



# College of Radiographers Education and Career Framework Practitioner Mapping Tool: Enhanced Level Knowledge, Skills and Attributes

<b>Name (Print)</b>		<b>Signature:</b>
<b>Current employer</b>		
<b>Current job title</b>		
<b>Area of clinical practice/ specialism</b>		
<b>Time in current post</b>		
<b>Date mapping completed</b>		
<b>Agreed date for review</b>		
<b>Service manager/line manager (Print)</b>		<b>Signature:</b>



## Introduction

The following education and qualification expectations and mapping statements are taken from the enhanced practitioner section of the fourth edition of the [College of Radiographers \(CoR\) Education and Career Framework \(ECF\)](#) [1]. They set out the underpinning education and qualifications and the knowledge, skills and attributes (KSAs) expected at the **enhanced level of practice in radiography**. These are in addition to those already determined as essential at the practitioner level of practice as defined in the ECF.

With the exception of the enhanced practitioner section, the ECF KSAs were informed by a modified Delphi consensus study [2]. This sought to identify – through expert agreement – the KSAs that will meet both the current and future needs of the workforce and service across all levels of practice. The Delphi study did not include enhanced practice-level knowledge, skills and attributes as this was an emerging level of practice at that time. Instead, themes were collated based on the advice of the Education and Career Framework Steering Group, taking into account the work of relevant national frameworks, including Scotland’s *Nursing, Midwifery and Allied Health Professionals Development Framework* [3], the *Allied Health Professions Framework for Wales* [4], Northern Ireland’s *Advanced AHP Practice Framework* [5], and also information from Health Education England [6–7] and the Institute for Apprenticeships and Technical Education [8].

There may be some variation in the title terminology used to describe roles at this level of practice across the UK (e.g. senior practitioner in Scotland, specialist practitioner in Wales and Northern Ireland, and senior/specialist radiographer in England) and also in relation to the individual’s area of practice (e.g. senior sonographer). However, further details on the expected scope of practice, education and training expectations for a practitioner working at this level of practice may be found in the enhanced practitioner section of the [ECF](#).

## How to use

**This mapping tool is intended to be used by individual practitioners currently working at an enhanced level of practice clinically, or who are working towards this level of practice, to identity their current and/or future learning and development needs.** This is a self-assessment tool that uses an adapted version of Benner’s 1984 model of skill acquisition and development [9].

First, log your **education and qualifications** against the ECF expectations for comparison.

Next, for each of the **KSAs** detailed in the mapping tool, consider what activities you currently do, or have been recently involved in, that would evidence this work.

Use Benner's 1984 adapted model to consider your level of performance and engagement for each of these activities in more detail. For example, would you class yourself as a novice, advanced beginner, competent, proficient or expert in relation to the activity? Figure 1 below explains Benner's five stages of performance and may be helpful when seeking to describe your performance at this enhanced level.

Novice 0	Advanced beginner 1	Competent 2	Proficient 3	Expert 4
<ul style="list-style-type: none"> <li>Beginner with no experience, knowledge or skill in relation to this outcome/KSA.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates acceptable performance.</li> <li>Has some experience relating to the given KSA but needs help and support with applying this to practice.</li> </ul>	<ul style="list-style-type: none"> <li>Typically, 2–3 years' experience of role/level of practice in this area.</li> <li>Has the knowledge and skill to practice in relation to this outcome/KSA without supervision.</li> </ul>	<ul style="list-style-type: none"> <li>More holistic understanding with improved decision-making.</li> <li>Has considerable knowledge, skill and experience of practicing in relation to this aspect of practice.</li> <li>Feels able to begin to develop and supervise others in this area of practice.</li> </ul>	<ul style="list-style-type: none"> <li>Intuitive grasp of clinical situations, able to apply principles, rules and/or guidelines to complex situations.</li> <li>Has in-depth knowledge, skill and experience of practising in relation to this outcome/KSA.</li> <li>Feels confident in teaching and supervising others in relation to this area of practice.</li> </ul>

Figure 1: Levels of performance adapted from Benner's 1984 model of skills acquisition and development [9]

For example, consider the first enhanced-level knowledge listed in the mapping tool: **[EP.K.01] Legal, ethical and professional responsibility for the enhanced practice role, including autonomy, limits of own competence and professional scope of practice**. A practitioner new to working at this level of practice may be seen as a novice or advanced beginner. Alternatively, a practitioner who has been working at the enhanced level for some time may have moved on from the novice or advanced beginner, through being competent, to have now reached the proficient or expert stage (i.e. holding detailed knowledge and understanding as expected at this level of practice).

Once you have determined where your performance for an activity sits on the Benner scale, tick the corresponding box.



Next, consider which **pillar of practice** the activity sits under, putting a tick in the corresponding pillar of practice column. If working at an **enhanced level**, it is expected that a practitioner will be able to demonstrate engagement across the four pillars of practice, but there is likely to be greater emphasis on one particular pillar. For the enhanced level of practice, this may be the clinical pillar of practice, given the large contribution those working at this level will be making to service delivery. However, this is not exclusive, and depending on the practitioner's role, the greatest engagement may be seen across any of the other pillars. Those working at the enhanced level of practice but who wish to progress towards advanced practice should be considering how to develop their engagement across all four pillars of practice in alignment with the practitioner mapping tool for advanced-level knowledge, skills and attributes.

At the end of each row in the mapping tool, there is space for you to record any self-identified **learning needs and actions** in relation to each KSA. To help make these achievable, consider using SMART (Specific, Measurable, Achievable, Relevant and Time-bound) goals.



In completing the mapping tool in this way, you will be able to determine:

- ✓ How your current education and qualifications align with the expectations in the ECF
- ✓ The type of activities you are currently engaged in
- ✓ The level of your performance relating to these activities
- ✓ Your level of engagement across the four pillars of practice.

This will help you to identify areas for further improvement and engagement that may be actioned through targeted and strategic continuing professional development activities.

## ECF Education and Qualifications Mapping

Enhanced-level practice education and development, as detailed in the ECF, will include skills development through workplace-based learning, with knowledge development underpinned by further formal education and development at post-registration level (FHEQ<sup>a</sup> Level 7/SCQF<sup>b</sup> Level 11) relevant to the individual's area of practice\*.

ECF expectations and recommendations	Current education and qualifications held		
Pre-registration (include up to FHEQ Level 7/SCQF Level 11 for pre-registration master's programmes)	Award title	Date (year awarded)	Education provider
<ul style="list-style-type: none"> <li>Diploma of the College of Radiographers (DCR), or</li> <li>/BSc (Hons) bachelor's degree, or</li> <li>BSc (Hons) degree apprenticeship, or</li> <li>MSc (pre-registration) degree/degree apprenticeship</li> </ul>			
Post-graduate/ post-registration	Award title	Date (year awarded)	Education provider
<ul style="list-style-type: none"> <li>FHEQ Level 7/SCQF Level 11 postgraduate certificate (PgCert), and/or</li> <li>Postgraduate diploma (PgDip)</li> </ul>			
Other	Award title	Date (year awarded)	Education provider
For example, further professional qualifications/awards/accreditation relevant to the practitioner's role			

\*For those holding a pre-registration master's qualification in radiography, progression onto enhanced, advanced and/or consultant-level practice will require additional learning and development as is relevant to the specific area of practice or role, and delivered at FHEQ Level 7/SCQF Level 11 and/or, in the case of consultant-level practice, FHEQ Level 8/SCQF Level 12, in alignment with the expectations associated with these levels of practice as defined within the ECF and other relevant national advancing practice frameworks. <sup>a</sup>Framework for Higher Education Qualifications. <sup>b</sup>Scottish Credit and Qualifications Framework.

## ECF Knowledge Mapping

Complete the following section using the 'How to use' guidance found at the beginning of the document.

For individuals looking to develop into, or those already working at, the enhanced level of practice, it has been identified through the expert consensus panel that the following knowledge is relevant and essential. This is in addition to the knowledge already determined as essential knowledge required at the practitioner level as detailed in the ECF.

**A practitioner working at the enhanced level of practice requires detailed knowledge and understanding of the following, unless otherwise stated:**

ECF enhanced level knowledge	Evidence/ activities currently engaged in	Ranking of activity [9]					Associated pillar(s) of practice for each activity				Identified development need(s)	Actions (SMART)
		Novice 0	Advanced beginner 1	Competent 2	Proficient 3	Expert 4	Clinical	Education	Leadership	Research		
[EP.K.01] Legal, ethical and professional responsibility for the enhanced practice role, including autonomy, limits of own competence and professional scope of practice												

<b>[EP.K.02]</b> Extensive understanding of approaches to communication in the context of a situation and a person or people's needs, including psychosocial needs of service users, their families and/or carers												
<b>[EP.K.03]</b> Skills for persuading and influencing												
<b>[EP.K.04]</b> Disease processes within own scope of enhanced practice												
<b>[EP.K.05]</b> Current and emerging technology relative to own scope of enhanced practice												



<b>[EP.K.06]</b> Pharmacology relative to own scope of enhanced practice													
<b>[EP.K.07]</b> Principles and evidence base underpinning specialist interventions/ activities within own scope of enhanced practice													
<b>[EP.K.08]</b> Developing knowledge of NHS issues that may affect the performance of service delivery in own area of practice, including healthcare policy and practice, evolving population needs, healthcare inequality, practice guidance and standards													





<b>[EP.K.09]</b> Current models of care and awareness of those that are developing in the context of own scope of enhanced practice												
<b>[EP.K.10]</b> Anti-discriminatory practice for area of service, including approaches to reduce health inequalities, improve health outcomes and assess and implement change												
<b>[EP.K.11]</b> Relevant quality assurance (QA) and quality control (QC) measures for own scope of enhanced practice												

<b>[EP.K.12]</b> Mentoring, coaching and supervision theories underpinning development of those working in own team												
<b>[EP.K.13]</b> Service development and evaluation methods, including patient and service user engagement, and implementation of change for own area of enhanced practice												
<b>[EP.K.14]</b> Principles underpinning effective healthcare leadership to lead and empower others to safely prioritise and deliver care												



<b>[EP.K.15]</b> Developing knowledge of research techniques within and relevant to own scope of enhanced practice												
<b>[EP.K.16]</b> Knowledge of national and local research governance processes and local infrastructures and personnel available to support enhanced-level practice researchers												

## ECF Skills Mapping

Complete the following section using the 'How to use' guidance found at the beginning of the document.

For individuals looking to develop into, or those already working at, the enhanced level of practice, it has been identified through the expert consensus panel that the following skills are relevant and essential. This is in addition to the skills already determined as essential at the practitioner level as detailed in the ECF.

**A practitioner working at the enhanced level of practice should be able to:**

ECF enhanced level skills	Evidence/ activities currently engaged in	Ranking of activity [9]					Associated pillar(s) of practice for each activity				Identified development need(s)	Actions (SMART)
		Novice 0	Advanced beginner 1	Competent 2	Proficient 3	Expert 4	Clinical	Education	Leadership	Research		
[EP.S.01] Apply enhanced clinical reasoning skills and professional judgement to act autonomously, while seeking advice and/or the professional skills of others necessary, to underpin and justify decision-making for the												

delivery of timely, safe and effective patient care												
<b>[EP.S.02]</b> Critically apply enhanced knowledge to enable evidence-based practice in the context of uncertainty or situations of multiple differential diagnosis/ treatment pathway options, in own area of practice												
<b>[EP.S.03]</b> Use enhanced communication skills relevant to own scope of practice to frequently share information, ideas, evaluation and assessment of situations to form partnerships of care and												

promote teamworking												
<b>[EP.S.04]</b> Challenge, and be willing to support others who challenge, practice that does not appear to follow legal, ethical or clinical guidelines or is not in the service user's best interests												
<b>[EP.S.05]</b> In addition to self, facilitate others to implement legal duties, follow ethical procedures and seek or develop guidance to be followed for scope of practice												
<b>[EP.S.06]</b> Proactively review practice to prevent discrimination and remove												

barriers to support diversity of people and the implementation of fair practice												
<b>[EP.S.07]</b> Undertake and facilitate assessment processes as necessary in relation to health and safety and infection prevention and control measures												
<b>[EP.S.08]</b> Implement and support others to fulfil safeguarding duties and procedures in a timely and proactive manner												
<b>[EP.S.09]</b> Efficiently organise/manage workloads and minimise avoidable risk within own scope of practice to facilitate effective teamwork at maximum levels												



of performance and care in trusted, safe environments													
<b>[EP.S.10]</b> Proactively apply, and facilitate others to apply, the principles of patient, public and professional partnerships, person-centred care and <a href="#">values-based practice</a> to enhance people's experiences of care and co-create services that meet service users' needs and preferences													
<b>[EP.S.11]</b> Practise critical self-awareness: seek feedback and undertake reflection, lifelong learning, clinical supervision and continuing professional development													



<p><b>[EP.S.12]</b> Support resilience and self-care through role modelling and the implementation of measures that assist with the maintenance of health and wellbeing for staff, service users, patients, families and carers</p>												
<p><b>[EP.S.13]</b> Support the training and development of others in the workplace by seeking out learning opportunities for all, sharing own enhanced knowledge and learning, and providing and seeking feedback to inform future practice and the learning needs of others and self</p>												

<p><b>[EP.S.14]</b> Act as a learning mentor, coach or facilitator, as appropriate, to support a culture of enquiry, learning and development</p>											
<p><b>[EP.S.15]</b> Demonstrate the ability to improve and enhance quality of care, including through engagement in audit, service evaluation and improvement projects within own scope of enhanced practice</p>											
<p><b>[EP.S.16]</b> Evaluate own leadership skills in line with national leadership frameworks for healthcare and enhanced-level practice, seeking feedback and advice regarding barriers and challenges to</p>											

leadership development												
<b>[EP.S.17]</b> Demonstrate effective leadership in relation to own scope of enhanced practice and related team, including to facilitate the delegation and leadership skills of others in own team												
<b>[EP.S.18]</b> Effectively manage projects within own scope of practice												
<b>[EP.S.19]</b> Contribute to research projects within own scope of enhanced practice: build research skills and seek advice and collaborative												



support to achieve research goals to provide evidence for assurance of practice or development														
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## ECF Attributes Mapping

Complete the following section using the 'How to use' guidance found at the beginning of the document.

For individuals looking to develop into, or those already working at, the enhanced level of practice, it has been identified through the expert consensus panel that the following attributes are relevant. These are in addition to those already determined as essential attributes required at the practitioner level as detailed in the ECF.

**A practitioner working at the enhanced level of practice should actively demonstrate and/or uphold the following:**

ECF enhanced level attributes	Evidence/ activities currently engaged in	Ranking of activity [9]					Associated pillar(s) of practice for each activity				Identified development need(s)	Actions (SMART)
		Novice 0	Advanced beginner 1	Competent 2	Proficient 3	Expert 4	Clinical	Education	Leadership	Research		
<b>[EP.A.01]</b> Work autonomously, performing in a way that reflects awareness of own ability and capabilities at enhanced-practice level												
<b>[EP.A.02]</b> Respect and uphold the governance requirements of the employer, local services and												

national initiatives, exhibiting accountability for actions, transparency and cultures of professional practice												
<b>[EP.A.03]</b> High standards, including at times of high pressure and volumes of work, ensuring safety, security and assurance for service users												
<b>[EP.A.04]</b> Role model enhanced communication skills that allow for open and honest discussion and sharing of information with service users, public and professionals across a range of situations in own scope of practice												



<b>[EP.A.05]</b> Actively value the range of people and cultures that present in clinical practice, demonstrating compassion or empathy that is appropriate to the context and people's needs													
<b>[EP.A.06]</b> Act to promote and support the good health and wellbeing of all people													
<b>[EP.A.07]</b> Work collaboratively to achieve shared goals of best care													
<b>[EP.A.08]</b> Proactively develop trust and support in services that value staff, clinical excellence and care													

<b>[EP.A.09]</b> Act in a manner that provides reassurance through considered, transparent and thoughtful decisions													
<b>[EP.A.10]</b> Actively promote a learning culture in own area of practice													
<b>[EP.A.11]</b> Champion enquiry, question and critically use the evidence base to inform services and engender learning across the team													
<b>[EP.A.12]</b> Actively seek opportunities to develop leadership, service development and research skills													



## References

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6. Health Education England (2017). *Multi-professional framework for advanced clinical practice in England*. Available at: <https://www.hee.nhs.uk/sites/default/files/documents/multi-professionalframeworkforadvancedclinicalpracticeinengland.pdf> [Accessed December 6, 2024].
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9. Benner P (1984). *From Novice to Expert: Excellence and Power in Clinical Nursing Practice*. Menlo Park (CA): Addison-Wesley.