essential knowledge: Specific knowledge underpinning capabilities	RCOT Career Development Framework Level 7	Your rating (0-4)	Documentary evidence of level 7 learning
A2.1 B2.1.5	Understand and apply a range of consultation models appropriate to the clinical situation and appropriately across physical and mental health presentations.	B5(d)		
<b>Critical Skills</b>				
A1.1 B2.1.1 B2.1.2	Structure consultations to encourage the patient and/or their carer to express their ideas, concerns, expectations and understanding, using active listening skills and open questions to effectively engage with people and carers.	P7.2		
A2.4 B2.1.3	Be able to undertake general history-taking, and focused history-taking to elicit and assess “red flags”. Be aware that “red flags” may differ in a primary/urgent care setting compared to an emergency setting (e.g. symptoms suggestive of cancer).	P7.13		
A2.1 B2.1.8	Synthesise information, considering factors which may include the presenting complaint, existing complaints, past medical history, genetic predisposition, medications, allergies, risk factors and other determinants of health to establish differential diagnoses.	P7.4		
A2.8 B2.1.9	Incorporate information on the nature of the person’s needs, preferences and priorities from various other appropriate	P7.1		

	sources e.g., third parties, previous histories and investigations.			
A1.4 B2.1.6	Explore and appraise peoples' ideas, concerns and expectations regarding their symptoms and condition, and whether these may act as a driver or form a barrier.	P7.2		
A2.3 B2.1.10	Critically appraise complex, incomplete, ambiguous, and conflicting information gathered from history-taking and/ or examination, distilling and synthesising key factors from the appraisal, and identifying those elements that may need to be pursued further.	P7.4		
A2.7 B2.1.4	Deliver diagnosis and test/investigation results, (including bad news), sensitively and appropriately in- line with local or national guidance, using a range of mediums including spoken word and diagrams, for example, to ensure the person has understands what has been communicated.	P7.9		
A3.7 B2.2.4	Record all pertinent information gathered concisely and accurately complying with local guidance, legal and professional requirements for confidentiality, data protection and information governance.	P7.8		

Capability 6 Clinical examination and procedural skills				
Cross-referenced OT ACP Capabilities	Essential knowledge: Specific knowledge underpinning capabilities	RCOT Career Development Framework Level 7	Your rating (0-4)	Documentary evidence of level 7 learning
A2.10 B2.2.6 B2.2.1	Demonstrate the ability to apply a range of physical assessment techniques, being informed by an understanding of such techniques' respective validity, reliability, specificity and sensitivity, and the implications of			

	any limitations within such assessments, to enable an appropriate examination.			
<b>Critical Skills</b>				
A2.1 B2.2.2	Ensure the person understands the purpose of any physical examination (including intimate examinations), and/or mental health assessment, describe what will happen and the role of the chaperone where applicable.	P7.9		
A2.10 B2.2.3	Obtain appropriate consent and ensure, where examinations take place, the person is afforded privacy and their dignity is respected (addressing comfort where practicable and reasonable adjustments being made as needed). Ensure examination is appropriate and clinically effective.	P7.7		
A1.8 B2.2.5	Adapt practice to meet the needs of different groups and individuals, including adults, children and those with particular needs (such as cognitive impairment, sensory impairment or learning disability), working with chaperones, where appropriate.	P7.12		
A1.1 B2.2.6	Apply a range of physical assessment and clinical examination techniques appropriately, systematically and effectively.	P7.8		
A3.5	Perform a mental health assessment appropriate to the needs of the person, their presenting problem and manage any risk factors such as suicidal ideation promptly and appropriately.	P7.13		
A3.6 B2.3.7	Use nationally recognised tools, where appropriate, during assessment.			
A2.9	Using a systematic approach, identify, analyse and interpret potentially significant information from the physical and mental health assessment (including any ambiguities).	P7.5		
A3.7	Demonstrate accurate and concise documentation of examinations or procedures undertaken to support	P7.7		

	a clinical management plan, and in compliance with local guidance, legal and professional requirements for confidentiality, data protection and information governance.			
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<b>Capability 7: Making a Diagnosis</b> Occupational Therapists have extensive experience of assessing patients and their presenting situations, using occupational formulation to reach working diagnoses and provide appropriate treatment. These skills are adapted to a primary care setting to include recognising the possibility of serious underlying pathology (red flags).				
<b>Cross-referenced OT ACP Capabilities</b>	<b>Essential knowledge: Specific knowledge underpinning capabilities</b>	<b>RCOT Career Development Framework Level 7</b>	<b>Your rating (0-4)</b>	<b>Documentary evidence of level 7 learning</b>
A2.1 B2.3.2	Understand how to make a diagnosis in a structured way using a problem-solving method informed by an understanding of probability based on prevalence, incidence and natural history of illness to aid decision making.	P7.4		
A2.3	Understand key diagnostic biases and common errors and the issues relating to diagnosis in the face of ambiguity and incomplete data.	P7.4		
<b>Critical skills</b>				
A2.7 B2.3.10	Target further investigations appropriately and efficiently following due process with an understanding of respective validity, reliability, specificity and sensitivity and the implications of these limitations.	P7.13		
A2.4	Understand the importance, and implications of, findings and results and take appropriate action. This may be urgent referral/escalation as in life threatening situations, or further	P7.13		



	investigation, treatment, or referral.			
A1.6 B2.3.9	Synthesise the expertise of multi- professional teams to aid in diagnosis where needed.	P7.6		
A2.9 B2.3.1	Focus the objective data gathering and prioritise investigations in the context of the patient presentation and the clinical environment.	P7.4		
A2.1 B2.3.3	Formulate a differential diagnosis based on subjective, and where available, objective data, identifying where necessary the need for investigations to aid diagnoses.	P7.5		
A2.1 B2.3.11	Interpret the subjective and objective findings from the consultation. Exercising clinical judgement, determine differential diagnoses and a working diagnosis in relation to all information obtained. This may include the use of time as a diagnostic tool where appropriate.	P7.5		
A2.8 B2.3.4	Revise hypotheses in the light of additional information and think flexibly around problems, generating functional and safe solutions	P7.4		
A2.8 B2.3.6	Recognise when information/data may be incomplete (e.g., patient personally unable to provide a comprehensive history) and take mitigating actions to manage risk appropriately. Recognise the limitations of collateral information from others.	P7.13		
A2.4 B2.3.7	Be confident in and take responsibility for own decisions whilst being able to recognise when a clinical situation is beyond own capability or competence and escalate appropriately.	P7.8		

## Domain C: Condition management, treatment and prevention

Capability 8: Clinical Management				
Cross-referenced OT ACP Capabilities	Essential knowledge: Specific knowledge underpinning capabilities	RCOT Career Development Framework Level 7	Your rating (0-4)	Documentary evidence of level 7 learning
Critical skills				
A3.2 B3.1.8	Vary the management options responsively according to the circumstances, priorities, needs, preferences, risks and benefits for those involved with an under-standing of local service availability and relevant guidelines and resources.	P7.4		
B3.1.7	Consider a “watch and wait” approach where appropriate.			
A2.4 B3.1.1	Safely prioritise problems in settings where the person presents with multiple issues. Manage any conflict between patient priorities and clinically urgent problems.	P7.13		
A3.1 B3.1.2	Implement shared management/ personalised care/ support plans in collaboration with people and, where appropriate, carers, families and other healthcare professionals.	P7.6		
A3.8 B3.1.2	Ensure the management plan considers all options that are appropriate for the care pathway.			
A2.4 B3.1.3	Arrange appropriate follow up that is safe and timely to monitor changes in the person’s condition in response to treatment and advice, recognising the indications for a changing clinical picture and the need for escalation or alternative treatment as appropriate.	P7.13		
A3.3 B3.1.9	Evaluate outcomes of care against existing standards and patient outcomes, managing/ adjusting plans appropriately in-line with best available evidence.	P7.14		
B3.1.4	Identify when interventions have been successful and complete episodes of care with the person, offering	P7.14		

	appropriate follow-on advice to ensure people understand what to do if situations/circumstances change.			
A1.6 B3.1.5	Promote continuity of care as appropriate to the person and practice setting.	P7.8		
A2.4 B3.1.6	Suggest a variety of follow-up arrangements that are safe and appropriate, whilst also upholding the person's autonomy.	P7.8		
A2.4 B3.1.10	Ensure safety netting advice is appropriate and the person understands when to seek urgent or routine review.	P7.13		
A2.5 B3.1.11	Support people who might be classed as frail and work with them utilising best practice.	P7.13		
A2.5	Recognise, support and proactively manage people who require palliative care and those in their last year of life, extending the support to carers and families as appropriate.	P7.4		

Capability 9: Prescribing treatment, administering drugs/medication, pharmacology.				
Cross-referenced OT ACP Capabilities	Essential knowledge: Specific knowledge underpinning capabilities	RCOT Career Development Framework Level 7	Your rating (0-4)	Documentary evidence of level 7 learning
A2.7 B3.3.13	Demonstrate knowledge of drug legislation including medicines management adhering to legal frameworks and use appropriate source literature where required (e.g. British National Formulary).	P7.7		
Critical skills				
A2.7 B3.3.4	Promote personalised, patient-shared decision-making to support adherence leading to concordance.	P7.2		

A2.7 B3.3.8	When using PGD's practice in line with the principles of antimicrobial stewardship and antibiotic resistance using available local or national resources.	P7.7		
A2.11 B3.3.10	Be able to confidently explain and discuss the risks and benefits of medication with people, using appropriate tools to assist as necessary.	P7.2		
A2.11 B3.3.9	Recognise adverse drug reactions and manage appropriately, including reporting as required through the correct route.	P7.13		
A2.7 B3.3.11	Advise people on medicines management, including compliance, the expected benefits and limitations, and inform them impartially on the advantages and disadvantages in the context of other management options.	P7.8		
A2.7	Identify sources of further information (e.g., websites or leaflets) and advice (e.g., pharmacists), and signpost appropriately to complement the advice given.	P7.8		
A2.11 B3.3.5	Understand a range of options available other than supplying, administering, or prescribing (e.g., not prescribing, promoting self-care, advice on over-the-counter medicines).	P7.8		
A3.8 B3.3.2	Facilitate and/ or prescribe non-medicinal therapies such as psychotherapy, lifestyle changes and social prescribing.	P7.8		
B3.3.3	Maintain accurate, legible, and contemporaneous records of medication prescribed and/or administered and advice given in relation to medicine.	P7.7		

## Domain D: Leadership and management, education and research

Cross-	Essential knowledge: Specific knowledge underpinning	RCOT	Your	
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referenced OT ACP Capabilities	capabilities	Career Development Framework Level 7	rating (0-4)	Documentary evidence of level 7 learning
A2.5 L&M 2	Show consideration for people and colleagues, carrying out both clinical and non-clinical aspects of work in a timely manner, demonstrating effective time management within the constraints of the time limited nature of general practice/ primary care.	L7.10		
<b>Critical skills</b>				
A2.4 L&M 3	Respond positively when services are under pressure, acting in a responsible and considered way to ensure safe practice.	L7.1		
A1.1 L&M 4	Role model the values of being an FCP Occupational Therapist and their place of work, demonstrating a person-centred approach to service delivery and development.	L7.9		
A1.6 L&M 12	Actively engage in peer review to inform own and other's practice, formulating and implementing strategies to act on learning and make improvements.	P7.10		
A3.1	Actively seek and be positively responsive to feedback and involvement from people, families, carers, communities and colleagues in the co-production of service improvements.	L7.16		
A2.2 L&M 25	Demonstrate receptiveness to challenge and preparedness to constructively challenge others, escalating concerns that affect people, families, carers, communities and colleagues' safety and well-being when necessary.	L7.25		
A2.7 L&M 28	Negotiate an individual scope of practice within legal, ethical, professional and organisational policies, governance and procedures, with a focus on managing risk	L7.25		

	and upholding safety.			
L&M 27	Deal with compliments and complaints appropriately, following professional standards and applicable local policy.	P7.10		
	Actively participate in Significant Event Review and share the learning.	P7.17		

#### Capability 11: Education and development

Cross-referenced OT ACP Capabilities	Essential knowledge: Specific knowledge underpinning capabilities	RCOT Career Development Framework Level 7	Your rating (0-4)	Documentary evidence of level 7 learning
A1.2 E 1	Critically assess and address own learning needs, negotiating a personal development plan that reflects a breadth of ongoing professional development.	P7.8		
<b>Critical skills</b>				
A1.2 E 3	Engage in self-directed learning, critically reflecting on practice to maximise skills and knowledge.	F7.8		
A1.6 E 2	Actively seek, and be open to, feedback on own practice by colleagues to promote ongoing development.	F7.18		

#### Capability 12: Research and evidence based practice

Cross-referenced OT ACP Capabilities	Essential knowledge: Specific knowledge underpinning capabilities	RCOT Career Development Framework Level 7	Your rating (0-4)	Documentary evidence of level 7 learning
<b>Critical skills</b>				
A2.10 R 3	Understand and utilise the evidence of best practice to inform own practice.	E7.6		

A2.2 R 1	Support quality improvement initiatives/ projects – sharing outcomes and promoting change.	E7.4		
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