

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

Name (Print)		Signature:
Current employer		
Current job title		
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 knowledge, skills and attributes (KSAs) expected at the **consultant level of practice in radiography**. These are in addition to those already determined as essential at the practitioner, enhanced and advanced 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 also been developed to align with relevant practice-level capabilities as found within the various national advancing practice frameworks from across the UK that are applicable to this level of practice [3–7]. The ECF therefore acts as a single translation of the various national frameworks, specifically for the radiography profession.

How to use

This mapping tool is intended to be used by individual practitioners currently working at the consultant 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 [8].

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 [8]. 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 level of practice.

Novice 0	Advanced beginner 1	Competent 2	Proficient 3	Expert 4
<ul style="list-style-type: none"> Beginner with no experience, knowledge or skill in relation to this outcome/KSA. 	<ul style="list-style-type: none"> Demonstrates acceptable performance. Has some experience relating to the given KSA but needs help and support with applying this to practice. 	<ul style="list-style-type: none"> Typically, 2–3 years' experience of role/level of practice in this area. Has the knowledge and skill to practise in relation to this outcome/KSA without supervision. 	<ul style="list-style-type: none"> More holistic understanding with improved decision-making. Has considerable knowledge, skill and experience of practising in relation to this aspect of practice. Feels able to begin to develop and supervise others in this aspect of practice. 	<ul style="list-style-type: none"> Intuitive grasp of clinical situations, not reliant on principles, rules or guidelines, but can adapt these to address complex situations. Has in-depth knowledge, skill and experience of practising in relation to this outcome/KSA. Feels confident in teaching and supervising others in relation to this KSA or aspect of practice.

Figure 1: Levels of performance adapted from Benner's 1984 model of skills acquisition and development [8]

For example, consider the first consultant-level knowledge listed in the mapping tool: **[CP.K.01] Legal, ethical and professional frameworks governing the consultant practitioner role and the wider healthcare agenda**. 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 consultant 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 expert knowledge and understanding).

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 the consultant level, it is expected that a practitioner's level of engagement across the four pillars of practice will be equal, with additional engagement with the **fifth pillar of consultancy**. Consultancy in the context of the ECF relates to the approaches a practitioner working at this level of practice will be adopting to ensure significant reach and impact across the system, ultimately for the benefit of the general population. This goes beyond providing direct advice, consultancy and expertise at a team and/or local level to providing demonstrable expertise across the system, adding to and sustaining workforce capacity and capability, to have maximum impact on practice, services, communities and wider populations[4].

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 and consultancy.

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

Consultant-level practice, as detailed in 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, with expectation of completing a doctoral qualification (FHEQ Level 8/SCQF Level 12) if one is not already held. 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"> Diploma of the College of Radiographers (DCR), or BSc (Hons) bachelor's degree, or BSc (Hons) degree apprenticeship, or MSc (pre-registration) degree/degree apprenticeship 			
Postgraduate/post-registration	Award title	Date (year awarded)	Education provider
<ul style="list-style-type: none"> Minimum: postgraduate/post-registration master's degree* (FHEQ Level 7/SCQF Level 11) relevant to own area of consultant practice Expected: Doctoral qualification (FHEQ Level 8/SCQF Level 12) 			
Further professional qualifications/awards/ accreditation/fellowships etc	Award title	Date (year awarded)	Education provider
<ul style="list-style-type: none"> Recommended: Leadership and mentorship training e.g. NHS Leadership Academy 			

*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 consultant level of practice, it has been identified through the expert consensus panel that the following knowledge is relevant and applicable. This is in addition to the knowledge already determined as essential knowledge within the practitioner, enhanced practitioner and advanced practitioner levels as detailed in the ECF.

A practitioner working at the consultant level of practice is required to have expert knowledge and understanding of the following, unless stated otherwise:

ECF consultant level knowledge	Evidence/ activities currently engaged in	Ranking of activity [8]					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	Consultancy		
[CP.K.01] <i>Legal, ethical and professional frameworks governing</i> the consultant practitioner role and the wider healthcare agenda													
[CP.K.02] Advanced communication and relationship building at local, national and													

international level													
[CP.K.03] <i>Disease processes within own scope of practice</i> and how to clearly communicate these to others													
[CP.K.04] Current and emerging clinical <i>technology</i> and technological developments in the profession and how these might impact on the service													
[CP.K.05] <i>Pharmacology</i> relevant to the professional role and developments in the field													
[CP.K.06] Current and emerging radiation protection principles (where appropriate)													

within own scope of practice and to educate and advise the wider workforce													
[CP.K.07] Principles and developments underpinning specialist <i>interventions/</i> activities within own scope of practice													
[CP.K.08] Application of existing and evolving professional body, national and international guidance relevant to own scope of practice and wider profession													
[CP.K.09] NHS organisations, the integrated care system, <i>NHS</i> and healthcare <i>issues within and beyond own scope of practice</i>													
[CP.K.10] Values-based practice													

across the care pathway, service, organisation and system													
[CP.K.11] <i>Mentoring, coaching and supervision theories that support provision of service</i> and wider development of the profession													
[CP.K.12] <i>Education theories to support</i> staff development and workforce transformation and to promote excellence													
[CP.K.13] Curriculum development, accreditation and learning cultures													
[CP.K.14] <i>Theories relating to service development, evaluation and research</i>													

<p>[CP.K.15] Evaluating the <i>impact of relevant service development, evaluation and research</i> on health outcomes and person-centred care</p>													
<p>[CP.K.16] Shared decision-making and <u>patient, public and practitioner partnerships</u> in service development, evaluation, innovation and improvement to meet local and national health outcomes</p>													
<p>[CP.K.17] Values-based and strategic <i>leadership and management theory</i></p>													
<p>[CP.K.18] Risk-management strategies</p>													



[CP.K.19] Consultancy, influencing, negotiating and persuading approaches and techniques													
[CP.K.20] How to develop a research and inquiry culture of development, improvement, evaluation and innovation, capacity and capability													

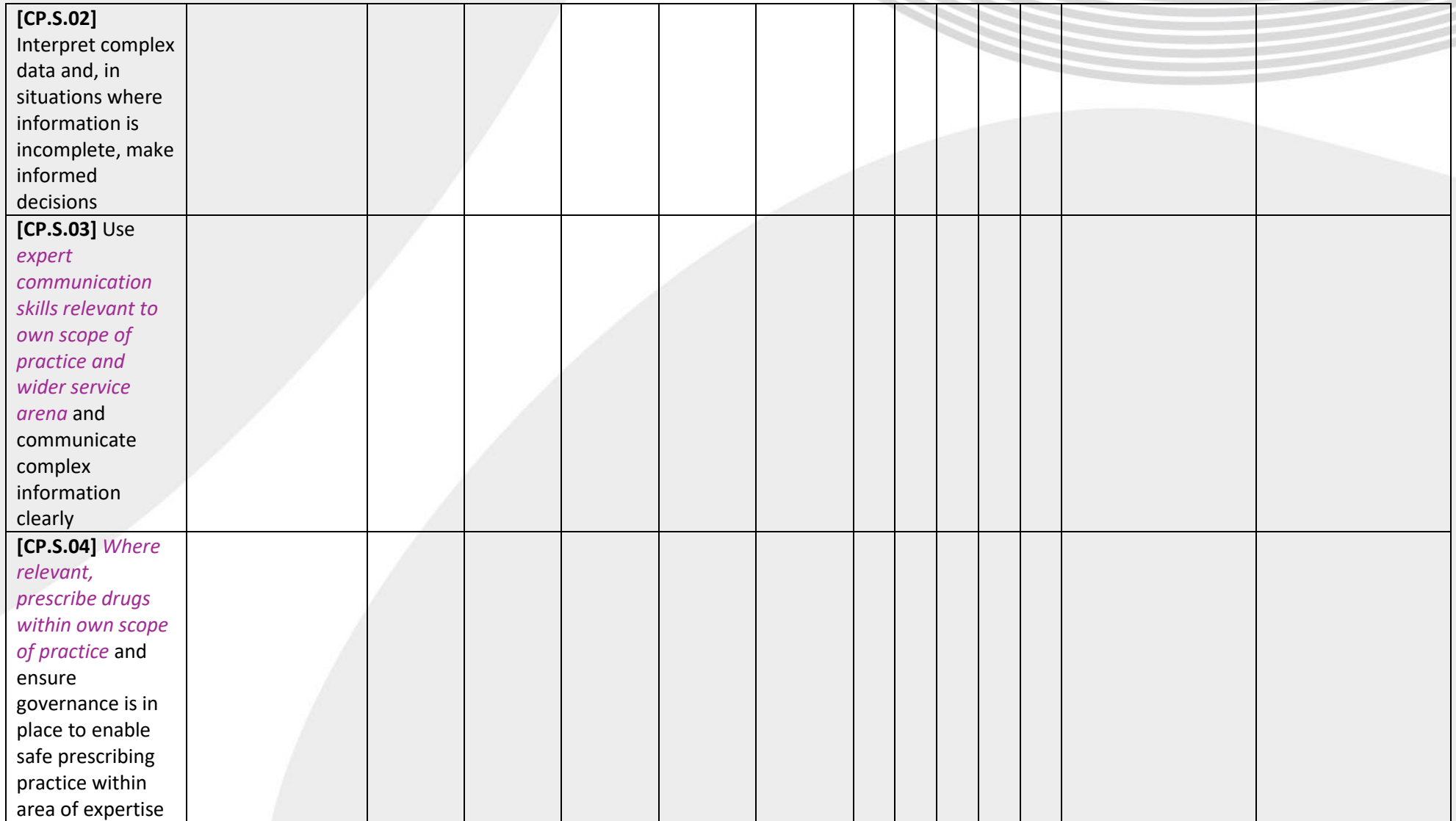
ECF Skills Mapping

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 consultant level of practice, it has been identified through the expert consensus panel that the following skills are relevant. These are in addition to the skills already determined as essential at the practitioner, enhanced practitioner and advanced practitioner levels as detailed in the ECF

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

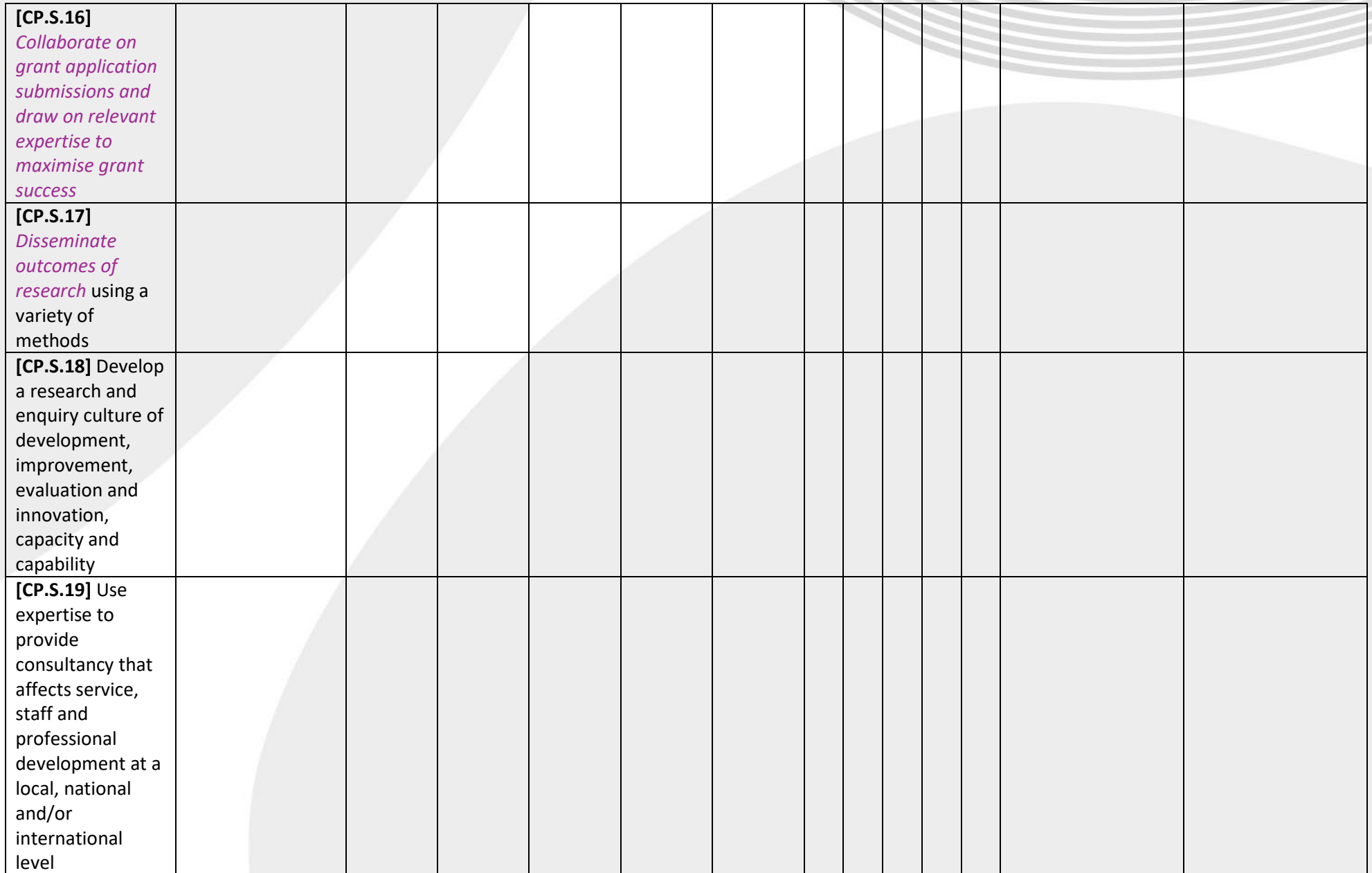
ECF consultant level skills	Evidence/activities currently engaged in	Ranking of activity [8]					Associated pillar(s) of practice for each activity					Identified development need(s)	Actions (SMART)
		Novice 0	Advanced beginner 1	Competent 2	Proficient 3	Expert 4	Clinical	Education	Leadership	Research	Consultancy		
[CP.S.01] <i>Demonstrate expert clinical skills</i> , a high level of autonomy and complex clinical decision-making <i>within own scope of practice</i> , whilst <i>advocating for patients</i> in an interdisciplinary environment													



[CP.S.05] Use expertise and the current evidence base to establish values-based practice across pathways, services, organisations and systems														
[CP.S.06] <i>Lead on service development</i> locally and nationally, review outcomes and communicate learning to the wider community														
[CP.S.07] Negotiate, persuade, influence, enlist and build links with the wider community of practitioners to enhance service delivery														
[CP.S.08] Provide values-based and strategic leadership across care pathways and services at a local, national														

and/or international level														
[CP.S.09] <i>Lead development of others within their team</i> , the multiprofessional community and the profession														
[CP.S.10] <i>Advise at local, regional, national and international levels within own scope of practice</i>														
[CP.S.11] Provide expertise within own scope of practice that supports appropriate clinical decision-making in interdisciplinary teams while promoting <i>patient advocacy</i> and shared decision-making with patients and service users														

[illegible]



ECF Attributes Mapping

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

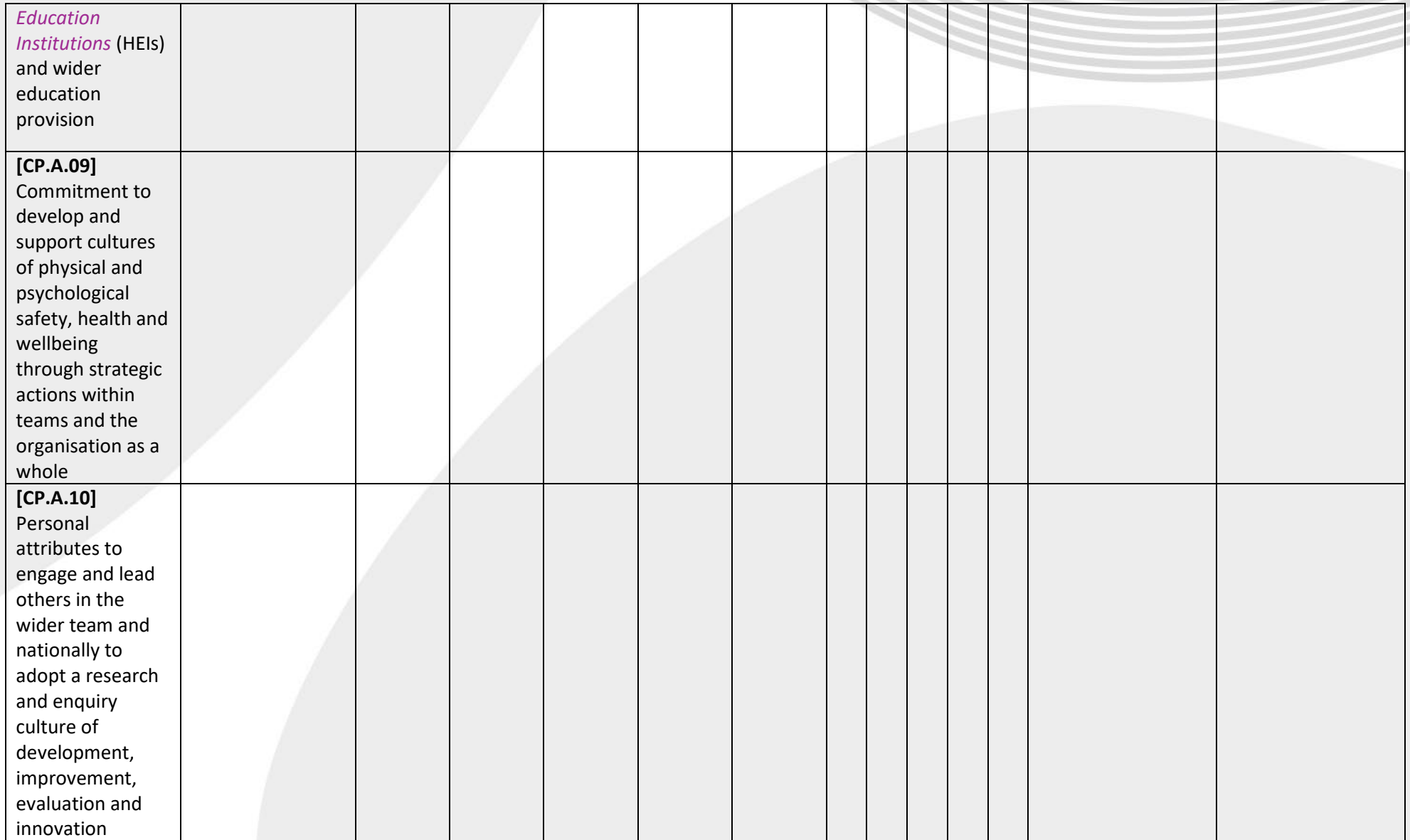
For individuals looking to develop into, or those already working at, the consultant level of practice, it has been identified through the expert consensus panel that the following attributes are relevant. These are in addition to those already determined as essential attributes required at practitioner,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

A practitioner working at the consultant level of practice should actively uphold and demonstrate the following:

ECF consultant level attributes	Evidence/ activities currently engaged in	Ranking of activity [8]					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	Consultancy		
[CP.A.01] Practises autonomously in a way that demonstrates an understanding of the strategic role of the consultant practitioner													
[CP.A.02] <i>Role models high levels of professionalism</i> and critical thinking at a local, national and international level													

<p>[CP.A.03] Commitment to, and evidence of, operating at the highest standards across all four pillars of consultant-level practice and consultancy</p>														
<p>[CP.A.04] Communicates highly complex and often uncertain issues clearly to a wide range of stakeholders, with empathy and compassion</p>														
<p>[CP.A.05] Extensive <i>leadership qualities, having authority</i> to successfully negotiate, persuade, influence and inspire others in the pursuit of improved professional and clinical outcomes</p>														

<p>[CP.A.06] <i>Ability to take a broad view</i> on the factors that impact on service delivery <i>rather than focussing solely on clinical, research, management or education aspects</i> of their day-to-day roles</p>														
<p>[CP.A.07] Through <i>drive</i> and commitment to the profession and patients, demonstrate an ability to focus on the immediate and long-term requirements of service provision</p>														
<p>[CP.A.08] <i>Willingness to</i> actively support, <i>contribute to</i> and promote the work of <i>professional, regulatory and government bodies,</i> professional networks, <i>Higher</i></p>														





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. Health Education England (2019) *Multi-professional consultant-level practice capability and impact framework*. Available at: <https://www.hee.nhs.uk/sites/default/files/documents/Sept%202020%20HEE%20Consultant%20Practice%20Capability%20and%20Impact%20Framework.pdf> [Accessed February 10, 2025].
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