

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

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



## Introduction

The following education and qualification expectations and mapping statements are taken from 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 **advanced level of practice in radiography**. These are in addition to those already determined as essential at the practitioner and enhanced levels of practice as defined in the ECF.

The ECF KSAs have been 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. Direct KSA outcomes from the modified Delphi consensus study are denoted by *coloured italic font* within this mapping tool.

Additionally, the ECF KSAs have been developed to align with the relevant capabilities as found within the Health Education England *Multi-professional framework for advanced clinical practice in England* [3], the Northern Ireland *Advanced AHP Practice Framework* [4], the Scottish *Nursing, Midwifery and Allied Health Professionals Development Framework* [5] and the *Allied Health Professions Framework for Wales* [6].

## How to use

This mapping tool is intended to be used by individual practitioners currently working at an advanced level 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 [7].

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 [7] 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 advanced level [7].

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 in 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 practise 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 practising 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, underpinned by expert knowledge of principles, rules and/or guidelines.</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 KSA or aspect of practice.</li> </ul>

**Figure 1: Levels of performance adapted from Benner's 1984 model of skills acquisition and development [7]**

For example, consider the first advanced-level knowledge listed in the mapping tool: **[AdvP.K.01]** *Legal, ethical and professional responsibilities of the advanced 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 advanced 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 in-depth knowledge).

**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 **advanced level**, it is expected that a practitioner's level of engagement across the four pillars of practice will be equal. This is important as engagement across the four pillars will support the holistic development of the individual practitioner. In turn, this will support the embedding of evidence-based practice and radiographer-led service transformation to ultimately enable the delivery of excellence for patients and service users.

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

Advanced-level practice education and development, as detailed within the ECF, requires completion of a full postgraduate master's degree\* (FHEQ\*\* Level 7/SCQF\*\*\* Level 11) as a minimum following initial education, training and, where relevant, registration.

Completion of leadership training is also recommended to support the leadership and management aspects often associated with this level 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>			
Postgraduate/post-registration	Award title	Date (year awarded)	Education provider
<ul style="list-style-type: none"> <li><b>Expected:</b> postgraduate/post-registration master's degree* (FHEQ Level 7/SCQF Level 11) relevant to own area of advanced practice</li> </ul>			
Further professional qualifications/awards/ accreditation/fellowships etc	Award title	Date (year awarded)	Education provider
<b>Recommended:</b> leadership and mentorship training e.g. NHS Leadership Academy. Centre for Advancing Practice Accreditation, if applicable.			

\*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. \*\*Framework for Higher Education Qualifications. \*\*\*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 advanced level of practice, it has been identified through the expert consensus panel that the following knowledge is relevant. This is in addition to the knowledge already determined as essential knowledge required at the practitioner and enhanced practitioner levels as detailed in the ECF.

**A practitioner working at the advanced level of practice requires in-depth knowledge and understanding of the following, unless otherwise stated:**

ECF advanced level knowledge	Evidence/ activities currently engaged in	Ranking of activity [7]					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>[AdvP.K.01]</b> Legal, ethical and professional responsibilities of the advanced practice role, including autonomy, limits of own competence and professional scope of practice												

<b>[AdvP.K.02]</b> Advanced communication, influencing and negotiating skills												
<b>[AdvP.K.03]</b> <i>Disease processes within own scope of advanced practice</i>												
<b>[AdvP.K.04]</b> Current and emerging clinical technology within own scope of advanced practice												
<b>[AdvP.K.05]</b> <i>Pharmacology within own scope of advanced practice</i>												
<b>[AdvP.K.06]</b> <i>Principles and evidence base underpinning specialist interventions/ activities within own scope of advanced practice</i>												



<b>[AdvP.K.07]</b> <i>NHS</i> organisations, the integrated care system and <i>issues impacting upon own scope of practice</i> and the wider healthcare agenda												
<b>[AdvP.K.08]</b> Multiprofessional working and the impact of working across organisational and system boundaries												
<b>[AdvP.K.09]</b> <i>Mentoring, coaching and supervision theories underpinning development of those working within a multidisciplinary team</i>												
<b>[AdvP.K.10]</b> <i>Education theories underpinning development of those working within a</i>												



multidisciplinary team												
<b>[AdvP.K.11]</b> <i>Service development and evaluation within own scope of practice</i>												
<b>[AdvP.K.12]</b> <u>Patient, public and practitioner partnerships</u> in the development of clinical pathways and service redesign												
<b>[AdvP.K.13]</b> <i>Principles underpinning effective project management</i>												
<b>[AdvP.K.14]</b> <i>Principles underpinning effective leadership</i>												
<b>[AdvP.K.15]</b> <i>Research techniques within own scope of practice</i>												



<b>[AdvP.K.16]</b> Research governance processes, local and national infrastructures and personnel available to support advanced practice researchers													
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## ECF Skills Mapping

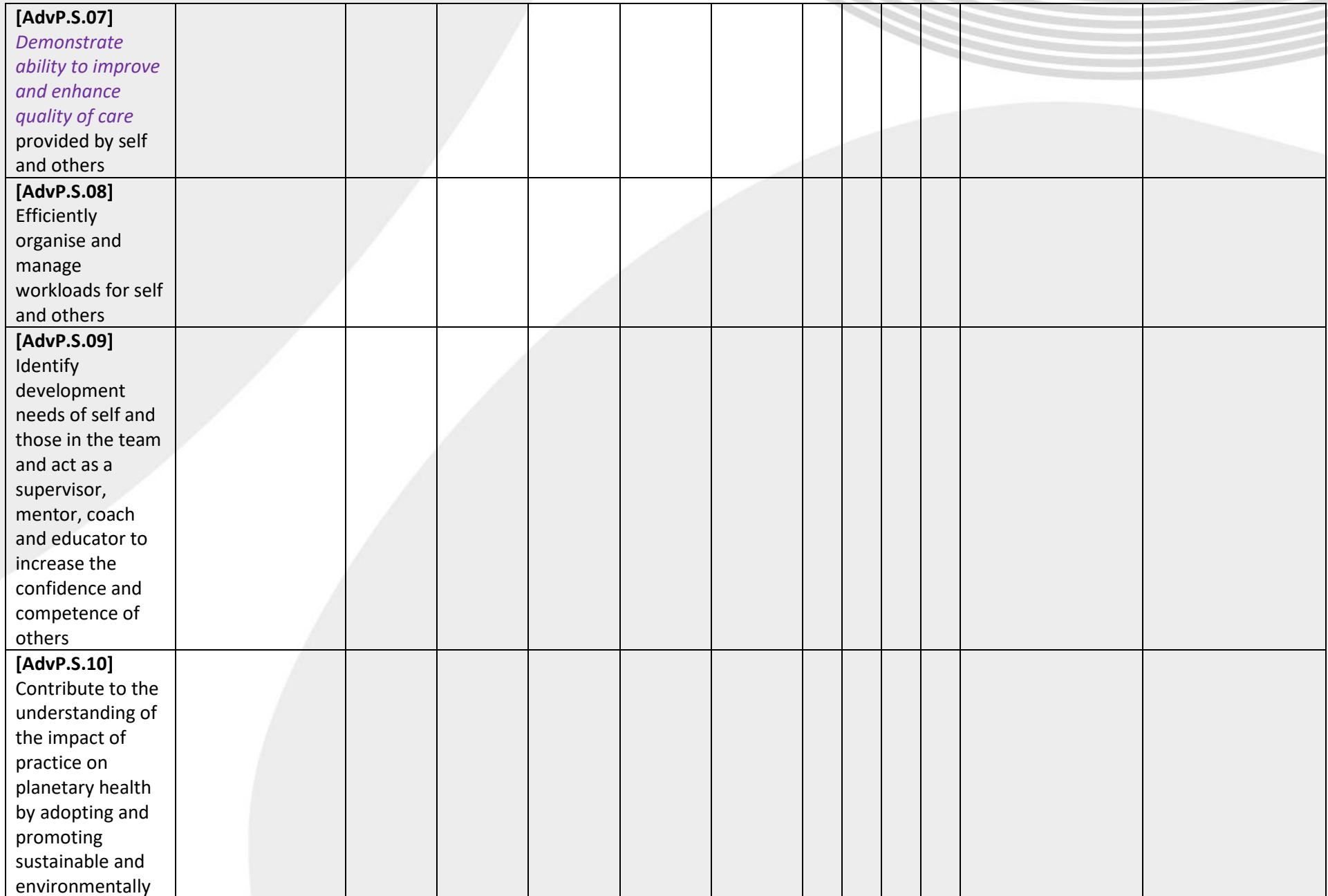
Complete the following section using the 'How to use' guidance found at the beginning of the document.

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

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

ECF advanced level skills	Evidence/ activities currently engaged in	Ranking of activity [7]					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>[AdvP.S.01]</b> <i>Demonstrate autonomy in clinical decision-making within own scope of practice</i>												
<b>[AdvP.S.02]</b> Evidence a critical understanding of their broadened level of responsibility and autonomy when working at												

advanced practice level												
<b>[AdvP.S.03]</b> <i>Utilise advanced communication skills</i>												
<b>[AdvP.S.04]</b> Use shared decision-making skills to support person-centred care and manage complex clinical situations												
<b>[AdvP.S.05]</b> Develop practice in response to changing population needs and technological and professional development												
<b>[AdvP.S.06]</b> <i>Operate critically in accordance with latest guidance and current evidence base.</i>												



friendly approaches												
<b>[AdvP.S.11]</b> Support multidisciplinary team learning using a range of learning, teaching, supervision, feedback and assessment methods												
<b>[AdvP.S.12]</b> <i>Demonstrate effective leadership in relation to own scope of practice, the team they lead</i> and the multidisciplinary environment they are working in												
<b>[AdvP.S.13]</b> <i>Effectively manage projects</i>												
<b>[AdvP.S.14]</b> <i>Engage in audit and evaluation projects</i> and use the results to												

inform practice developments													
<b>[AdvP.S.15]</b> <i>Contribute to research and implement evidence into practice</i>													
<b>[AdvP.S.16]</b> Actively engage with patients and members of the public in relation to research and service delivery													
<b>[AdvP.S.17]</b> Use a range of techniques for the dissemination of research findings													



## 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 advanced 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 practitioner and enhanced practitioner levels as detailed in the ECF.

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

ECF advanced level knowledge	Evidence/ activities currently engaged in	Ranking of activity [7]					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>[AdvP.A.01]</b> <i>Practise autonomously and in</i> a way that demonstrates an understanding of the role of the advanced practitioner												
<b>[AdvP.A.02]</b> <i>Role model high levels of professionalism</i> to others in the team and nationally												

<b>[AdvP.A.03]</b> Show <i>commitment to, and evidence of, operating at the highest standards</i> across all four pillars of advanced clinical practice													
<b>[AdvP.A.04]</b> <i>Works in a collaborative</i> and inclusive way, promoting respect, tolerance and integrity													
<b>[AdvP.A.05]</b> <i>Ability to work well under pressure</i> , while caring for themselves and recognising when others may require further support													
<b>[AdvP.A.06]</b> <i>Is dynamic</i> and self-motivated and demonstrates a responsive leadership style to achieve results													

<b>[AdvP.A.07]</b> Communicate complex issues clearly to a wide range of stakeholders, with empathy and compassion												
<b>[AdvP.A.08]</b> Recognise the sustainability and environmental impact of decisions and actions and demonstrate a commitment to minimise any resultant negative effects on planetary health												
<b>[AdvP.A.09]</b> Ability to step into challenging situations involving patients and apply a values-based approach												
<b>[AdvP.A.10]</b> Positively lead on addressing concerns raised by patients, carers and members of the												

multidisciplinary team												
<b>[AdvP.A.11]</b> Support learners at all levels in the multidisciplinary environment												
<b>[AdvP.A.12]</b> Share knowledge, expertise and experience with others and create a culture of learning, mentoring and coaching												
<b>[AdvP.A.13]</b> Create a culture in which practice is continuously reviewed and improved												
<b>[AdvP.A.14]</b> Formulate plans that translate strategy into action and evaluate change, outcomes and impact												



<b>[AdvP.A.15]</b> An ability to lead research projects, dissemination and implementation											
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## References

1. College of Radiographers (2022). Education and Career Framework for the Radiography Workforce (4th edition). Available at: <https://www.collegeofradiographers.ac.uk/education-and-career-framework-ecf> [Accessed July 7, 2025].
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3. 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].
4. Department of Health Northern Ireland (2019) *Advanced AHP Practice Framework: Guidance for Supporting Advanced Allied Health Professions Practice in Health and Social Care*. Available at: <https://www.health-ni.gov.uk/publications/advanced-ahp-practice-framework> [Accessed December 6, 2024].
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6. Welsh Government and NHS Wales (2020). *Allied Health Professions Framework for Wales: Looking Forward Together*. Available at: <https://www.gov.wales/allied-health-professions-ahp-framework> [Accessed March 13, 2025].
7. Benner P (1984). *From Novice to Expert: Excellence and Power in Clinical Nursing Practice*. Menlo Park (CA): Addison-Wesley.