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Capability framework for occupational therapists supporting people with assistive technology



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This Capability Framework outlines the essential knowledge, skills, and attitudes required for occupational therapists supporting people with assistive technology (AT) across various career stages and across all relevant Australian service settings.

The framework aims to:

- facilitate occupational therapists' self-reflection and decision making regarding their practice
- help practitioners identify areas where they may need to enhance their knowledge or skills relevant to their service setting or area of practice
- demonstrate the professional practice expectations of occupational therapists at different career stages
- support advocacy for the role, function and scope of practice of occupational therapy to key stakeholders, including government, funding bodies, employers and managers

This framework does not:

- intend to be prescriptive or restrictive
- expect practitioners working with AT to meet all capabilities listed - capabilities are selected and applied based on specific settings and contexts
- expect practitioners to operate at the same proficiency level across all capabilities

Capability in this framework refers to an occupational therapist's overall potential for effective practice in varied situations, encompassing their skills, knowledge, personal attributes, critical thinking, adaptability, and commitment to learning. It's about their inherent ability to apply understanding flexibly, solve complex issues, make sound judgments, and grow professionally, rather than a list of current skills or performance in familiar tasks. Capability acknowledges the evolving nature of practice and the need for occupational therapists to adapt.

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Guiding approaches

The capabilities outlined in this framework are relevant to occupational therapists working specifically in the area of Assistive Technology. Capabilities fundamental to broader occupational therapy practice, such as those outlined in the Australian Occupational Therapy Competency Standards (2018), are expected to be applied but fall outside the scope of this framework and as such are not explicitly included in this document.

For example, it is expected that practitioners will engage in evidence-based practice and that occupational therapists across all career stages engage in regular professional supervision, in accordance with the OTA Professional Supervision Framework 2025, to assist in enhancing and consolidating their capabilities. Additionally, occupational therapists are expected to work within the occupational therapy scope of practice and their personal scope of expertise at all times. It is expected that occupational therapists working as sole practitioners are operating at the intermediate to senior practitioner level.

In addition, the framework expects that all practitioners, including those supporting people with assistive technology, will adopt:

- practices that support cultural humility and deliver culturally safe and responsive care that acknowledges and navigates diverse communication, ownership, and health perspectives, especially for Aboriginal and Torres Strait Islander Peoples.
- a trauma informed approach, understanding how trauma may impact a person physically, emotionally, psychologically and cognitively, and recognising how trauma may influence an individual's engagement in occupation and their participation in life roles and situations.
- LGBTQIA+ and gender diversity aware practices, fostering safe, inclusive, and affirming environments that respect each person's identity and lived experience, challenge assumptions, and support full participation in meaningful occupations
- neurodiversity affirming practices, understanding the influence of neurodiversity on an individual's occupations and participation, valuing the unique strengths and identity of all people and focusing on differences over deficits.

This Capability Framework recognises that individuals' experiences with assistive technology are shaped by intersecting factors such as age, gender, culture, language, geographical location and socioeconomic status. Occupational therapists are encouraged to consider these overlapping identities to move beyond a single focus on disability, recognising how combined factors influence strengths, barriers, needs, and preferences. Applying intersectionality in AT practice promotes holistic, equitable, and person-centred care, ensuring AT solutions are relevant and accessible to each individual's unique context.

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The framework in context

This framework is one in a suite of Capability Frameworks developed by Occupational Therapy Australia and should be used in conjunction with other relevant capability frameworks to inform practice. Information on the range of other Capability Frameworks available can be located via the Occupational Therapy Australia website: https://otaus.com.au/capability-frameworks

Occupational Therapy Australia recognises the interconnection and synergy between assistive technology and environmental modifications in occupational therapy practice. However, in recognition of the complexity inherent in each of these areas of practice, the evolving context within Australia, and feedback from the profession, two distinct capability frameworks have been developed - this framework focuses on occupational therapists supporting people with Assistive Technology, while a separate framework addresses environmental and home modifications. This ensures that the unique skills and knowledge required in each area are adequately represented.

This framework is designed to complement broader standards and frameworks such as the Australian Occupational Therapy Competency Standards (2018), the OTA Occupational Therapy Scope of Practice Framework (2017), the OTA Professional Supervision Framework (2025), the OTA Australian Evidence Based Practice Position Statement (2019), and the OTA Code of Ethics (2025).

In defining the capabilities required for Assistive Technology practice, several caveats apply.

- Workplace and setting-based capabilities are not included; these are considered the responsibility of employers.
- Prescriptive guidelines and competencies for specific practices, interventions or tools are not included in this framework.
- The capabilities are presented independently, without influence from funding, employment type, setting, or geographical location.

Occupational therapists deliver assistive technology services in a variety of settings such as hospitals, residential services, schools, workplaces, homes and communities in various roles such as the primary service provider, team member, consultant, key worker, or advocate.

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Navigating the framework

The capabilities are organised into five domains. The domains are highlighted in ochre, and the associated capabilities are listed below. The list of capabilities is not hierarchical.

Each capability is described across three levels of proficiency, reflecting career stages. The career stages run left to right from least to most experienced, representing good practice at each stage. The career stages are reflective of knowledge and experience rather than years of practice. The career stages are:

- **Foundational Practitioner:** At this stage, practitioners demonstrate foundational skills and knowledge in assistive technology principles, approaches and provision. They work under supervision (including direct supervision as necessary) and focus on implementing solutions in situations where the health condition, environment, and/or support needs involve lower levels of complexity. These typically include scenarios where the individual's goals are clearly defined and stable, and there is minimal risk involved.

  Example: Supporting an older person to implement the use of a basic amplified telephone to support communication with family, where hearing loss is the primary and stable concern.

- **Intermediate Practitioner:** At this stage, practitioners apply their increased knowledge and experience to work independently to support a broader range of more complex assistive technology needs. They continue to work under supervision, though this may occur less frequently, and they may also support the development of foundational practitioners. Intermediate practitioners typically work in situations with moderate complexity, which may involve multiple functional needs, intersecting health conditions, or environments with increased complexity. These situations often require an interprofessional approach, involve moderate levels of risk, and may include more dynamic or variable factors.

  Example: Implementing a computer access solution for a school-aged child with Cerebral Palsy, GMFCS V and MACS IV, including selection of an alternative mouse, multiple input sites, software selection, supportive positioning and classroom technology setup, in collaboration with the school, family, and teaching staff.

- **Senior Practitioner:** At this level, practitioners demonstrate expert knowledge and advanced skills, working in situations characterised by elevated levels of complexity and/or risk, and applying innovative and tailored approaches. Complex situations at this level may involve unclear, multifaceted or evolving factors related to the person, environment, their participation and/or the assistive technology and often require customised or integrated solutions. They may provide high-level consultation, supervise other practitioners, and contribute to service development, policy initiatives, and advocacy efforts related to assistive technology access and provision.

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Example: Implementing a custom powered mobility solution for an adult with a progressive neurological condition, incorporating alternative drive controls, and specialised postural supports, and ensuring compatibility with an existing environmental control system and transport needs.

Description of Assistive Technology and the unique role of occupational therapists

This capability framework adopts the World Health Organisation's definition of Assistive Technology, encompassing both assistive products (such as devices, instruments, equipment, and software) and the assistive services (including assessment, training, customisation, etc.) essential for an effective assistive technology solution. Additionally, the AS/NZS ISO 9999 standard for assistive product classification and terminology defines an assistive product as any product - whether specially produced or generally available - that enhances functioning and mitigates disability.

Occupational therapists apply a holistic approach when working with individuals accessing assistive technology, considering the dynamic relationship between the person, the occupation, and the environment, while identifying enablers and barriers to participation. The occupational therapy process prioritises the autonomy of the AT user, ensuring their involvement in every stage of AT provision 2.

Occupational therapists promote the safe and sustainable integration of assistive technology into the daily roles and routines of individuals through collaborative partnerships with AT users, care partners, other professionals, and the broader community.

Impacts of assistive technology provision

Assistive technology is a critical enabler of participation, autonomy, and inclusion. When well-matched, AT supports individuals to perform meaningful occupations, influence their environment, and connect with others, contributing to improved health, wellbeing, and participation in daily activities and life situations. From mobility and communication to digital access and environmental control, AT plays a vital role across home, education, work, and community contexts.

Conversely, inappropriate AT provision or poor implementation can result in non-use, harm, increased dependence or costly rework. Risks may extend to users, care partners, services, and systems, carrying clinical, ethical, and legal implications. In some cases, inappropriate AT provision can lead to serious injury or death.

Employers, managers and supervisors have a responsibility to ensure practitioners are adequately supported through supervision, training, and clear governance processes to enable safe, effective, and contextually appropriate AT outcomes.

Occupational Therapy Australia

Acknowledgements

The Occupational Therapy Australia (OTA) Capability Framework for Occupational Therapists supporting people with Assistive Technology was developed in collaboration with an Expert Advisory Group (EAG) and through multiple consultation phases with the broader occupational therapy profession. The EAG drew on 3 key texts as sources of reputable evidence and populated the remaining elements not available in these texts with the consensus panel of experts. OTA acknowledges the contribution of the Expert Advisory Group and all occupational therapists who contributed their time, insights and expertise to the development of this framework.

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Occupational Therapy Australia

Capabilities

Domain 1: Governance, Standards, and models of practice 10

1.1 Legislation, standards and guidelines 10
1.2 Scope of practice 11
1.3 International Classification of Functioning, Disability and Health (ICF) 12
1.4 Occupational therapy models of practice 13
1.5 Practice models for AT provision 13
1.6 Ethical considerations 14
1.7 Conflict of interest 15
1.8 Funding schemes 16

Domain 2: Guiding principles and practices for Assistive Technology provision 17

2.1 Person-centred process 17
2.2 Occupational enablement as a core outcome 18
2.3 Evidence-based AT practice 19
2.4 Sustainable AT practice 20
2.5 The AT process 21
2.6 Design approaches in AT 22
2.7 The AT lifecycle 23
2.8 Assistive Technology non-use 24
2.9 Naturalistic environments 25
2.10 Professional supervision 26
2.11 Diversity affirming & culturally responsive practice in AT provision 27
2.12 Restrictive practice 28

Domain 3: Occupation-focused assessment for Assistive Technology 29

3.1 Assessment of activity and participation 30
3.2 Assessment of body structures and functions 31
3.3 Assessment of the environment 32
3.4 AT trials and simulations 34
3.5 Risk assessment 35
3.6 Outcome measurement 36

Domain 4: Participation focused AT solutions and systems 37

4.1 Mainstream AT solutions 37
4.2 Customisable/ configurable commercially available AT solutions 39
4.3 Custom-made solutions 40
4.4 The AT recommendation 41
4.5 Implementation of AT solutions 42
4.6 Manual mobility solutions 43
4.7 Powered mobility solutions 44
4.8 Positioning solutions 46
4.9 Manual handling and transfer solutions 48
4.10 Environmental controls 49
4.11 Vehicle adaptations 50

Occupational Therapy Australia

4.12 Special purpose car seats, specialty vehicle restraints and accessory devices 51
4.13 Computer and telephone access; switch technologies and alternative mouse solutions 53
4.14 Device mounting solutions 54
4.15 Solutions to support seeing and hearing 55
4.16 Cognitive & executive functioning supports 56
4.17 ADL & domestic solutions 57
4.18 Leisure & recreation solutions 58
4.19 Personal & safety alarms 59
4.20 Pressure management AT 60
4.21 Communication AT 61

Domain 5: Interprofessional and collaborative practice 63
5.1 Working within a multidisciplinary team 63
5.2 Collaborating with care partners and significant others 64
5.3 Collaborating with AT suppliers, AT technicians and rehabilitation engineers 65
5.4 Collaborating with AT advisors/ AT mentors 66
5.5 Working with allied health assistants and support workers 67
5.6 Collaborating with educators and school systems 68
5.7 Collaborating with employers and vocational services 69
5.8 Working with care coordinators & other intermediary roles 70
5.9 Working with the wider community 70

Occupational Therapy Australia

	Foundational Practitioner	Intermediate Practitioner	Senior Practitioner
Domain 1: Governance, Standards, and models of practice	This domain focuses on the essential knowledge of legislation, standards, and guidelines that govern assistive technology provision in Australia. Occupational Therapists require a strong understanding of these high-level aspects, ensuring their practice complies with legal requirements, prioritises safety, adheres to ethical standards and upholds the rights of individuals.		
1.1 Legislation, standards and guidelines The occupational therapist is familiar with legislation, standards, and guidelines related to assistive technology practice, such as the Disability Discrimination Act 1992, NDIS Act 2019, and relevant ISO and AS/NZS standards. They understand the role and function of the TGA. In addition, the occupational therapist complies with broader professional and ethical guidelines, including the Ahpra Shared Code of Conduct and OT Board Competency Standards.	Foundational practitioners develop their knowledge of legislation, standards, and guidelines that govern AT practice, applying them under supervision to ensure safe and ethical service delivery. They identify key legislative requirements relevant to their role and understand how these impact AT provision. They seek support from senior practitioners to navigate complex legal or ethical considerations and contribute to ensuring compliance with organisational policies and procedures.	Intermediate practitioners have a thorough understanding of AT related legislation, standards, and professional guidelines, integrating them into everyday practice. They analyse and apply regulatory requirements to a broader range of situations, identifying risks and advocating for compliance in complex AT provision. Intermediate practitioners provide professional supervision to foundational practitioners, contribute to service policies, and collaborate with industry professionals to uphold high standards of ethical and legal AT practice.	Senior practitioners demonstrate expertise in interpreting and applying legislation, standards, and governance relevant to AT practice, influencing organisational compliance and industry best practices. They may contribute to regulatory submissions and engage in advocacy for policy reform. Senior practitioners provide high-level advice on complex legislative and ethical considerations, contribute to training and professional supervision of staff in this area.

Occupational Therapy Australia

	Foundational Practitioner	Intermediate Practitioner	Senior Practitioner
1.2 Scope of practice The occupational therapist engages in a broad scope of practice when working with assistive technology, encompassing assessment, intervention, implementation and evaluation to promote enablement and enhance participation in AT users. Occupational therapists recognise and work within the limitations of their scope of practice and engage with other professions as required. As well as adhering to the broader occupational therapy scope of practice, occupational therapists must recognise and work within their own clinical competence, which is determined by their experience, training, knowledge, and skill level.	Foundational practitioners possess an understanding of the occupational therapy scope of practice in AT service delivery and their own level of competency, recognising their limitations and seeking supervision as required. They apply assessment and intervention strategies within their competence level and where the health condition, environment, and/or support needs involve lower levels of complexity and actively seek guidance and/or collaboration with more senior practitioners to navigate situations involving complexity, higher risk and increased knowledge base. They develop skills in referring to other professionals and services when needed to ensure safe and effective outcomes for AT users.	Intermediate practitioners demonstrate confidence in defining their scope of practice and working independently within their area of competence. They critically reflect on their skills and experience, identifying areas for professional growth. They effectively collaborate with multidisciplinary teams, integrating perspectives from other professionals to enhance AT provision. Intermediate practitioners guide less experienced colleagues in understanding and navigating their own scope of practice.	Senior practitioners demonstrate advanced capability in defining and working within their scope of practice in assistive technology. They apply their expertise in situations with increased complexity, elevated risk factors and novel situations requiring innovative approaches and interprofessional collaboration to optimise outcomes. Senior practitioners critically evaluate their own competency, ensuring alignment with professional standards and best practices. They critically evaluate emerging AT trends and their implications for occupational therapy practice. They provide professional supervision to other practitioners to support skill development and ensure adherence to professional and ethical boundaries. They may contribute to professional discussions, service design, and policy development to

Occupational Therapy Australia

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			ensure sustainable, high-quality AT service provision.
1.3 International Classification of Functioning, Disability and Health (ICF) The occupational therapist recognises the ICF as a framework for supporting a comprehensive and universally understood description of the elements of human functioning. The OT applies the ICF to support comprehensive evaluation, use a common language to support interprofessional communication, and a holistic, person centred approach to their AT practice. The occupational therapist applies the ICF to support good practice, interprofessional communication and a holistic, person-centred approach to their assistive technology practice.	Foundational practitioners develop an understanding of the ICF framework and how it applies to AT service delivery. They use ICF terminology to describe functioning and disability, applying it to assessment and intervention processes under supervision. Foundational practitioners develop their ability to frame AT recommendations within the broader context of participation and environmental factors, ensuring a person-centred approach.	Intermediate practitioners integrate the ICF framework into their clinical reasoning, using it to guide assessment, intervention planning, and interprofessional collaboration. They apply an analytical approach to understanding the complex interplay between personal and environmental factors in AT outcomes. They use the ICF structure and terminology to communicate with professionals across disciplines and advocate for AT solutions that support participation, inclusion, and environmental accessibility.	Senior practitioners demonstrate expertise in applying the ICF framework to assistive technology practice, ensuring a holistic and person-centred approach to assessment, intervention, and evaluation. They use the ICF to facilitate interprofessional collaboration, guide complex decision-making, and advocate for best practices in AT service delivery. Senior practitioners provide supervision to other practitioners, supporting the integration of the ICF in AT practice. They provide leadership in applying the ICF to support equitable access, outcome measurement, and alignment with international standards in disability and rehabilitation services.

Occupational Therapy Australia

	Foundational Practitioner	Intermediate Practitioner	Senior Practitioner
1.4 Occupational therapy models of practice The occupational therapist is familiar with key models of contemporary occupational therapy practice and understands how to apply models of practice to support the occupational therapy process and outcomes for AT users across a range of contexts relevant to their practice area.	Foundational practitioners develop their knowledge of occupational therapy models of practice and how these inform AT assessment and intervention. They begin to apply models in their clinical reasoning, with guidance from senior practitioners. They explore how these models can be used to support holistic, client-centred AT recommendations.	Intermediate practitioners critically apply occupational therapy models of practice to situations with moderate complexity and risk, adapting their approach to fit diverse client needs and contexts. They integrate multiple models to guide assessment, intervention, and evaluation, ensuring AT solutions are occupation-focused and client-driven. They contribute to case discussions, mentor less experienced practitioners in applying theoretical models, and advocate for evidence-based AT practices.	Senior practitioners demonstrate expertise in the application of occupational therapy models of practice, using them to inform their practice, service design, policy development, and research in AT provision. They may supervise & educate less-experienced practitioners on applying theory to practice and engage in other knowledge translation activities to ensure AT services remain aligned with contemporary occupational therapy models and emerging evidence.
1.5 Practice models for AT provision The occupational therapist applies key models and frames of reference to their work with assistive technology. They understand the benefits of applying such models to support person centred practice, interprofessional collaboration,	Foundational practitioners develop their understanding of key AT-specific practice models. They apply models such as WHO-GATE 5P, MPT and HAAT to guide their assessment and recommendations. They seek guidance from senior practitioners to ensure their approach aligns with person-centred and evidence-based	Intermediate practitioners integrate models seamlessly into their AT practice, selecting and adapting models based on client needs and context. They critically apply these frameworks to support process, decision-making and professional reasoning in situations of moderate complexity and risk, ensuring holistic	Senior practitioners have an advanced understanding of AT-related practice models and how they apply to practice with individuals, groups and populations. Senior practitioners apply AT models flexibly across diverse and complex situations. They evaluate and refine clinical practices by integrating

Occupational Therapy Australia

	Foundational Practitioner	Intermediate Practitioner	Senior Practitioner
adherence to good practice and optimal outcomes.	principles. Foundational practitioners use models to support structured professional reasoning when making AT recommendations and engage in reflective practice to improve their application of these frameworks.	assessment and intervention approaches. They can articulate the rationale for their chosen model to clients, colleagues, and stakeholders and use models to support interprofessional collaboration and advocacy. Intermediate practitioners contribute to service development by promoting good-practice approaches and supervising foundational practitioners in the use of practice models.	contemporary models and emerging research. Senior practitioners supervise other OTs and may provide education and training to less experienced practitioners. Senior practitioner lead and advocate for good practice and may engage in research or policy development to strengthen the use of theoretical models in AT provision.
1.6 Ethical considerations In addition to the ethical standards for general occupational therapy, the occupational therapist understands ethical issues unique to assistive technology provision including person-centred practice, equity and access, confidentiality and privacy, and professional competency and integrity. A critical ethical aspect in AT practice is managing informed risk and dignity of risk, balancing the	Foundational practitioners develop their understanding of ethical considerations in assistive technology provision, including person-centred practice, equity and access, and confidentiality and privacy. They apply ethical decision-making frameworks under supervision, ensuring informed consent and balancing client autonomy with safety. Foundational practitioners recognise the	Intermediate practitioners apply ethical principles with increasing confidence, balancing informed risk and dignity of risk while ensuring client choice aligns with clinical reasoning. They proactively address risks related to equity, access, and outcomes, ensuring AT recommendations are ethical and aligned with professional standards. Intermediate practitioners model ethical decision-making for	Senior practitioners critically evaluate and lead ethical decision-making processes within AT service provision, addressing complex ethical challenges such as restrictive practices and navigating informed risk and dignity of risk. They may advocate for systemic improvements and contribute to policies and guidelines that enhance ethical practice, ensuring that AT recommendations safeguard well-

Occupational Therapy Australia

	Foundational Practitioner	Intermediate Practitioner	Senior Practitioner
individual's autonomy with safety for both the individual and others. This includes navigating restrictive practices where necessary. The therapist ensures responsibility for outcomes, making recommendations that align with ethical principles, safeguard well-being, and support positive, meaningful impacts for the individual.	importance of responsibility for outcomes and seek guidance when faced with ethical dilemmas. They reflect on practice, adhere to professional guidelines, and engage in learning activities to enhance ethical decision-making. They collaborate with senior practitioners to navigate complex ethical situations and ensure compliance with standards.	foundational practitioners and contribute to discussions on complex ethical challenges. They engage in organisational initiatives to promote ethical AT provision, advocating for practices that enhance accessibility, autonomy, and safety in AT services.	being and align with professional competency. Senior practitioners supervise practitioners at all levels, fostering ethical practice across the team and the profession.
1.7 Conflict of interest The occupational therapist recognises and addresses all actual and/or perceived conflicts of interest in their work with clients, suppliers and assistive technology recommendation and provision. Examples may include issues related to supplier relationships, dual roles, professional integrity, advocacy vs commercial interests, and regulatory compliance. The occupational therapist is guided by relevant	Foundational practitioners develop an awareness of potential conflicts of interest in AT provision and learn to identify situations that require professional boundaries and transparency. They seek supervision when navigating supplier relationships, funding considerations, and professional integrity issues. They adhere to professional guidelines and declare any potential conflicts to ensure ethical practice.	Intermediate practitioners proactively manage conflicts of interest and apply ethical reasoning to balance professional responsibilities with commercial and advocacy considerations. They educate clients about supplier relationships and funding constraints while maintaining professional integrity. They support foundational practitioners by modelling ethical decision-making and participating in discussions on	Senior practitioners demonstrate expertise in identifying, managing, and mitigating actual and perceived conflicts of interest in assistive technology practice. They provide advanced guidance on ethical decision-making, ensuring alignment with professional standards, regulatory requirements, and organisational policies. Senior practitioners may contribute to developing policies, training, and governance frameworks to uphold

Occupational Therapy Australia

	Foundational Practitioner	Intermediate Practitioner	Senior Practitioner
professional standards and guidelines (such as the Australian OT Board Competency Standards and the OTA Code of Ethics) to avoid any actual or perceived conflict of interest.		managing conflicts of interest. Intermediate practitioners contribute to service improvements by advocating for clear policies and procedures regarding conflict management.	professional integrity in AT recommendation and provision. They support colleagues in navigating complex ethical dilemmas, balancing the care and rights of the AT user and commercial considerations, and fostering transparent, client-centred practices. Through leadership and education, they promote a culture of accountability and ethical excellence in AT service delivery.
1.8 Funding schemes The occupational therapist has a thorough awareness of relevant AT funding bodies and systems in Australia across health, disability, aged care, community, veterans, education, workplace injury, traffic injury, and other compensable schemes. The occupational therapist understands and can articulate in plain language the specific eligibility criteria, guidelines, policies, and procedures of funding bodies	Foundational practitioners develop an understanding of key funding schemes relevant to AT provision. They learn to navigate eligibility criteria, application processes, and basic documentation requirements under supervision. They ensure that AT recommendations align with funding guidelines and seek support to advocate for clients. Foundational practitioners begin developing their skills in writing justifications for funding applications and	Intermediate practitioners confidently navigate multiple funding schemes, independently preparing documentation and justifications for AT recommendations. They critically assess funding policies and advocate for fair and appropriate funding decisions on behalf of clients. They work closely with funding bodies, suppliers, and multidisciplinary teams to ensure timely and effective AT provision. Intermediate practitioners contribute	Senior practitioners demonstrate expertise in navigating AT funding systems across multiple sectors, ensuring compliance with policies while advocating for equitable client access. They have expertise in identifying eligibility for AT funding, strategic application processes, and best practices for clinical justification. Senior practitioners may contribute to advocacy or policy submissions, engaging with funding bodies to improve guidelines and

Occupational Therapy Australia

	Foundational Practitioner	Intermediate Practitioner	Senior Practitioner
relevant to their practice. The occupational therapist navigates these systems to ensure compliance, advocate effectively for client needs, and facilitate optimal funding outcomes. Additionally, the occupational therapist is skilled in documenting assessments and justifications in alignment with funding criteria, demonstrating the clinical need and rationale for AT recommendations.	collaborating with senior practitioners to ensure compliance.	to service development by identifying opportunities for funding efficiencies and mentoring junior practitioners in funding navigation.	address systemic barriers. They support the training and supervision of practitioners in funding navigation, documentation, and ethical considerations.
Domain 2: Guiding principles and practices for Assistive Technology provision	This domain highlights the fundamental principles and practices that underpin effective assistive technology provision within occupational therapy, emphasising a person-centred approach and the overarching goal of enablement. These principles and practices guide safe, ethical, and effective occupational therapy practice that supports the autonomy, participation, and well-being of AT users, ensuring that AT solutions are tailored to support their unique needs, goals and preferences. The application of principles of good practice ensures that occupational therapists not only enhance the quality of life and independence of AT users but also contribute to the long-term viability and growth of the AT sector as a whole.		
2.1 Person-centred process The occupational therapist ensures that the AT process is person	Foundational practitioners develop an understanding of person-centred practice principles, focusing on listening to individuals' needs,	Intermediate practitioners work more autonomously, applying a critical lens to ensure AT solutions align with an individual's evolving needs,	Senior practitioners demonstrate expertise in embedding person-centred principles throughout the AT process, ensuring that AT solutions

Occupational Therapy Australia

	Foundational Practitioner	Intermediate Practitioner	Senior Practitioner
centred, not product or service centred. The occupational therapist recognises the person as an expert in their own life and prioritises the person's unique needs, preferences, aspirations and goals when selecting, tailoring and implementing AT solutions. The occupational therapist utilises a collaborative approach, working in partnership with people and their support systems to ensure individuals actively participate in all aspects of the AT process and decision-making to foster empowerment and meaningful outcomes.	aspirations, and experiences. They recognise the importance of collaboration and shared decision-making and apply these principles when recommending AT solutions in situations with low complexity and risk. They practice active listening and work with supervisors to ensure that client perspectives shape AT recommendations. Foundational practitioners also begin developing skills in facilitating informed choice by presenting options in a way that aligns with the individual's communication style and decision-making preferences. They support individuals and families in navigating AT systems and processes to enhance engagement in the AT journey.	aspirations, and life circumstances. They proactively incorporate shared decision-making and goal-directed strategies to enhance user engagement. At this level, practitioners navigate more complex AT considerations, such as balancing competing priorities between individual preferences, environmental demands, and funding constraints. They collaborate with multidisciplinary teams and support networks to ensure holistic, person-led AT solutions. They may also contribute to service improvement initiatives by advocating for policy changes that embed person-centred approaches into AT funding and provision processes.	align with individuals' unique goals, values, and lived experiences. They lead practice improvements by supervising and educating others on strategies to prioritise user-driven decision-making and collaborative approaches. Senior practitioners may advocate for systemic changes that enhance person-centred service delivery and lead initiatives to promote self-determination and empowerment, ensuring AT users have a meaningful role in shaping service delivery models.
2.2 Occupational enablement as a core outcome The occupational therapist ensures that function, participation and	Foundational practitioners adopt a person-centred approach by engaging with clients to identify their goals and preferences, tailoring AT	Intermediate practitioners have experience with strategies & approaches to support functional enablement as a primary focus of AT	Senior practitioners demonstrate expertise in ensuring that functional enablement remains the core outcome of AT provision. They lead

Occupational Therapy Australia

	Foundational Practitioner	Intermediate Practitioner	Senior Practitioner
enablement are core outcomes of AT provision by adopting a person-centred process, engaging in collaborative goal setting, tailoring AT solutions to individual needs and measuring performance and participation outcomes of AT solutions.	solutions accordingly to ensure that functional enablement is a key outcome of AT provision. Foundational practitioners measuring performance and participation outcomes, applying outcome measures to evaluate the effectiveness of the recommended AT. They collaborate with AT users and their support systems to enhance independence and participation, and engage in professional supervision to enhance their impact in this area.	provision when working with individuals in more complex situations. They collaborate with AT users to set meaningful, functional goals & tailor AT solutions that align with these goals. Intermediate practitioners use a range of outcome measures to assess the effectiveness of AT solutions in improving performance and participation. They supervise foundational practitioners, sharing knowledge & skills in applying person-centred processes & outcome measurement tools.	and supervise others in applying person-centred, goal-directed approaches to AT assessment and intervention. Senior practitioners promote good practice principles by integrating outcome measurement, and quality improvement initiatives that evaluate AT effectiveness. They may advocate for policies and funding models that prioritise functional outcomes, ensuring AT solutions enhance participation and independence.
2.3 Evidence-based AT practice The occupational therapist acknowledges that rapid technological advancements, complex funding and service landscapes, ethical issues and inherent risks in AT provision make evidence-based practice essential for ensuring safe, effective and	Foundational practitioners develop core skills in locating, understanding, and applying evidence-based resources in AT practice. They engage in professional development activities, including reviewing clinical guidelines, attending training opportunities and participating in supervision	Intermediate practitioners integrate research, clinical expertise, and client perspectives to enhance AT decision-making in situations with moderate complexity and risk. They critically evaluate AT interventions, applying research findings where available to refine assessment, selection, and training strategies.	Senior practitioners are leaders in evidence-based AT practice, influencing clinical decision-making and organisational policies to promote evidence based practices. They apply evidence-based practice to all aspects of AT provision, ensuring interventions are safe, effective, and aligned with the latest

Occupational Therapy Australia

	Foundational Practitioner	Intermediate Practitioner	Senior Practitioner
ethical AT practice. The occupational therapist works to integrate the best available research, clinical expertise, and client preferences to guide AT interventions. The occupational therapist pursues ongoing professional development, stays current with best practice guidelines and research, is up to date with emerging technologies, adapts interventions based on feedback/ results, and prioritises outcome measurement to ensure alignment with current evidence.	discussions about good practice in AT provision. They use good practice guidelines and outcome measures to inform AT recommendations and learn to critically reflect on how evidence informs their decisions. Foundational practitioners seek guidance from more experienced colleagues when integrating research into practice and actively participate in discussions on emerging AT trends, recognising the importance of aligning their interventions with up-to-date, research-based knowledge.	They engage in structured professional learning, via informal activities (journal clubs and interest groups) as well as specialist AT training, to deepen their understanding of evidence-based practice. Intermediate practitioners supervise foundational practitioners in applying evidence to AT selection and troubleshooting. They may also contribute to service improvement by developing clinical guidelines, auditing AT outcomes, or participating in research collaborations that advance best practices in AT provision.	research and client preferences. They lead efforts to integrate emerging technologies, research, lived experience perspectives and clinical expertise into AT interventions while addressing complex ethical considerations and risks associated with AT provision. They provide supervision of other practitioners, promoting knowledge translation and supporting them to adapt interventions based on evidence and ensure compliance with ethical and legal standards.
2.4 Sustainable AT practice The occupational therapist practices in a way that ensures the long-term viability, effectiveness, and accessibility of AT solutions and systems, minimising negative environmental, economic, and social impacts. The occupational therapist	Foundational practitioners develop an understanding of sustainable AT practices by considering cost-effectiveness, adaptability, and environmental impact in their recommendations. They apply this knowledge to simple AT solutions, ensuring that devices meet client	Intermediate practitioners integrate sustainable AT principles into their clinical reasoning, considering durability, repairability, and long-term usability when recommending AT solutions. They navigate funding systems to optimise AT investment and advocate for adaptable, multi-	Senior practitioners lead initiatives that promote and implement sustainable AT practices, ensuring long-term viability, effectiveness, and accessibility while minimising environmental, economic, and social impacts. They lead efforts to integrate cost-effective, adaptable,

Occupational Therapy Australia

	Foundational Practitioner	Intermediate Practitioner	Senior Practitioner
considers aspects such as cost-effectiveness, client involvement in decision-making, promoting the use of adaptable technologies, AT waste reduction, accessibility and inclusivity to ensure sustainable AT practices are upheld.	needs while minimising waste and unnecessary expenditure. Foundational practitioners engage in discussions with clients about the long-term viability of AT solutions, including reuse, recycling, and maintenance. They work under supervision to implement sustainable decision-making strategies and collaborate with suppliers to understand product lifecycles.	use technologies. At this stage, practitioners critically assess AT options to reduce non-use and promote longevity while supporting clients in making informed choices. They may contribute to service development initiatives that enhance AT accessibility and sustainability, provide supervisions to foundational practitioners, and collaborate with suppliers on sustainable AT solutions.	and inclusive technologies, guiding decision-making processes that prioritise client involvement and sustainability. Senior practitioners advocate for waste reduction strategies, ensuring that AT solutions align with sustainability goals. They supervise other practitioners, providing guidance on best practices for sustainable AT provision and may drive organisational or community initiatives that reduce the environmental footprint of AT solutions.
2.5 The AT process The occupational therapist engages in a systematic, evidence based, user-centred, iterative process to inform AT decisions. The process includes: • Collaborative goal setting and prioritisation	Foundational practitioners apply the structure of the AT process to support individuals whose assistive technology needs are less complex. They do so under the supervision of intermediate or senior practitioners. They conduct needs assessments, ensuring consideration of person, occupation, and environmental factors. They engage in collaborative	Intermediate practitioners apply the AT process with increased autonomy, navigating situations with moderate complexity and risk, and problem-solving challenges that arise throughout assessment, selection, and implementation. They integrate professional reasoning when analysing client needs, ensuring AT solutions are aligned with	Senior practitioners demonstrate expertise in engaging in a systematic, evidence-based, user-centred, and iterative process for AT decision-making. Senior practitioners lead the application and refinement of the AT process across diverse situations involving high levels of complexity and risk, ensuring good practice approaches

Occupational Therapy Australia

	Foundational Practitioner	Intermediate Practitioner	Senior Practitioner
• Occupation-focussed needs assessment • AT matching/selection • AT trial & adaptation • Risk assessment • Documentation, funding & procurement • Implementation • Outcome evaluation • Follow-up, review & maintenance	goal setting, implement AT trials and make recommendations for low complexity, low risk AT solutions. Foundational practitioners complete documentation and funding applications under supervision, ensuring compliance with legal and funding requirements. Foundational practitioners provide client education on safe use and maintenance of AT and engage in outcome measurement. Foundational practitioners escalate complex issues to more experienced colleagues.	participation goals and environmental factors. Intermediate practitioners collaborate effectively with suppliers, funding bodies, and multidisciplinary teams, refining AT solutions based on trials and user feedback. They oversee implementation, provide structured training, and monitor AT integration into daily routines. At this stage, they contribute to service improvement initiatives and may supervise foundational practitioners.	are upheld. They contribute to training and supervision of practitioners at foundational and intermediate levels, promoting a comprehensive AT process that optimises efficiency, accessibility, and person-centred decision-making.
2.6 Design approaches in AT The occupational therapist is familiar with design approaches such as universal design, user-centred design, and ergonomics, recognising that these fields of research offer value in collaborating	Foundational practitioners develop knowledge of design principles and their application in AT. They understand how product features, adjustability, and ergonomics influence usability. Under supervision, they assess simple AT solutions, match user needs with existing products, and apply	Intermediate practitioners apply a more analytical approach to evaluating AT design. They independently assess and recommend AT solutions for complex needs, critically analysing product design, materials, and adjustability. They collaborate with manufacturers and engineers to refine AT features	Senior practitioners demonstrate expertise in advanced design approaches in AT, including universal design, user-centred design, and ergonomics, applying these principles to create innovative solutions for users with complex needs. They integrate their deep knowledge of materials science and

Occupational Therapy Australia

	Foundational Practitioner	Intermediate Practitioner	Senior Practitioner
with AT users on product and service design. The occupational therapist uses their knowledge of materials science and contextual factors to guide professional reasoning and ensure that AT solutions are effective, safe, accessible, and tailored to meet individual needs in diverse environments.	ergonomic principles to enhance comfort and safety. They collaborate with experienced practitioners and suppliers to support product trials, minor modifications, and user education on safe and effective AT use.	and advocate for improved accessibility and functionality. Intermediate practitioners apply ergonomic and biomechanical principles to tailor AT solutions and can perform moderate customisation. They contribute to service development and supervise foundational practitioners.	contextual factors to guide professional reasoning, ensuring that AT solutions are not only effective and safe but also accessible and adaptable to diverse environments. Senior practitioners collaborate with AT users, technical experts, and interprofessional teams to refine product and service design, ensuring that solutions meet individual needs.
2.7 The AT lifecycle The occupational therapist acknowledges their role and responsibilities as advocates and facilitators at all stages of the assistive technology lifecycle, emphasising the dynamic relationship between the technology and its user. The occupational therapist engages in continuous monitoring and adjustment throughout the AT lifecycle, responding to client feedback and	Foundational practitioners develop an understanding of the AT lifecycle, recognising how user needs evolve and how AT solutions require monitoring and adaptation over time. They assist in tracking equipment effectiveness, identifying when adjustments or upgrades are necessary. At this stage, practitioners educate clients on maintenance, repair, and replacement considerations. They work under supervision to support	Intermediate practitioners apply a proactive approach to managing AT lifecycles, ensuring users receive ongoing support and solutions remain effective. They independently assess when AT modifications or upgrades are required, considering changes in function, environment, and technology advancements. At this level, practitioners may contribute to service development by implementing monitoring systems that enhance follow-up and review	Senior practitioners demonstrate expertise in managing the assistive technology lifecycle, advocating and facilitating at each stage from assessment through to ongoing support. They collaborate with AT users and interprofessional teams to plan for ongoing reviews, adjustments and maintenance of AT solutions to address evolving needs and ensuring that the technology remains effective over time. They

Occupational Therapy Australia

	Foundational Practitioner	Intermediate Practitioner	Senior Practitioner
results to ensure that AT solutions effectively meet users' needs, promote enablement and remain sustainable over time.	long-term AT planning, ensuring clients can access ongoing support. Foundational practitioners develop problem-solving skills by responding to minor AT-related challenges and escalating situations involving complexity and risk appropriately.	processes. They collaborate with suppliers, funding bodies, and other stakeholders to ensure long-term AT sustainability. Intermediate practitioners may also supervise foundational practitioners in applying AT lifespan and maintenance strategies.	ensure that user feedback is central to this.
2.8 Assistive Technology non-use The occupational therapist is aware of factors that may contribute to equipment non-use (such as poor fit, lack of training, maintenance issues, and change in needs & circumstances) and engages in practices to foster a strong connection between the user, their AT and the environment to mitigate these barriers to ongoing sustainable AT use.	Foundational practitioners learn to identify common reasons for AT non-use and apply strategies to support effective adoption. They work closely with clients to ensure appropriate AT fit, provide training, and reinforce the importance of maintenance. At this stage, practitioners develop problem-solving skills by recognising early signs of equipment rejection and escalating concerns to more experienced colleagues. They assist in reviewing client experiences with AT and contribute to adjustments that improve usability and engagement.	Intermediate practitioners independently assess and address AT non-use, analysing contributing factors such as changes in client function, environment, and technology limitations. They develop and implement tailored intervention strategies, ensuring clients remain engaged with their AT. At this level, practitioners provide more in-depth troubleshooting, training, and support. They collaborate with funding bodies and suppliers to optimise AT solutions and advocate for modifications where needed. Intermediate practitioners also	Senior practitioners demonstrate expertise in addressing assistive technology non-use (abandonment) by identifying and mitigating complex factors that contribute to equipment non-use, such as poor fit, lack of training, maintenance issues, and changes in user needs and circumstances. They lead the development and implementation of strategies to foster strong, ongoing connections between users, their AT, and the environment, ensuring that AT solutions remain relevant, functional, and sustainable over time. Senior practitioners collaborate

Occupational Therapy Australia

	Foundational Practitioner	Intermediate Practitioner	Senior Practitioner
		contribute to service improvements by implementing strategies that enhance user satisfaction and long-term AT engagement.	with clients, their support networks, and interprofessional teams to ensure a tailored approach to AT provision that prevents AT non-use and enhances the overall user experience.
2.9 Naturalistic environments The occupational therapist considers the context in which people engage in their daily occupations when applying the AT process. For example, the occupational therapist understands the value of assessment and trials in the home or relevant community settings, to identify real-life challenges. They collaborate with families and care partners to gather input, customise assistive technology solutions accordingly, and provide training in relevant and familiar settings to enhance usability and promote	Foundational practitioners develop an understanding of how environmental factors influence AT use. They conduct assessments in familiar settings under supervision, gathering input from users, families, and care partners to inform AT selection. They support trials in naturalistic environments, assist in basic adjustments, and provide initial user training. They collaborate with experienced practitioners to refine recommendations and monitor the real-life impact of AT solutions.	Intermediate practitioners assess and implement AT solutions in complex natural environments. They analyse environmental challenges and customise AT features accordingly, ensuring integration into daily routines. They collaborate with care teams to refine AT usability and optimise function in diverse settings, from home to work or community environments. Intermediate practitioners evaluate outcomes, provide advanced training, and supervise foundational practitioners in environmental assessments and contextual adaptations.	Senior practitioners have extensive experience in including the real-life context in which individuals engage in daily occupations when applying the AT process. They promote assessments and trials in home or relevant community settings where appropriate, collaborating with families and care partners to gather input and customise AT solutions. Senior practitioners provide training in familiar environments to enhance usability and integration, advocating for the inclusion of context in AT practice.

Occupational Therapy Australia

	Foundational Practitioner	Intermediate Practitioner	Senior Practitioner
engagement with and integration of the AT solution.			
2.10 Professional supervision The occupational therapist engages in regular professional supervision specific to their AT practice, and with an occupational therapist supervisor experienced in AT provision. The occupational therapist actively seeks feedback, reflects on practice, and collaborates with supervisors and peers. The occupational therapist understands that AT-specific professional supervision is especially crucial in assistive technology practice, where rapidly evolving technology, AT solutions and diverse client needs require consistent, informed guidance to deliver effective, tailored solutions. The occupational therapist is guided in this area by the OTA Professional Supervision Framework.	Foundational practitioners engage in structured AT-specific supervision to develop their knowledge and skills. They seek guidance from experienced AT practitioners, actively reflect on their practice, and integrate supervisor feedback into their clinical reasoning. They identify gaps in their AT knowledge, participate in case discussions, and apply evidence-based recommendations under supervision to build confidence in AT service delivery.	Intermediate practitioners engage in more autonomous and analytical supervision practices. They refine their AT skills through peer discussions, case analysis, and targeted learning goals. They provide reflective insights in supervision, seek expert consultation on complex situations, and contribute to knowledge-sharing. Intermediate practitioners may mentor foundational practitioners, promoting skill development and good supervision practices. They also advocate for structured AT-specific supervision within their workplace or professional networks.	Senior practitioners demonstrate leadership in professional supervision, both providing and receiving professional supervision to support their AT practice. They actively seek feedback, reflect on their practice, and collaborate with peers to ensure effective, tailored AT solutions. Senior practitioners recognise the importance of AT-specific supervision in keeping pace with evolving technologies, new AT products and diverse client needs. Senior practitioners may lead group supervision sessions, support complex case decision-making, or implement communities of practice as strategies to supplement supervision outcomes.

Occupational Therapy Australia

	Foundational Practitioner	Intermediate Practitioner	Senior Practitioner
2.11 Diversity affirming & culturally responsive practice in AT provision The occupational therapist acknowledges that AT is not neutral and that lived experience, culture, identity, values, and beliefs influence perceptions and experiences of disability and AT use. The occupational therapist ensures that AT interventions are culturally responsive and affirm diversity, considering factors such as race, ethnicity, language, gender, sexual orientation, neurodiversity, and lived disability experience. The occupational therapist works to create a safe and inclusive AT process by adopting a strengths-based, flexible, and person-led approach, acknowledging that cultural and identity-related factors shape AT choices, needs, and outcomes.	Foundational practitioners develop awareness of how cultural and identity factors influence AT perceptions and preferences. They actively engage in cultural competence training and seek guidance from mentors when working with clients from diverse backgrounds. They adopt respectful, open-ended questioning to explore a person's cultural and identity-based considerations in AT decision-making. Foundational practitioners recognise the impact of systemic barriers, such as language differences or service accessibility, and work collaboratively with interpreters, community leaders, and culturally appropriate resources to ensure equitable access to AT. They also begin to reflect on their own biases and assumptions in AT provision.	Intermediate practitioners integrate cultural responsiveness and diversity-affirming principles into AT assessments, recommendations, and service delivery. They recognise that cultural identity, values, and beliefs influence AT adoption and usage, adapting their practice to ensure inclusive and affirming approaches. They actively seek to remove barriers to AT access by advocating for culturally appropriate resources, collaborating with diverse communities, and addressing structural inequities. Intermediate practitioners also provide guidance to junior colleagues on incorporating cultural considerations into AT practice. They may contribute to the co-design of AT services with diverse communities to ensure relevance and appropriateness of interventions.	Senior practitioners promote and implement diversity-affirming and culturally responsive AT practice, recognising the impact of culture, identity, and lived experience on disability and AT use. They lean on their advanced knowledge and experience to engage in knowledge translation and training of others in their team or community to ensure that AT interventions are inclusive and affirm diversity, considering all aspects of identity. They promote a strengths-based, flexible, and person-centred approach, fostering a safe and inclusive AT process. They advocate for and contribute to policies that promote cultural competence and inclusivity in AT provision.

Occupational Therapy Australia

	Foundational Practitioner	Intermediate Practitioner	Senior Practitioner
2.12 Restrictive practice Occupational therapists ensure AT provided is the least restrictive option, while considering safety. When making recommendations for AT, occupational therapists ensure that it that does not unnecessarily restrict autonomy, participation, or meaningful activity engagement. They recognise the need to balance therapeutic benefits with restrictive consequences. Occupational therapists navigate governance frameworks, represent the rights of the AT user, and implement strategies to minimise restrictive practices while ensuring safety. The occupational therapist recognises that AT may limit interaction with the environment and occupational engagement, and that withholding AT (e.g., not providing a scooter/PWC due to safety risks) can also be restrictive. Therapists comply with legislative requirements and,	Foundational practitioners develop an understanding of restrictive practices, relevant legislation, and ethical considerations. They identify how AT may inadvertently or intentionally limit a person's freedom and work under specific and increased supervision to assess and mitigate restrictions. They seek support from or refer on to more experienced practitioners when restrictive practices are indicated. They collaborate with others such as behaviour support practitioners, and support clients in making informed choices about AT solutions. With support, they document where AT is therapeutic and not restrictive including recommended use to ensure AT is not used as a restrictive practice.	Intermediate practitioners apply a critical lens to restrictive practice considerations, balancing client safety, autonomy, and regulatory requirements. They independently assess potential restrictions in AT provision, engage with behaviour support practitioners and multidisciplinary teams to explore alternatives, and implement strategies to minimise restriction while optimising participation. Where restrictive practices are recommended, they consult behaviour support practitioners or relevant supervisors. They contribute to specific documentation outlining the use of AT as a restrictive practice. They contribute to service discussions on ethical AT use and may supervise foundational practitioners in restrictive practices.	Senior practitioners provide expert guidance on restrictive practices in AT, shaping organisational policies and governance frameworks. Senior practitioners may consult on or work with individuals characterised by elevated levels of complexity and risk. They represent the interests of the individual and actively promote to good-practice approaches in restrictive practice mitigation. They work with regulatory bodies, contribute to ethical decision-making models, and educate practitioners on navigating restrictive practice considerations in AT service. Senior practitioners are able to produce complex documentation that outlines use of AT in the least restrictive way, while ensuring safety, including collaboration with behaviour support practitioners where indicated.

Occupational Therapy Australia

	Foundational Practitioner	Intermediate Practitioner	Senior Practitioner
when restrictive practices are unavoidable, apply best practices to minimise their impact and collaborate with Behaviour Support Practitioners and/or relevant authorities to identify alternatives or mitigation strategies.			
Domain 3: Occupation-focused assessment for Assistive Technology	This domain emphasises a user-centred, occupation-focused approach to assessing assistive technology needs. Effective assessment involves a comprehensive analysis of the person, their occupations, and the environmental and personal factors influencing AT needs and/or use. Collaborative goal setting guides the assessment approach and ensures that assessments align with the individual's functional needs and participation priorities. Good practice integrates both formal assessment tools (where available) and informal, contextually relevant information gathering approaches to gain a holistic understanding of how AT may enhance occupational engagement. The assessment process is deliberate, iterative, and ongoing, extending beyond initial evaluations to include aspects such as device trials, ongoing adjustments, risk assessment and outcome measurement. Evidence-informed decision-making and active collaboration with the AT user, care partners, and interprofessional practice are central to ensuring that ensuing recommendations are functional, sustainable, and aligned with the user's occupational performance and participation goals. The outcome of AT assessment may be device recommendation, adjustments & modifications, or may be referral on to appropriate AT services when the presenting needs or complexity exceed the OT's individual level of competency or experience.		

Occupational Therapy Australia

	Foundational Practitioner	Intermediate Practitioner	Senior Practitioner
3.1 Assessment of activity and participation The occupational therapist analyses the individual's participation in meaningful activities, life roles and situations in order to inform AT selection, trials, adjustments, and outcome measurement, and to ensure that AT solutions are focussed on enhancing occupational engagement and participation. Approaches such as activity analysis help determine task demands and identify opportunities where AT may improve performance. Assessing occupational performance in real-world settings as well as the individual's capacity in optimal conditions provides critical insights into participation barriers and AT opportunities.	Foundational practitioners develop competence in selecting and applying standardised assessment tools and informal information-gathering methods to evaluate an individual's ability to engage in meaningful activities, life roles, and situations where assistive technology may be beneficial. They maintain an occupation-focussed approach to assessment. Foundational practitioners apply approaches such as activity analysis and explore occupational performance vs capacity to identify barriers and enablers and to guide AT selection, trials, adjustments, and outcome measurement. Under the supervision of more senior practitioners, they refine professional reasoning and decision-making for individuals with basic AT needs, referring those in situations of higher complexity and risk to more experienced colleagues or seeking additional targeted	The intermediate practitioner independently evaluates occupational performance and participation in individuals with more complicated AT support needs, those presenting with higher levels of risk, and those experiencing barriers to participation across a broader range of life roles and situations where AT may be useful. They are proficient with engaging in interprofessional practice to support more collaborative assessment of occupational performance and participation. The intermediate practitioner may provide supervision to less-experienced practitioners and engages in their own supervision to refine professional reasoning and assessment capabilities.	The senior practitioner leads assessments of activity performance and participation for individuals with complex AT needs. Senior practitioners are skilled with assessing and managing scenarios that present significant risk associated with reduced participation, including for the AT user, the community, and in situations with increased professional risk to the OT practitioner. Senior practitioners may utilise their skills and experience to supervise less-experienced practitioners or contribute to the development of policy and service development within their setting/organisation or more broadly, shaping good practice and advancing AT provision within occupational therapy.

Occupational Therapy Australia

	Foundational Practitioner	Intermediate Practitioner	Senior Practitioner
	supervision to expand their competency.		
3.2 Assessment of body structures and functions The occupational therapist assesses the individual's body functions and structures to identify the presence, nature and location of strengths and impairments impacting AT selection and/or use. The occupational therapist assesses these features in relation to their impact on the individual's occupational performance, capacity and participation. Assessment areas may encompass: • Postural assessment • Anthropometric measurements • Skin health and pressure risk	At the foundational level, the occupational therapist demonstrates an understanding of basic body structure and function assessment methods and can identify key body systems that influence assistive technology selection. The foundational practitioner develops skills with basic MAT (Mechanical Assessment Tool) evaluation, assessment of pressure risk, functional movement, communication, sensory preferences and cognition. The therapist gathers information to identify physical impairments that are impacting occupational performance & participation and that may be addressed with basic AT solutions. The foundational practitioner develops their professional reasoning and	The intermediate practitioner conducts more detailed and systematic assessments of body structures and functions, independently integrating professional reasoning and a deeper understanding of the individual's occupational performance. At this level, the therapist has experience assessing a broad range of body structures & functions, often involving multiple elements. Examples include more complex postural and biomechanical factors, functional cognition considerations, high risk of pressure injury, and factors associated with complex children's changing physical, cognitive, emotional, and environmental needs. The practitioner identifies specific impairments in these areas that are	The senior practitioner demonstrates expert clinical skills in the assessment of body structures and functions, integrating tailored methods to assess complex interactions between the individual's physical, cognitive, and psychosocial domains. Senior practitioners evaluate complex and interconnected factors that impact AT selection and AT use including postural asymmetries across multiple planes, bariatric presentations, respiratory issues, changing presentations associated with progressive conditions, and recurring or severe pressure injuries, considering their deep influence on the individual's occupational performance and participation. The senior practitioner demonstrates a highly tailored, holistic approach to

Occupational Therapy Australia

	Foundational Practitioner	Intermediate Practitioner	Senior Practitioner
• Motor skills assessment, volitional movement, movement patterns, etc • Ax of sensory factors and pain • Communication skills • Ax of functional cognition and executive function • Psychosocial functioning	assessment skills under supervision and actively seeks ongoing professional development to enable progression of their assessment skills in this area.	impacting occupational performance and participation and their influence on AT selection and the individual's capacity for AT use. Intermediate practitioners provide supervision to less-experienced practitioners, supporting their professional reasoning and decision making when working with individuals whose assistive technology needs arise from increasingly complex situations.	the assessment of individuals. Senior practitioners are highly skilled supervisors and may contribute to service planning, quality improvement or contribute to research in the assessment of body functions and structures.
3.3 Assessment of the environment The occupational therapist draws on a range of environmental assessment tools and approaches to understand the distinct environmental elements that influence the person, their occupational performance and inform AT selection and/or environmental modification. The occupational therapist assesses aspects of the individual's	At the foundational level, the occupational therapist recognises how the environment can either support or hinder occupational performance and participation, and how AT and/or environmental modification can enable individuals in their environment. At this level, the practitioner develops their skills to evaluate basic physical, social, policy, attitudinal & other aspects in the AT user's environment to identify	The intermediate practitioner conducts more detailed environmental assessments using a broader range of tools to evaluate more complex interactions between the environment and the individual's occupational performance. This includes assessing physical spaces for accessibility & circulation, alongside identifying social dynamics, such as the availability of support persons and community	The senior practitioner demonstrates expert skills in conducting comprehensive environmental assessments, using a tailored and comprehensive assessment approach to evaluate all environmental contexts influencing AT selection and use. They conduct assessments with individuals with elevated levels of environmental risk and ensures compliance with relevant standards, and legislation to

	Foundational Practitioner	Intermediate Practitioner	Senior Practitioner
environmental context to identify barriers and enablers that may be compatible with assistive technology. The occupational therapist recognises that the environmental context encompasses aspects surrounding the AT user that may influence the selection and successful implementation of AT, such as: • the physical environment (e.g. accessibility, circulation space, safe AT transport, storage of the AT), • the social environment (e.g. availability of carers or other support persons, other persons sharing space and their needs, role models, social networks, community engagement), • the policy environment (e.g. AT funding options, TGA, Australian Standards),	key barriers and enablers within the environment to inform recommendations for basic AT solutions. The foundational practitioner engages in environmental assessment methods and interpretation under the supervision of an intermediate or senior practitioner. The foundational practitioner refers to the *OTA Capability Framework for Occupational Therapists working with Environmental Modifications* for detailed guidance on assessments for modifications to the physical environment and levels of supervision and experience recommended to work in this area of practice.	engagement. The therapist also considers policy aspects specific to more complex AT needs, including AT funding options. The intermediate practitioner provide professional supervision to less-experienced practitioners, sharing their knowledge and expertise.	ensure that assessment is comprehensive enough to inform complex processes such as managing restrictive practices and compliance.

	Foundational Practitioner	Intermediate Practitioner	Senior Practitioner
• and attitudinal factors in their environment (e.g. perspectives, beliefs, and behaviours of the user, their family, care partners, and other people in their environment, including resistance to change, cultural beliefs, stigma).			
3.4 AT trials and simulations The occupational therapist integrates AT trials and simulations as a critical aspect of the assessment process. This may occur in actual environments of use, or simulated environments of use. Where AT it is not trialled in all relevant environments, the occupational therapist considers whether trial results can be generalised across other environments. The occupational therapist recognises circumstances where trials may not be required (e.g., low complexity assistive	At the foundational level, the occupational therapist conducts AT trials of basic AT in controlled or real environments to assess device suitability and user interaction. They apply structured trial processes, observe user performance, and identify immediate barriers or enablers. The practitioner recognises when trials may not be required, such as for low-complexity AT. When AT cannot be trialled, the foundational practitioner follows established protocols for alternative assessment methods under supervision. Their focus is on	The intermediate practitioner applies more advanced trial and simulation methods, systematically evaluating AT in diverse and complex environments. They assess generalisability of trial outcomes across different settings and user contexts, integrating clinical reasoning to predict long-term success. The practitioner critically determines when trials are unnecessary and is able to provide professional reasoning to support this decision. The intermediate practitioner collaborates closely with users, care partners, and	At the senior level, the occupational therapist engages AT trials for more complex AT solutions as a key aspect of the assessment process. They critically analyse trial data, considering complex interactions between the user, environment, and technology. They develop and report professional reasoning based on their analysis. Senior practitioners develop innovative strategies (such as simulation, remote trials, use of AT mentors) for exploring applicability of highly specialised or custom AT and demonstrate interprofessional practice to achieve this. Senior

Occupational Therapy Australia

	Foundational Practitioner	Intermediate Practitioner	Senior Practitioner
technology) and considers a contingency plan for when equipment can't be trialled (e.g., custom manufactured equipment) or rural/remote practice.	gathering essential feedback to support decision-making and ensuring users can engage with basic AT effectively in their primary environments.	stakeholders to refine AT recommendations, ensuring optimal fit and function during the trial phase. The intermediate practitioner also navigates policy and funding considerations related to trialling processes and AT procurement.	practitioners advocate for systemic improvements in AT trial processes, influencing policy and funding structures.
3.5 Risk assessment The occupational therapist engages in risk assessment to ensure safe and effective equipment provision. This includes identifying and evaluating potential risks related to the individual's health, functional abilities, and the environment. OTs must balance the individual's autonomy with safety considerations, applying informed risk and dignity of risk principles. They must assess risks associated with mobility, positioning, and the use of AT devices, ensuring that recommendations align with professional standards and mitigate	Foundational practitioners develop basic skills in identifying and assessing risks related to assistive technology. They apply risk assessment principles under supervision, ensuring safety while respecting client autonomy. Foundational practitioners work within structured guidelines to mitigate risks and seek guidance when faced with complex risk scenarios. They assist with identifying potential hazards in AT provision and contribute to discussions on informed risk, balancing safety with dignity of risk.	Intermediate practitioners independently conduct comprehensive risk assessments, considering individual needs and environmental factors. They critically evaluate potential risks associated with AT recommendations, balancing client safety and autonomy. Intermediate practitioners mitigate risks by applying informed risk principles and work collaboratively with multidisciplinary teams to develop solutions. They support foundational practitioners in risk assessment processes.	Senior practitioners lead complex risk assessments, addressing high-risk situations and making advanced decisions regarding informed risk and restrictive practices. They critically evaluate and manage risks across all stages of AT provision, advocating for safety, client autonomy, and positive outcomes. Senior practitioners may contribute to policy development and supervise other practitioners in ethical risk assessment practices. They ensure AT provision aligns with best practices and legal requirements.

Occupational Therapy Australia

	Foundational Practitioner	Intermediate Practitioner	Senior Practitioner
any negative impact on well-being. Effective risk management also involves collaboration with multidisciplinary teams and regular reviews of AT usage.			
3.6 Outcome measurement The occupational therapist is proficient in selecting and applying relevant outcome measures, considering both user-centric and functionality-based tools. They demonstrate strong holistic evaluation skills to assess how AT impacts independence, participation, and quality of life. The occupational therapist utilises a person-centred approach, ensuring outcome measures align with individual goals and experiences. The occupational therapist interprets and integrates data from outcomes measurement to refine interventions. The occupational therapist engages in continuous professional	Foundational practitioners select and apply outcome measures under supervision. They assess how assistive technology impacts independence and participation, with guidance from more experienced practitioners. Foundational practitioners ensure outcome measures align with client goals and document results to inform future interventions. They actively seek feedback and engage in learning to enhance their knowledge of outcome measurement.	Intermediate practitioners independently select and apply a range of outcome measures, integrating both user-centric and functionality-based tools. They interpret data to evaluate the effectiveness of assistive technology, refining interventions to optimise client outcomes. Intermediate practitioners ensure that outcome measures align with client goals and experiences, applying evidence-based practice to enhance results. Intermediate practitioners communicate outcomes effectively with the AT user, care partners, multidisciplinary teams and with other stakeholders (such as funding bodies) as appropriate.	Senior practitioners lead the selection and application of complex outcome measures across diverse situations, critically evaluating the impact of assistive technology on independence, participation, and quality of life. They interpret and integrate data from multiple sources, refining interventions and communicating outcomes effectively with all stakeholders including the AT user. Senior practitioners supervise others in using outcome measures and engage in continuous professional development to stay ahead of emerging tools and methodologies.

Occupational Therapy Australia

	Foundational Practitioner	Intermediate Practitioner	Senior Practitioner
development in outcome measurement to stay current with evolving tools and methodologies, ensuring evidence-based practice and optimising client outcomes.			
Domain 4: Participation focused AT solutions and systems	This domain encompasses the selection, recommendation, procurement, and implementation of assistive technology solutions to enhance participation in life roles, routines, and environments. A participation-focused approach ensures that AT solutions are tailored to support meaningful activities across mobility, communication, manipulation, and cognition. Effective AT provision requires a collaborative process involving the AT user, care partners, and relevant professionals to ensure solutions are functional, sustainable, and aligned with the user's goals and preferences. Key aspects include matching the AT user with appropriate AT solutions, recommending (previously termed prescribing) and procuring AT, and facilitating the implementation of AT solutions into daily life. Successful implementation extends beyond device provision to include fitting, programming and set up, user and care partner training, environmental adaptation, and ongoing support to optimise usability. Continuous evaluation ensures that AT solutions remain effective as needs evolve, promoting long-term participation, independence, and engagement.		
4.1 Mainstream AT solutions The occupational therapist has knowledge of the functionality, accessibility features, and compatibility with other supports, of mainstream AT. These are products	At the foundational level, the occupational therapist develops an understanding of mainstream assistive technology solutions, including their functionality, accessibility features, and compatibility with other supports.	At the intermediate level, the occupational therapist applies a more nuanced understanding of mainstream AT solutions, critically evaluating their suitability for diverse client needs. They assess complex functional needs, ensuring that	At the senior level, the occupational therapist leverages mainstream assistive technology to develop tailored solutions for AT users with complex or novel needs. They may apply mainstream AT in innovative ways, customising settings and

Occupational Therapy Australia

	Foundational Practitioner	Intermediate Practitioner	Senior Practitioner
available in the market that are not solely designed for use by people with disability or functioning difficulties. These products, as per the AS/NZS ISO 9999 definition, may be assistive and may bring other benefits such as lower cost due to bulk manufacture, and less stigma as they are mainstream in appearance. The occupational therapist understands the importance of engaging in the full AT process when supporting individuals who could benefit from accessing mainstream AT. This includes conducting a comprehensive assessment and risk evaluation, AT trials where appropriate, and considering the user's needs, goals, and preferences to ensure that mainstream AT recommendations are suitable, sustainable, and easy to use. The occupational therapist provides education and support to facilitate the effective integration of mainstream AT into daily routines	They recognise the benefits of mainstream AT, such as affordability, social acceptability, and ease of access. The therapist follows a structured AT process, conducting basic assessments, risk evaluations, and trials where appropriate. They support individuals in selecting and integrating mainstream AT into daily activities, considering user preferences and needs. Individualised and specific education is provided to clients and care partners to facilitate effective use, ensuring that AT solutions enhance independence and participation.	mainstream AT aligns with user goals, environmental contexts, and long-term sustainability. The practitioner tailors mainstream AT recommendations by optimising accessibility settings and integrating AT with other supports. They engage in problem-solving, adapting mainstream technologies where necessary, and providing advanced education to clients, care partners, and professionals.	interoperability to optimise usability. Senior practitioners collaborate with engineers, technicians, AT suppliers and multidisciplinary teams to engage in advanced problem solving. They provide supervision of colleagues and may contribute to policy development and advocacy to improve accessibility to mainstream AT for diverse populations.

Occupational Therapy Australia

	Foundational Practitioner	Intermediate Practitioner	Senior Practitioner
and environments, promoting independence and participation.			
4.2 Customisable/ configurable commercially available AT solutions The occupational therapist recognises the clinical factors and individual needs that may necessitate a customisable or configurable AT solution. They possess broad knowledge of AT devices, including their features, compatibility, durability, and the potential for modification, growth, or adjustment to meet the user's specific or evolving needs. The therapist collaborates with AT suppliers or technicians to set up, fit, and modify devices, ensuring they align with the user's requirements and preferences. The occupational therapist provides training on safe use of the AT and collaborates with the AT user to establish a plan for ongoing support, adjustments,	At the foundational level, the occupational therapist has knowledge of key indications for recommending a customisable or configurable assistive technology solution. They develop an awareness of a range of solutions, including their features, adjustability, and potential to accommodate user needs. The foundational practitioner assesses needs where there are less-complex factors and makes recommendations for customisable/configurable AT solutions under supervision. The foundational practitioner collaborates with AT suppliers or technicians to ensure proper setup and fit. They are developing experience with simple adjustments. The therapist educates users on safe operation and basic maintenance.	Intermediate practitioners apply professional reasoning to identify when customisable or configurable AT is required and determines the most suitable options based on user needs, preferences, and future growth or changes. They actively modify and refine AT setups in collaboration with suppliers, technicians, and multidisciplinary teams, ensuring optimal function and integration into daily life. The therapist provides advanced training to clients and support networks, develops structured review and maintenance plans, and ensures compliance with regulatory standards. They advocate for access to appropriate AT solutions and contribute to service improvement initiatives.	At the senior level, the occupational therapist demonstrates expertise in recommending and customising complex, highly configurable solutions for individuals with highly specific or evolving needs. They lead interprofessional collaboration and engage in advanced problem solving to support AT users with complex needs, maintaining a focus on enablement and participation. Senior practitioners support less-experienced therapists through professional supervision. They may lead service & policy development or provide advice to suppliers and manufacturers on clinical applications and consumer expectations related to configurable and customisable AT solutions.

	Foundational Practitioner	Intermediate Practitioner	Senior Practitioner
reviews and maintenance of the device. The occupational therapist ensures compliance with relevant safety standards and regulatory requirements (e.g., TGA regulations).	They support clients in understanding how their AT may need modifications or adjustments over time and participate in follow-up reviews to monitor effectiveness, usability, and any emerging needs for reconfiguration or further support.		
4.3 Custom-made solutions The occupational therapist conducts a comprehensive assessment and thoroughly evaluates off-the-shelf options when identifying the need for a custom-made assistive technology solution. They collaborate with the AT user, care partners, AT suppliers, rehabilitation engineers and AT technicians to design tailored solutions that align with the user's unique needs, goals, and environment. The occupational therapist ensures compliance with all relevant safety and regulatory requirements, including TGA	At the foundational level, the occupational therapist develops an understanding of when custom-made assistive technology solutions are necessary and how they differ from off-the-shelf options. They conduct comprehensive assessments, explore commercially available alternatives within their level of expertise, and collaborate with AT users, care partners, and technicians to define specific needs and identify potential solutions. The foundational practitioner refers on to a more experienced therapist when the risk, complexity or skills required	At the intermediate level, the occupational therapist leverages their experience and professional reasoning to identify, design, and implement custom-made AT solutions for complex needs and situations, under the supervision of senior practitioners. They engage in collaborative problem-solving with AT users, rehabilitation engineers, and suppliers to develop solutions tailored to unique or evolving needs such as custom positioning supports, a custom footplate or custom wheelchair cushion. The therapist applies regulatory	At the senior level, the occupational therapist provides expert advice in the design and implementation of custom-made AT solutions, addressing highly complex, novel or evolving user needs. They collaborate with AT users, care partners, suppliers, engineers, and technicians to ensure tailored solutions meet unique needs and align with individual goals and environments. Senior practitioners ensure compliance with safety, regulatory requirements, and funding considerations, contributing to documentation and reporting.

Occupational Therapy Australia

	Foundational Practitioner	Intermediate Practitioner	Senior Practitioner
regulations, and contributes to regulatory documentation and reporting. The occupational therapist applies sound professional reasoning, including ethical and funding considerations. Once fabricated, the occupational therapist oversees the fitting, adjustment and implementation of the AT solution.	exceed their foundational knowledge and expertise. Foundational practitioners may collaborate on the design and implementation of simple custom-made AT solutions such as adapted grips, switch set-ups, device keyguards or a custom joystick knob. They provide user education on safe use and assist with fitting and adjustments.	knowledge to ensure compliance with safety standards, funding requirements, and ethical considerations. They oversee fitting, adjustments, and user training while establishing structured review and maintenance plans.	They provide high-level professional reasoning, ensuring ethical and effective solutions. Additionally, they oversee the fitting, adjustment, and successful implementation of custom-made AT solutions, mentoring emerging practitioners throughout the process.
4.4 The AT recommendation When working with scripted AT solutions, the occupational therapist collaborates with AT suppliers to translate assessment findings and anthropometric measurements into AT components and configurations to ensure an individualised solution. The occupational therapist is familiar with technical terminology related to AT componentry and interface design and is familiar with the format of AT recommendation/specification forms (previously termed	At the foundational level, the occupational therapist translates assessment data, including anthropometric measurements and functional needs, to inform the recommendation of assistive technology. They collaborate with AT suppliers to ensure that the features of the AT solution align with the individual's needs and promote enablement and participation for the AT user. The therapist gains familiarity with the technical terminology and the format of AT	The intermediate occupational therapist demonstrates considerable experience with the recommendation process, translating detailed assessment findings into specific AT recommendations for more complex AT solutions with increased options for components and configurations. They collaborate closely with AT suppliers and other professionals to ensure that solutions are effective, cost-efficient, and compatible with the user's needs. The intermediate practitioner is adept at using	At the senior level, the occupational therapist demonstrates advanced skills and knowledge in developing complex, individualised AT recommendations, considering not only functional needs but also environmental contexts, user goals, and sustainability. They collaborate with multidisciplinary teams, including AT suppliers and engineers, to design custom configurations that address specific needs and preferences while ensuring safety and usability. Senior

Occupational Therapy Australia

	Foundational Practitioner	Intermediate Practitioner	Senior Practitioner
prescription forms). The occupational therapist understands the importance of specifying essential features to meet the user's needs without over-prescribing.	recommendation/specification forms. They understand the importance of focussing on essential features to prevent unnecessary or excessive components, features and functions of the AT, while ensuring the solution meets the individual's specific needs. They make specific recommendations for individualised, basic AT solutions under the supervision of a senior therapist.	technical terminology to communicate with suppliers and clearly documenting all necessary specifications. They are increasingly aware of the balance between providing adequate features and avoiding unnecessary components, ensuring that their recommendations support optimal functional outcomes.	therapists are proficient in technical terminology. The senior practitioner provides professional supervision to colleagues and advocates for the OT role in the AT recommendation process to maintain enablement and participation as core outcomes of any AT recommendation.
4.5 Implementation of AT solutions The occupational therapist collaborates with the AT user, other healthcare professionals, care partners, and support teams to ensure that AT solutions are seamlessly integrated into the user's life, routines, and environment. The occupational therapist ensures that the AT solution is properly fitted to the user, making necessary adjustments to enhance comfort, safety, and usability. The occupational therapist	The foundational practitioner takes an interprofessional approach to integrating basic assistive technology solutions into the user's routines, roles & environment. The occupational therapist is present for AT delivery to ensure all fittings, adjustments, programming, and setup are completed in collaboration with the AT supplier before the device is left with the client. The foundational practitioner plays a critical role in ensuring the user's	The intermediate occupational therapist implements AT solutions, ensuring they are integrated into the user's daily routines and environment. They collaborate with the user, care partners, and multidisciplinary team to fit and adjust the device for optimal comfort, safety, and usability. The therapist provides hands-on training, ensuring users and care partners are confident in using the AT, including maintenance and troubleshooting.	At the senior level, the occupational therapist demonstrates expertise in the comprehensive implementation of complex AT solutions across diverse environments. They lead the integration process, coordinating with users, care partners, healthcare teams, and other stakeholders to ensure the seamless integration of AT into the user's routines. Senior therapists oversee the fitting and customisation process, ensuring the solution is comfortable, effective, and

Occupational Therapy Australia

	Foundational Practitioner	Intermediate Practitioner	Senior Practitioner
provides hands-on training to the user and their care partners on how to use the product, including demonstrating functionality, explaining maintenance requirements, and addressing safety concerns. Once the AT solution is in place, the OT collaborates with the AT user/care partner to establish plans for future reviews and maintenance over the lifespan of the AT solution.	safety, proficiency, and long-term use of the AT. The therapist provides essential training on the AT's functionality, maintenance, and safety, ensuring both the user and care partners are comfortable with its operation. Additionally, the therapist helps plan for future reviews, ongoing support, and maintenance to ensure the long-term effectiveness of the solution in meeting the user's needs.	They collaborate with all stakeholders to plan for regular reviews and adjustments and address emerging issues or needs in a timely manner.	aligned with long-term goals. They supervise other practitioners promoting a thorough, person-centred approach to AT solution implementation.
4.6 Manual mobility solutions The occupational therapist is guided by the individual's goals and assessment findings to recommend manual mobility solutions such as self-propelled or attendant-propelled wheelchairs and specialised strollers to support individuals with mobility limitations to participate in daily life roles and access a range of environments. The occupational therapist uses clinical reasoning to	Foundational practitioners have knowledge of commonly prescribed manual mobility solutions such as basic self-propelled or attendant-propelled wheelchairs and strollers. They understand basic device features, recommendation processes (previously termed prescription processes), and relevant Australian Standards. Foundational practitioners apply assessment findings to support individuals with	Intermediate practitioners demonstrate sound clinical reasoning and technical knowledge in the selection and configuration of manual mobility solutions for individuals with more variable or complex mobility, postural, or environmental needs. They assess and recommend mobility solutions such as lightweight, tilt-in-space, or custom-framed wheelchairs, often addressing multiple performance	Senior practitioners apply advanced knowledge and clinical reasoning in the provision of complex manual mobility solutions for individuals with significant or changing needs related to posture, physical capacity, and participation. They develop and prescribe highly customised manual mobility configurations, such as rigid or ultra-lightweight frames, adjustable seating systems, or specialised wheel setups to meet

Occupational Therapy Australia

	Foundational Practitioner	Intermediate Practitioner	Senior Practitioner
inform the selection and customisation of key features such as frame type, seating system, wheel configuration, braking systems, propulsion efficiency, postural support, and integration with other assistive technologies (for example, pressure care, vehicle transport, or communication devices). They conduct risk assessments addressing safety and environmental demands. The occupational therapist contributes to training for AT users and care partners on safe use, maintenance, and injury prevention. Occupational therapists collaborate with suppliers and technical specialists to ensure the device is adjusted appropriately and remains aligned with changing needs over time.	relatively stable and lower complexity needs, where environmental and postural demands are less challenging and where recommendations typically involve standard devices with limited adjustment or configuration requirements. Foundational practitioners contribute to education on safe use, care, and transport of mobility AT for AT users and care partners. They seek support to address risks such as postural asymmetry, pressure risk, and propulsion-related concerns.	barriers or environmental constraints. Intermediate practitioners perform simple adjustments to optimise fit, postural support, and propulsion efficiency and collaborate with suppliers or technicians for more complex adjustments. They conduct comprehensive risk assessments including prevention of pressure injuries, overuse injuries, and postural deterioration. Intermediate practitioners contribute to training for AT users and care partners in diverse settings and ensure integration with related assistive technologies such as pressure care, communication supports, or hoisting systems. They may supervise foundational practitioners.	precise functional, postural, or environmental requirements. Senior practitioners lead interdisciplinary problem-solving, especially where manual mobility solutions intersect with broader health needs, complex environments, or social factors. They take responsibility for managing risk in complex scenarios, such as preventing secondary complications or addressing safety in unfamiliar environments. They may contribute to clinical governance processes including regulatory compliance and service quality, supervise others, and may drive innovation or research in manual mobility practice.
4.7 Powered mobility solutions The occupational therapist supports individuals with limited physical	Foundational practitioners have knowledge of common powered mobility solutions such as powered	Intermediate practitioners demonstrate applied knowledge of a broad range of powered mobility	Senior practitioners demonstrate expert knowledge in powered mobility provision and apply

Occupational Therapy Australia

	Foundational Practitioner	Intermediate Practitioner	Senior Practitioner
endurance, strength, or motor control to access environments and participate in daily life roles through tailored powered mobility solutions. These may include powered wheelchairs, scooters, power assist and other motorised mobility devices. Guided by the individual's goals, occupational therapists translate assessment findings into clinical reasoning for selecting and configuring key features such as power base & drive configuration, power seat functions, seating system, drive controls & input methods, integration with other AT systems, safety and risk management, transportability and long term sustainability (including accounting for growth, progressive disorders and potential changes in environments of use). The occupational therapist engages in risk assessment as an integral part of the process, including evaluating environments of use, ability to	wheelchairs, scooters, and power assist devices. They apply their knowledge to support individuals whose mobility-related needs are relatively stable and where environments of use are less complex. They apply assessment findings to guide selection and configuration of devices that include standard drive bases, basic seating systems, and limited programmable features. Foundational practitioners engage with suppliers and guide AT trials across all environments of use. They provide training for AT users and care partners to support implementation of the powered mobility device in daily routines and environments. Under supervision, foundational practitioners engage in risk assessment, ensure compatibility with vehicle transport, and develop an understanding of how powered mobility may integrate with other assistive technologies (such as vehicle modifications or	solutions and can support individuals with more variable or evolving mobility-related needs across diverse and dynamic environments. They apply clinical reasoning to match assessment findings with customised configurations, including non-standard drive controls, programmable features, a range of power seat functions, and integration with other assistive technologies (such as communication devices, home automation, vehicle access solutions). Intermediate practitioners complete comprehensive risk assessments that consider the interplay between physical, cognitive, sensory, and environmental factors. They provide training and coaching for AT users and care partners and collaborate with suppliers and technicians to customise features and fit. They support foundational	sophisticated clinical reasoning to support individuals with complex, multifactorial needs across highly variable and potentially high-risk environments. They make recommendations and implement tailored mobility solutions involving highly configurable systems, specialised drive controls, custom programming of power seat functions, and support complex integration with other (often multiple) AT solutions such as environmental control systems. Senior practitioners oversee and contribute to complex risk management plans, support ethical decision-making, and lead collaborative processes involving multidisciplinary teams, suppliers, and funders. They provide consultation and supervision to peers and may contribute to service development and innovation. Their practice is autonomous, evidence-informed, and responsive to the

	Foundational Practitioner	Intermediate Practitioner	Senior Practitioner
operate the device safely, and identifying training needs to support safety and autonomy. Occupational therapists contribute to tailored education and training for AT users and care partners to support confident, safe, and effective use of powered mobility solutions in everyday life. They collaborate with suppliers and technical specialists to ensure devices are appropriately configured, reviewed, and adjusted over time to remain aligned with individual needs, preferences, and changing circumstances.	communication devices) to enable participation in daily life.	practitioners in powered mobility recommendations.	changing needs of individuals and the broader service context.
4.8 Positioning solutions The occupational therapist applies key assessment findings to recommend tailored features in AT for positioning, including Seated Positioning solutions (e.g. wheelchair seating systems), Lying Positioning solutions (e.g. supported lying/sleep systems) and Standing Positioning	Foundational practitioners actively develop their knowledge of a range of positioning solutions, including seated, lying, and standing positioning equipment. At this stage, practitioners match assessment findings to device features, addressing simple postural needs and comfort. They make	Intermediate practitioners independently recommend a broader range of positioning solutions for more complex client needs. They critically analyse assessment findings to recommend tailored solutions for seated, lying, and standing positioning, collaborating with suppliers, AT	Senior practitioners leverage on their advanced skills and experience to recommend complex positioning solutions, evaluating and refining assessment and recommendation practices for seated, lying, and standing postures. They support individuals in situations of significant complexity and risk, where assistive

Occupational Therapy Australia

	Foundational Practitioner	Intermediate Practitioner	Senior Practitioner
solutions (e.g. supported standing AT). The occupational therapist ensures optimal postural alignment, pressure management, and comfort. The occupational therapist recognises that positioning alone will not improve occupational performance or participation and that postural strategies must be built around the AT user's functional goals and integrated into their daily routines and environment for meaningful use. The occupational therapist is knowledgeable in approaches such as 24-hour positioning to support occupational performance and participation across various domains including mobility, mealtimes, pressure management, sleep, social interaction, learning/working and positioning for participation in other activities and life situations. They engage in interprofessional practice, ensuring that positioning	recommendations under the supervision of a more experienced practitioner, collaborating with suppliers and the individual for trials and adjustments. Foundational practitioners utilise an interprofessional approach, consulting with multidisciplinary teams to inform decision-making and develop professional reasoning. Foundational practitioners provide client education on safe use, assist with planning for maintenance and reviews, and measure outcomes after equipment provision.	technicians, and multidisciplinary teams. At this stage, practitioners are skilled in recommending more complex configurations and managing clients at greater risk of pressure injury, postural deformity, and other functional barriers. Intermediate practitioners can perform more advanced device adjustments independently. They provide supervision to foundational practitioners and contribute to service development by advocating for best practice approaches.	technology provision may interact with or impact critical health functions such as respiration or pressure care, and require advanced clinical reasoning, interdisciplinary collaboration, and expert risk mitigation. Senior practitioners utilise an interprofessional approach to design and implement customised positioning solutions for individuals with high-risk or multifaceted needs, such as custom seating or advanced supported lying AT. They may contribute to clinical governance and compliance, ensuring safe and effective use of positioning devices in line with regulatory standards. Senior practitioners train and supervise less-experienced practitioners in applying good practice principles for AT provision.

Occupational Therapy Australia

	Foundational Practitioner	Intermediate Practitioner	Senior Practitioner
recommendations are safe and effective.			
4.9 Manual handling and transfer solutions The occupational therapist considers the environmental, care support, physical, and cognitive needs of the individual when selecting & recommending manual handling and transfer solutions to meet their needs and preferences. The occupational therapist applies expertise in safe manual handling techniques to minimise risks for both clients and care partners. The occupational therapist is familiar with the features, applicability, and safety aspects of a range of equipment options including hoists, slings, transfer boards and standing aids. The occupational therapist provides training on the safe use of these devices and monitors their	Foundational practitioners develop their knowledge of manual handling principles, risk assessment, and safe handling techniques. They identify and apply appropriate manual handling and transfer solutions for individuals with lower complexity needs under the supervision of more experienced practitioners. They are familiar with standard transfer equipment, such as slide sheets, transfer boards, and mobile hoists, and ensure recommendations align with environmental factors & safety standards. Foundational practitioners educate clients and care partners on safe manual handling and assist in planning for equipment maintenance and review. They collaborate with senior practitioners and suppliers to facilitate equipment trials and	Intermediate practitioners make recommendations for manual handling and transfer solutions for a range of needs, including individuals with complex physical, cognitive, or environmental considerations. They critically analyse risk factors and tailor equipment recommendations to optimise safety and efficiency. Intermediate practitioners collaborate with multidisciplinary teams, suppliers, and care partners to ensure effective equipment use, including ceiling hoist systems and customised sling fittings. They provide structured training to care partners, ensuring competence in safe handling techniques. Intermediate practitioners contribute to service improvements and may provide supervision to foundational practitioners.	Senior practitioners apply their experience to support safe & effective manual handling and transfer solutions for individuals with more complex needs, higher levels of risk and where more complex solutions are indicated. They have advanced understanding of clinical governance related to safe manual handling, including compliance with workplace health and safety regulations. Senior practitioners often provide training and supervision to less-experienced practitioners. They advocate for best practice in provision of manual handling solutions.

Occupational Therapy Australia

	Foundational Practitioner	Intermediate Practitioner	Senior Practitioner
effectiveness, safety and functionality in manual handling situations for both clients and care partners.	ensure solutions meet the individual's needs and contribute to enhanced participation and enablement.		
4.10 Environmental controls The occupational therapist applies home automation and environmental control technologies tailored to meet the individual's physical, cognitive, behavioural and/or sensory needs to enhance independence and autonomy. The occupational therapist is familiar with a range of accessibility options including voice-activated, switch-activated, eye-gaze and remote-controlled systems, including their application to achieve functional benefits. The occupational therapist has knowledge of integrated systems such as Environmental Control Units and Smart Home Hubs enabling control of compatible environmental features and household devices,	The foundational practitioner develops a fundamental understanding of home automation and environmental control technologies to support client independence. They are familiar with basic accessibility options such as switch-activated and remote-controlled systems, recognising their role in improving functional outcomes. The practitioner can assess a client's needs and recommend simple solutions to enhance daily living. They begin to explore integrated systems, such as Environmental Control Units (ECUs) and Smart Home Hubs, understanding their application for controlling household features like lighting and door access. Their focus	At the intermediate level, the occupational therapist applies advanced knowledge of home automation and environmental control systems, tailoring solutions to individual client needs. They assess and recommend a range of accessibility options, including voice-activated, eye-gaze, and switch-controlled technologies, ensuring compatibility with the user's physical and cognitive abilities. The practitioner integrates multiple technologies into cohesive systems, optimising their application for home and community settings. They collaborate with technology providers, care partners, and funding bodies to facilitate access and ensure sustainable implementation.	At the senior level, the occupational therapist demonstrates expert application of home automation and environmental control technologies, addressing highly complex client needs. They design and implement customised, integrated systems, combining ECUs, Smart Home Hubs, and emerging innovations to maximise independence. The senior practitioner critically evaluates the interaction between technology, environment, and client capacity, ensuring seamless integration into daily routines. They provide leadership in interprofessional practice and collaboration and provide supervision to colleagues. They may contribute to best-practice frameworks, policy development, and

Occupational Therapy Australia

	Foundational Practitioner	Intermediate Practitioner	Senior Practitioner
including lighting, heating and cooling, doors and blinds, TV and audiovisual devices.	is on applying standard solutions while identifying when more complex systems may be required.	Their clinical reasoning extends to troubleshooting challenges, adapting solutions, and evaluating the impact of technology on occupational performance.	innovation in assistive technology service delivery.
4.11 Vehicle adaptations The occupational therapist adopts a holistic and person-centred approach when recommending vehicle modifications, considering the individual's transport goals, physical and cognitive abilities, environmental context, and compatibility with other assistive technologies such as mobility devices or seating systems. They consider the different solutions, regulatory requirements and risks associated with vehicle modifications for both passengers (including in-vehicle seating options, tie-down systems, and access), and drivers (including hand controls, left foot accelerators and wheelchair drive).	Foundational practitioners play a supporting role in the recommendation of vehicle modifications and adaptations. Foundational practitioners are able to identify the need for vehicle modifications and may assist or refer on to intermediate & senior practitioners. Foundational practitioners develop their understanding of vehicle modifications and adaptations, including risks, legislation and compliance related to AT practice in this area. With supervision, they may assist with trials and provide education on safe use. They may also assist in monitoring the functionality and safety of vehicle modifications.	Intermediate practitioners have knowledge, experience and specific training regarding a range of vehicle modification options. They analyse assessment findings to make recommendations for vehicle adaptations and modifications for passengers where there are lower levels of complexity and risk, and where there is reduced need for integration of vehicle features with other AT. Practitioners are familiar with a range of modifications such as hand controls and swivel seats. They work closely with vehicle modification specialists and driver-trained occupational therapists in the selection and implementation of vehicle adaptations. They contribute	Senior practitioners lead complex vehicle modifications, customising solutions for individuals with diverse needs, including those requiring integrated assistive technologies. They evaluate and refine adaptation strategies, ensuring compliance with legislative requirements and best practices. Senior practitioners collaborate with experts such as vehicle modification specialists, manufacturers, and driver-trained occupational therapists to deliver high-quality and safe solutions. Senior practitioners may hold additional qualifications as a driver-trained occupational therapist. They may also contribute to guideline and policy development and advocacy for

Occupational Therapy Australia

	Foundational Practitioner	Intermediate Practitioner	Senior Practitioner
The occupational therapist is familiar with a range of modifications to enable access to a vehicle, safe occupant restraint and operation of a vehicle. They work closely with vehicle modification specialists to ensure safety, compliance with Australian Standards, and regulatory requirements. They collaborate with driver-trained occupational therapists as required. The occupational therapist contributes to training on the safe use of vehicle modifications and monitors their effectiveness, safety and functionality for both clients and care partners.		to detailed training for users on safe use of their modified vehicle and review effectiveness and safety over time. Intermediate practitioners may mentor or supervise foundational practitioners.	vehicle modification, ensuring safe, accessible, and effective solutions. Additionally, senior practitioners may train and supervise less-experienced practitioners.
4.12 Special purpose car seats, specialty vehicle restraints and accessory devices The occupational therapist undertakes specialist training and has knowledge of regulatory and legal requirements related to the	Foundational practitioners understand the regulatory and legal requirements for specialised car seat recommendations and alternative vehicle restraints. They assess simple postural, safety, and comfort needs and identify the need for	Intermediate practitioners undertake specialised training and have a thorough understanding of car seat standards and regulations, including the implications of modifications on compliance and safety. Trained intermediate practitioners assess	Senior practitioners synthesise assessment findings and goals to recommend highly configured and customised special purpose car seats for individuals with diverse and complex physical and behavioural needs. They provide expert

	Foundational Practitioner	Intermediate Practitioner	Senior Practitioner
recommendation and implementation of special purpose car seats, modified car seats (that include accessories or changes not provided by the manufacturer), and specialty vehicle restraints and accessory products (such as vests, harnesses and buckle covers). The occupational therapist considers the interplay between the unique postural, medical, behavioural and safety needs of the individual and compatibility with existing vehicle systems. They evaluate contraindications, and recognise when a device may constitute restrictive practice, ensuring appropriate processes and reporting. The OT provides necessary documentation such as transport plans and written instructions for care partners. The occupational therapist contributes to care partner education and training on safe use, maintenance and any legal responsibilities. The occupational	special purpose car seats. Foundational practitioners support or refer on to suitably trained OT practitioners to make recommendations for special purpose car seats. They support care partners with basic education and training on safe use and maintenance under supervision. Foundational practitioners monitor outcomes, regularly review the individual's transport needs and updates their Motor Vehicle Transport Plan under supervision. The occupational therapist engages in professional supervision to specifically support their practice in this area, including supervised practice when modifying Australian Standard car seats.	and recommend special purpose car seats, and vehicle restraints considering the individual's unique postural, safety, and comfort needs. They apply assessment findings to guide selection of appropriate features such as head support and harness styles. Intermediate practitioners provide care partners with comprehensive education on safe use, maintenance, and legal responsibilities regarding modified car seats. They collaborate with other professionals such as behaviour support experts to address behavioural challenges during car travel and initiate referral to medical professionals, where legally required to obtain a medical certificate for use of a modified or non-Australian Standard vehicle restraint.	recommendations to address challenging postural or safety needs and collaborate with multidisciplinary teams in this process. Senior practitioners ensure compliance with relevant legislation and regulations and understand the interface with restrictive practices. Senior practitioners provide supervision to less-experienced practitioners, advocating for best practices in car seat provision.

Occupational Therapy Australia

	Foundational Practitioner	Intermediate Practitioner	Senior Practitioner
therapist considers behavioural concerns relating to vehicle travel and collaborates with behaviour support professionals as required.			
4.13 Computer and telephone access; switch technologies and alternative mouse solutions The occupational therapist is familiar with computer and telephone access technologies, switches and alternative mouse controls, to facilitate effective engagement with digital and physical environments. The occupational therapist assesses the most suitable input method, access site and display interface based on the user's motor, sensory, and cognitive abilities, while considering factors like postural support, fatigue, and pain/discomfort. The occupational therapist is knowledgeable about hardware to support computer access and software interface	Foundational practitioners have knowledge of basic computer access solutions such as single switches, adaptive pointers and alternative mouse devices. They analyse assessment findings to identify the most suitable access method for individuals with less complex support needs. With supervision, foundational practitioners recommend and trial devices, providing training and supporting AT users in achieving effective digital engagement. They may also assist in the mounting of devices to ensure comfort and safety under supervision but refer on to senior practitioners for more complex assessments and solutions.	Intermediate practitioners have skills and experience with applying a wider range of computer access solutions for clients with more complex needs. They critically analyse assessment data to select appropriate AT and set-ups based on motor, cognitive, and sensory factors. Intermediate practitioners configure and customise systems, including advanced options like eye-gaze or head-controlled pointers. They are skilled with implementation, having knowledge of key developmental frameworks for switching, scanning and eye-gaze. They are skilled in mounting devices in various environments and ensuring ergonomic and functional use. They provide comprehensive training and	Senior practitioners demonstrate expertise in recommending computer access solutions, switch technologies, and alternative mouse controls to optimise user interaction with digital and physical environments. They apply advanced knowledge of input methods, access sites, and assistive hardware. Senior practitioners have expertise with the integration of complex access systems and collaborate with suppliers and multidisciplinary teams to design innovative and novel recommendations addressing the needs of clients with diverse support needs. They provide expert consultation, training, and supervision to emerging practitioners, ensuring high

Occupational Therapy Australia

	Foundational Practitioner	Intermediate Practitioner	Senior Practitioner
options. The occupational therapist considers mounting to enhance functionality, safety, comfort, and ergonomics, ensuring the device enhances control and minimises effort for the user.		troubleshooting and may offer supervision to foundational practitioners in implementing these solutions.	standards in assistive technology access solutions.
4.14 Device mounting solutions The occupational therapist collaboratively explores solutions for mounting AT interfaces to ensure that the user can access their AT devices in a comfortable, safe, efficient and effective manner. The occupational therapist considers the user's physical strengths, the environment in which the AT is used and transportation considerations. The occupational therapist is familiar with a range of mounting solutions including wheelchair mounts, desk mounts, adjustable arms and mobile vs static mounts. A key consideration is the impact of the mounting system on the user's activity and	Foundational practitioners have an awareness of simple mounting solutions for assistive technology, such as adjustable desk arms. Under supervision, they select and implement simple mounts based on the client's needs and environment. Foundational practitioners identify the potential impact of different mounting solutions on activity and participation in everyday situations. They monitor the function and comfort of mounted devices and provide support to AT users in adapting to the setup.	Intermediate practitioners have skills and experience in applying a broader range of mounting solutions to support individuals with more complex support needs, tailoring options based on client needs, AT interface requirements and across varying environments. They consider factors like user comfort, mobility, and the interaction between mounting solutions and participation in daily activities. Intermediate practitioners have expertise with more configurable mounting solutions and techniques for mobile devices and custom setups for specific environments (e.g. wheelchair mounts). They provide	Senior practitioners have expertise in the design and implementation of complex mounting solutions, ensuring that devices are securely, safely and comfortably integrated into the user's routines and environments. They evaluate the efficacy and safety of different mounting options and adapt designs to meet the evolving needs of users. Senior practitioners collaborate with engineers and technical experts to develop innovative solutions or custom mounting solutions for individuals with complex support needs or novel AT. Senior practitioners provide professional supervision to other practitioners.

Occupational Therapy Australia

	Foundational Practitioner	Intermediate Practitioner	Senior Practitioner
participation (such as impact on wheelchair propulsion, self-care activities or transfers).		detailed guidance on the safe and effective use of mounted devices, including a risk assessment and offer training for users and care partners.	
4.15 Solutions to support seeing and hearing The occupational therapist understands key approaches to sensory augmentation and sensory substitution for impairments in visual and auditory function. The occupational therapist is familiar with a range of AT solutions (including screen readers, alerting devices, telephone and environmental controls) that support participation across activities commonly impacted by sensory loss or impairment such as mobility & orientation, self-care, reading & computer access, and recreation/leisure activities.	Foundational practitioners develop knowledge of basic sensory augmentation and substitution techniques for individuals with visual and auditory impairments. They collaborate with multidisciplinary stakeholders to recommend simple AT solutions, such as alerting devices or screen readers, to support participation in daily activities. Foundational practitioners provide training on the use of sensory devices and monitor their effectiveness, with supervision and guidance from more experienced colleagues.	Intermediate practitioners work in partnership with AT users to identify appropriate AT solutions for individuals with visual and auditory impairments such as advanced screen readers, telephone systems or environmental control systems. They offer comprehensive training and support to ensure the effective implementation of AT recommendations, making adjustments as needed. Intermediate practitioners work with multidisciplinary teams to implement integrated approaches for sensory support across various activities.	Senior practitioners demonstrate expertise in sensory augmentation and substitution technologies for individuals with complex visual and auditory impairments. They apply advanced knowledge of assistive solutions to enhance participation in mobility, self-care, communication, and leisure activities, including integration of complex AT systems. Senior practitioners provide supervision of other practitioners to promote safe and effective recommendations for individuals with seeing and hearing impairments.

Occupational Therapy Australia

	Foundational Practitioner	Intermediate Practitioner	Senior Practitioner
4.16 Cognitive & executive functioning supports The occupational therapist is familiar with AT solutions, both mainstream and specialised, that can augment or replace required executive functions such as memory, attention, time management, information processing or problem solving and cognitive skills such as reading. The occupational therapist provides comprehensive user training in natural environments, as well as ongoing monitoring, updating and adaptation to ensure positive outcomes. The occupational therapist applies AT solutions with features of alerting and reminding, storing & displaying information, communication input and output, geo tracking and monitoring to support occupational performance and participation for individuals with cognitive disabilities.	Foundational practitioners develop their understanding of cognitive and executive functioning support technologies, such as electronic reminder systems and time management apps. With supervision, they recommend AT solutions for individuals with less complex support needs. Foundational practitioners are able to differentiate the need for mainstream vs specialised systems and solutions. They support users and care partners to implement solutions to support cognitive and executive functioning in naturalistic environments and during the completion of meaningful activities. They provide user training and support.	Intermediate practitioners possess the skills and knowledge to recommend a broader range of cognitive support technologies. They utilise assessment findings and consider the individual's specific executive functioning needs to tailor solutions and work with technical experts where required to customise solutions such as voice to text and text to speech software, and geo-tracking systems, to meet individual needs. Intermediate practitioners provide detailed client education, monitor ongoing use, and adjust strategies to improve outcomes. They analyse the impact of these tools on occupational performance and may supervise foundational practitioners in implementing more advanced solutions.	Senior practitioners have expertise with the design and integration of sophisticated cognitive support systems for clients with complex cognitive support needs, ensuring effective training, adaptation, and long-term usability in natural environments. Senior practitioners may provide high-level consultation on AT selection, user training, and system integration, collaborating with interdisciplinary teams. Additionally, they may supervise emerging practitioners, enhancing capability in cognitive AT application, ethical considerations, and evolving technologies.

Occupational Therapy Australia

	Foundational Practitioner	Intermediate Practitioner	Senior Practitioner
4.17 ADL & domestic solutions The occupational therapist implements AT solutions to enhance occupational performance and participation in daily living routines and ADL activities such as eating, meal preparation, toileting, dressing and personal hygiene. The occupational therapist considers the individual's needs and strengths, activity requirements and environmental context when recommending and implementing AT solutions such as shower commodes, feeding products and adaptive clothing. The occupational therapist considers safety and risk management, comfort, durability and maintenance.	Foundational practitioners actively develop their knowledge and experience in recommending and implementing simple AT solutions to support occupational performance and participation in ADLs and domestic tasks (such as shower commodes, adaptive clothing and assistive kitchen products). They focus on user safety, comfort, and ease of use while considering durability, maintenance, and risk management. Foundational practitioners work under supervision and seek guidance from more experienced colleagues to ensure appropriate implementation and functionality of recommended AT solutions.	Intermediate practitioners leverage their knowledge and experience to recommend and implement AT solutions for more complex ADL needs. They work with more configurable AT solutions, balancing safety, usability, and risk management while adapting solutions to user preferences and more complex environmental contexts. Intermediate practitioners provide education and support to AT users, families, and care teams, ensuring long-term integration of AT solutions into daily routines. They may supervise foundational practitioners.	Senior practitioners demonstrate expertise in implementing AT solutions to enhance participation in ADL activities & routines for individuals with complex needs. They apply advanced professional reasoning to match AT solutions to complex individual needs, activity demands, and environmental contexts, ensuring safety, durability, and long-term usability. They include risk management as a key factor when working with complex AT solutions. Senior practitioners collaborate with rehab engineers and other technical experts to recommend custom solutions where mainstream or configurable options are not effective. They may integrate AT solutions with home modifications, ensuring seamless interaction between assistive technology and environmental adaptations to optimise function and independence. Senior practitioners

Occupational Therapy Australia

	Foundational Practitioner	Intermediate Practitioner	Senior Practitioner
			may lead training and supervision for other practitioners in this area.
4.18 Leisure & recreation solutions The occupational therapist works collaboratively on the selection and implementation of AT solutions that support performance and participation in leisure and recreational activities, including smart or digital AT such as virtual reality and adaptive gaming. The occupational therapist understands that AT has the potential to either enhance or hinder engagement, autonomy and flow which are critical factors influencing recreational participation. The occupational therapist collaborates with technicians and rehab engineers to adapt mainstream AT or design innovative AT solutions to match activity-specific biomechanics, movement patterns and skill requirements, and recognises that	Foundational practitioners develop their knowledge of leisure and recreation AT solutions, such as adaptive sports equipment, adaptive art tools and adaptive gaming supports. They problem solve in collaboration with AT users and trial options where feasible. Foundational practitioners support individuals with lower complexity needs and less complex life situations, related to common leisure and recreational pursuits. They support the implementation of solutions and provide training and ongoing adaptations as required. They seek support via professional supervision to ensure that recommendations are within their level of knowledge and expertise.	Intermediate practitioners work with individuals to enhance their access to, and occupational performance in, leisure & recreation activities via assistive technology. They have knowledge of a variety of leisure and recreation AT solutions, including more complex systems like specialised virtual reality tools or modified exercise equipment. They consider factors like biomechanics, postural needs, and movement patterns when recommending AT solutions. Intermediate practitioners collaborate with multidisciplinary teams to customise solutions, ensuring they enhance enjoyment, autonomy, and participation. They may supervise foundational practitioners in understanding the nuances of recreational AT solutions.	Senior practitioners lead the selection and implementation of complex or novel AT solutions to enhance leisure and recreational participation, including innovative technologies. They collaborate with rehab engineers, technicians and prosthetists to design and adapt AT solutions tailored to activity-specific biomechanics, movement patterns, and skill requirements for clients with diverse needs. They critically evaluate the impact of AT on engagement, ensuring that it fosters autonomy and enhances recreational participation. Senior practitioners supervise other practitioners and may advocate for inclusion, accessibility and adaptive opportunities that enhance well-being, social engagement, and

	Foundational Practitioner	Intermediate Practitioner	Senior Practitioner
these may contrast with the user's usual or day to day postural or functional needs. The occupational therapist contributes to decisions relating to AT materials science, considering weight, flexibility, stability, shock absorption and durability needs specific to the activity (e.g. for high-impact activities and activities in extreme environments).			meaningful participation in leisure and recreational pursuits.
4.19 Personal & safety alarms The occupational therapist recommends personal and safety alarm systems that enhance autonomy, independence, and personal security while upholding dignity and self-determination. These systems may support goals such as medical alerts, geo-tracking, falls detection, and home security. The occupational therapist applies principles of user-centred design, safety and risk management, and	Foundational practitioners implement personal & safety alarm systems for straightforward needs such as falls detection or medical alerts by considering user needs, safety, and risk management. They focus on user-centred design and ensure that the systems enhance independence while maintaining dignity. They prioritise ethical practice, ensuring informed consent is obtained and autonomy is respected. Supervision and	Intermediate practitioners apply more advanced personal safety solutions across a broader range of environments. They focus on supporting safety whilst maintaining user-specific factors like informed consent, autonomy and dignity. They collaborate with clients and care partners to choose suitable systems and have skills in supporting integrated systems like geo-tracking or multi-functional alarms. Intermediate practitioners educate	Senior practitioners demonstrate advanced expertise in implementing personal alarm systems for individuals with broad ranging and complex needs. They ensure ethical practice by balancing safety with user-centred preferences. Senior practitioners consult with users, families, and tech experts to tailor solutions. They provide expert guidance on designing complex systems that enhance independence while maintaining dignity and safety.

	Foundational Practitioner	Intermediate Practitioner	Senior Practitioner
ethical practice to match technology to the individual's functional abilities, preferences, and environment. They consider access methods (e.g. wearable buttons, sensors, mobile apps) as well as how individuals actively call for or respond to help. In all cases, the occupational therapist balances safety needs with autonomy, ensuring informed consent and supporting the least restrictive solution.	guidance from senior practitioners is essential to ensure appropriate system selection and implementation.	clients on the use of these systems, monitor their effectiveness, and make adjustments to improve safety and functionality.	Senior practitioners provide supervision in this area to other practitioners.
4.20 Pressure management AT The occupational therapist is familiar with a range of pressure relieving equipment, technology and strategies for pressure injury prevention and management. They have an understanding of body biomechanics, mechanical forces that can impact the skin and underlying tissue, and risk factors that impact skin health and pressure injury risk. The occupational	Foundational practitioners understand the principles of pressure injury prevention and the role of pressure care products in supporting this. They have a detailed understanding of intrinsic and extrinsic risk factors and how these affect the selection of AT for managing risks associated with pressure injury. They work under the supervision of senior practitioners to recommend simple pressure care	Intermediate practitioners apply a deeper understanding of the body's biomechanics and pressure injury risk factors. They understand staging of pressure injuries and how this affects selection of AT for management of pressure injuries. Intermediate practitioners recommend tailored pressure care solutions, selecting appropriate products for individual needs and preferences. They monitor the	Senior practitioners demonstrate advanced knowledge of pressure management, including a deep understanding of body biomechanics, mechanical forces, and the clinical implications of pressure injury risk. They support individuals with complex health conditions, environments, or social situations, and where elevated risk factors may be present. By integrating multi-disciplinary

Occupational Therapy Australia

	Foundational Practitioner	Intermediate Practitioner	Senior Practitioner
therapist collaborates with other healthcare professionals to recommend pressure management AT solutions tailored to individual needs and preferences. The occupational therapist provides education and training to users and care partners, regularly monitors, and makes necessary adjustments to pressure-relieving AT.	solutions. They provide education and training on the safe use of pressure-relieving devices, such as cushions and mattresses, and monitor their effectiveness. Foundational practitioners collaborate with other healthcare professionals to implement pressure care plans.	effectiveness of pressure-relieving equipment, make adjustments as required, and provide education and training for both users and care partners. Intermediate practitioners advocate for best practices in pressure care across settings and work collaboratively with multidisciplinary teams.	insights, they develop tailored AT solutions that address each person's specific needs and the factors within their environment. Senior practitioners assess and mitigate risks associated with pressure injuries, considering long-term outcomes, and may provide expert consultation for individuals and less experienced practitioners navigating complex physical, medical, environmental and social situations. Their expertise in risk management, ethical decision-making, and evidence-based practices ensures optimal user outcomes.
4.21 Communication AT The occupational therapist has knowledge of both high tech and low tech Augmentative and Alternative Communication (AAC) solutions and collaborates with Speech Pathologists to support individuals with complex communication needs.	The foundational practitioner works collaboratively with the Speech Pathologist to ensure that communication AT recommendations are compatible with the user's access and input capabilities. The practitioner considers aspects such as motor,	Intermediate practitioners are proficient in supporting access and input method recommendations for individuals with complex communication needs, as well as additional complexity arising from physical, environmental, and social factors. They collaborate with Speech	Senior practitioners demonstrate expertise in AAC access & input recommendations for individuals with complex communication and access needs. They critically evaluate and refine AAC solutions, integrating multidisciplinary input to optimise outcomes. They are adept at

Occupational Therapy Australia

	Foundational Practitioner	Intermediate Practitioner	Senior Practitioner
The occupational therapist supports the Speech Pathologist to select the most suitable AAC device with consideration of the user's motor, sensory, and cognitive factors, environmental impacts and interface with other AT. The occupational therapist identifies the most effective and efficient input method (such as direct access or switch access) and collaborates with the user to determine the most effective and efficient access site (such as hand, head, knee, etc). The occupational therapist contributes to user training, customisation and ongoing support to optimise effectiveness and ensure the AAC system enhances communication and social participation.	sensory, and cognitive needs as well as the environmental context. They have knowledge of a range of AAC devices, communication systems, input methods, and mounting options to support individuals with less-complex communication needs, offering solutions that require minimal integration with other systems and minimal programming. They recommend input methods (such as single switch use, switch scanning, or direct access), common access sites (e.g. the hand or head), and accessories (such as keyguards and simple mounting solutions) to address physical, sensory and cognitive barriers. They work collaboratively to implement communication AT in everyday settings and activities.	Pathologists to select AAC systems that best align with the individual's strengths, needs, and preferences. Intermediate practitioners have experience with more complex input methods such as eye-gaze access and in situations requiring a combination of input methods and more complex mounting and device interoperability. They provide comprehensive training and support for AAC users and care partners. They evaluate the effectiveness of recommended access methods and sites, and make adjustments based on the user's evolving needs and goals.	supporting high levels of interoperability, programming and customising approaches that may include multiple access sites and methods. Senior practitioners provide professional supervision in this area and advocacy to ensure all individuals can achieve meaningful communication.

Occupational Therapy Australia

	Foundational Practitioner	Intermediate Practitioner	Senior Practitioner
Domain 5: Interprofessional and collaborative practice	This domain emphasises the importance of effective interprofessional collaboration in the provision of assistive technology. It focuses on working collaboratively with care partners, AT suppliers, and other professionals to ensure comprehensive support for individuals using AT. The domain also addresses the need for coordination with various stakeholders involved in the environments in which the AT will be used. Occupational therapists engage in collaborative practices that facilitate seamless implementation of AT solutions, enhance communication among team members, and ensure that all aspects of the individual's support network are aligned to optimise the use and impact of assistive technology.		
5.1 Working within a multidisciplinary team The occupational therapist understands their role within an interprofessional practice environment and advocates for the occupational therapy role within that environment. The occupational therapist actively engages with other team members, prioritising communication and working collaboratively to facilitate holistic, person-centred, occupation-focussed care for AT users. The occupational therapist understands the specific roles of professions such as physiotherapy, speech pathology	Foundational practitioners understand their role within an interprofessional team and are developing confidence in advocating for the occupational therapy role. They seek guidance in collaborative practice, prioritising clear communication and coordinated care. They recognise the roles of other professionals such as physiotherapists, speech pathologists, and rehabilitation engineers and work under supervision to contribute to multidisciplinary discussions.	Intermediate practitioners actively contribute to multidisciplinary teams by independently applying their professional reasoning and understanding of occupational therapy's unique contribution. They confidently engage in discussions, advocate for occupation-focused care, and navigate differing perspectives within the team to develop holistic solutions. They support foundational practitioners in developing team-based skills.	Senior practitioners lead and influence interprofessional collaboration, ensuring best practices in holistic, person-centred care. They mentor and support less-experienced practitioners, contribute to service development, and advocate for occupational therapy's role in multidisciplinary settings. They engage in system-level improvements and may contribute to policy or research in interprofessional practice.

Occupational Therapy Australia

	Foundational Practitioner	Intermediate Practitioner	Senior Practitioner
and rehabilitation engineering when working with AT.			
5.2 Collaborating with care partners and significant others The occupational understands the importance of working with families, care partners and significant others and of considering the needs, capacity, and wellbeing of those in caring roles to prevent carer burnout or fatigue. The occupational therapist recognises the essential role of care partners and significant others in supporting AT use. They engage in shared decision-making, provide education, and ensure that the AT solution integrates effectively into the person's daily life. Collaboration is guided by respect, person-centred practice, and consideration of the needs, preferences, and capacity of both the AT user and their support	Foundational practitioners engage care partners and significant others to support AT selection and implementation. They provide clear communication, education, and basic training on AT use while ensuring that recommendations align with the needs and routines of both the AT user and their care network. At this stage, practitioners recognise the impact of AT on care partners, including considerations of physical demands, time commitments, and emotional well-being. They seek guidance when navigating complex family dynamics and work towards promoting shared decision-making while respecting the autonomy and preferences of the AT user.	Intermediate practitioners independently facilitate collaboration with care partners and significant others in more complex AT decision-making and implementation processes. They provide tailored education and coaching to build confidence in AT use while proactively addressing barriers to adoption. Practitioners at this stage balance the needs and preferences of all stakeholders, adapting their communication approach to align with different perspectives. They navigate ethical dilemmas, such as balancing client autonomy with care partner concerns, and work to resolve conflicting priorities.	Senior practitioners have expertise in engaging care partners and significant others in AT decision-making and long-term use, particularly in complex social situations or cultural contexts. They apply advanced skills in navigating complex relationships, ethical considerations, and systemic barriers to ensure sustainable AT solutions. Senior practitioners provide professional supervision to other practitioners and lead best practice approaches in this area to ensure care partner needs are integrated into AT provision.

	Foundational Practitioner	Intermediate Practitioner	Senior Practitioner
network. They consider the needs, capacity, and wellbeing of those in caring roles to prevent carer burnout or fatigue.			
5.3 Collaborating with AT suppliers, AT technicians and rehabilitation engineers Occupational therapists understand their role and responsibilities, as well as those of AT suppliers, technicians, and engineers, for AT trials and collaborative decision-making. The occupational therapist draws upon and effectively communicates assessment findings, professional reasoning, funding knowledge, product knowledge, and client goals & preferences to guide AT selection. The occupational therapist ensures that AT solutions align with functional needs, environments, and participation goals. Throughout the process, occupational therapists uphold client choice, cultural	Foundational practitioners develop their understanding of AT suppliers, technicians, and rehabilitation engineers' roles and responsibilities in the AT selection process. They apply their foundational knowledge of assessment findings, client goals, and funding requirements to contribute to AT trials under supervision. At this stage, practitioners focus on effective communication with suppliers and technicians, ensuring recommendations align with user needs and functional goals. They assist in trial coordination, basic adjustments, and providing initial education to AT users. Foundational practitioners seek guidance from more experienced colleagues when	Intermediate practitioners independently lead AT selection processes for clients with a broader range of needs, including those with more complex functional and environmental requirements. They critically analyse assessment data to make informed recommendations and collaborate effectively with suppliers and technicians to explore customised and technical solutions. At this stage, practitioners proactively problem-solve issues related to AT fit, modifications, and performance. They navigate funding systems with greater expertise and advocate for client needs during supplier negotiations. Intermediate practitioners may contribute to service development by supporting	Senior practitioners provide expert guidance on AT selection, customisation, and procurement, addressing the most complex client needs. They lead interprofessional collaboration, integrating insights from suppliers, technicians, and engineers to design highly specialised AT solutions. At this level, practitioners influence AT service delivery by refining processes, developing protocols, and contributing to clinical governance. They engage in advocacy efforts, influencing AT policies and funding systems to improve client access and industry standards. Senior practitioners provide advanced mentoring and training for less experienced colleagues, engage in

Occupational Therapy Australia

	Foundational Practitioner	Intermediate Practitioner	Senior Practitioner
responsiveness, and inclusion, advocating for solutions that enhance independence and participation.	faced with complex solutions and develop their confidence in advocating for person-centred AT choices.	team wide AT knowledge and mentor foundational practitioners in supplier engagement and AT recommendation processes.	research or innovation in AT development, and contribute to shaping best-practice guidelines in AT provision.
5.4 Collaborating with AT advisors/ AT mentors Occupational therapists recognise the expertise of AT advisors and mentors with lived experience and collaborate respectfully to achieve client outcomes. The occupational therapist recognises the value of lived experience perspectives in AT selection. The occupational therapist integrates their professional knowledge and assessment findings with the practical insights of AT mentors & advisors to guide collaborative decision-making.	Foundational practitioners develop their understanding of the role and value of AT mentors and advisors with lived experience. They seek input from advisors & mentors to enhance their own understanding of lived experience perspectives. At this stage, practitioners build confidence in facilitating discussions that integrate professional assessment findings and AT knowledge with lived experience perspectives. They refine their ability to listen, acknowledge, and apply insights gained through collaboration, while ensuring that client needs and safety remain at the centre of the decision-making process. Foundational practitioners also recognise ethical considerations, such as maintaining	Intermediate practitioners actively engage AT mentors and advisors as valued partners in the AT process. They facilitate structured discussions, incorporating lived experience perspectives into complex decision-making scenarios. At this stage, practitioners confidently balance professional assessments with practical insights from AT users and mentors, ensuring solutions are functional, sustainable, and user driven. They advocate for integrating AT mentors within service models and support the development of best practices for collaboration. Intermediate practitioners may also contribute to training programs that educate others on the benefits of co-	Senior practitioners demonstrate leadership in embedding lived experience collaboration into AT practice and service design. They champion the role of lived experience perspectives in policy, research, and service delivery, advocating for their meaningful inclusion in decision-making structures.

Occupational Therapy Australia

	Foundational Practitioner	Intermediate Practitioner	Senior Practitioner
	professional boundaries and ensuring informed consent in collaboration.	designing AT solutions with lived experience advisors.	
5.5 Working with allied health assistants and support workers The occupational therapist values collaboration with allied health assistants in providing occupational therapy support to AT users. They identify circumstances, goals and contexts conducive to engaging allied health assistants, referring to relevant frameworks and guidelines to ensure good practice. Additionally, the occupational therapist offers necessary information, training and resources to support workers aiding AT users in their natural environments and life situations.	Foundational practitioners develop an understanding of the roles and responsibilities of AHAs and support professionals in AT-related tasks. They delegate routine AT training and monitoring tasks under supervision, ensuring that AHAs work within their scope of practice. Practitioners provide clear, structured guidance to support AHAs and support workers, including written instructions and practical demonstrations. They seek supervision on effective delegation and develop communication skills to provide constructive feedback. Foundational practitioners recognise challenges in AHA and support worker collaboration, including role boundaries, skill limitations, and the need for ongoing supervision and	Intermediate practitioners collaborate effectively with AHAs and support professionals, tailoring training and delegation based on individual competence and client needs. They refine their ability to provide effective supervision and feedback, adapting their approach to ensure the quality and safety of AT-related interventions. At this stage, practitioners may contribute to service development by improving protocols and training resources for AHAs and support workers. They navigate ethical and legal considerations in delegation, advocating for appropriate workforce development and role clarity. Intermediate practitioners also facilitate interprofessional collaboration, ensuring that AT users	Senior practitioners lead and shape best practices in AHA and support worker collaboration. They may contribute to development of training guidelines or delegation models in their workplace. At this stage, they supervise foundational and intermediate practitioners to support appropriate delegation, role clarity and communication with AHAs and support workers, ensuring sustainable, high-quality care for AT users.

Occupational Therapy Australia

	Foundational Practitioner	Intermediate Practitioner	Senior Practitioner
	seek to address these with support from more senior practitioners.	receive cohesive support across different services and environments.	
5.6 Collaborating with educators and school systems The occupational therapist recognises educational settings as important natural environments for children and young people using AT. The occupational therapist works within tiered support systems to help AT users and educators implement tailored AT solutions that optimise individual occupational performance and participation in the education environment. The occupational therapist also supports group and population-level initiatives, such as school-wide approaches, to enhance access, improve attitudes and promote inclusive learning environments for all.	Foundational practitioners develop confidence in working with educators and school staff to introduce AT solutions. They focus on individual AT user needs, providing tailored support to ensure effective integration within the classroom. At this stage, practitioners begin to understand school policies, assistive technology funding models, and teacher training requirements. They refine their ability to educate school staff on AT functionality and promote inclusive learning strategies. Foundational practitioners seek supervision when addressing systemic barriers, such as funding limitations or educator resistance to AT adoption.	Intermediate practitioners actively collaborate with school teams to implement AT solutions at individual, classroom, and school-wide levels. They navigate complex learning environments, adapting AT strategies to meet diverse student needs. Practitioners at this level contribute to staff training programs, ensuring educators feel confident in supporting AT users. They also engage in problem-solving to address barriers to AT integration, such as curriculum adaptations, funding constraints, or competing school priorities. Intermediate practitioners advocate for AT-friendly policies and contribute to systemic improvements that enhance learning environments for all students.	Senior practitioners lead AT integration efforts within education systems, influencing school policies, funding models, and professional development initiatives. They provide expertise on AT implementation across multiple schools, districts, or education networks, shaping inclusive learning strategies. At this stage, practitioners contribute to research on AT effectiveness in education and mentor professionals in best practices for AT integration. They advocate for systemic change to enhance accessibility, ensuring that AT use aligns with educational equity and inclusion principles. Senior practitioners also collaborate with policymakers to influence national and state-level strategies for AT in schools.

Occupational Therapy Australia

	Foundational Practitioner	Intermediate Practitioner	Senior Practitioner
5.7 Collaborating with employers and vocational services Occupational therapists collaborate with employers and vocational services to enhance workplace access and inclusion for individuals using assistive technology. The occupational therapist integrates professional expertise with employer/service insights to ensure AT selection aligns with functional needs, workplace environments, and job demands. The occupational therapist educates stakeholders on AT functionality, safety, benefits, and necessary workplace adjustments to support inclusion. The occupational therapist promotes sustainable, accessible employment opportunities by bridging the gap between employee needs and employer responsibilities.	Foundational practitioners develop an understanding of workplace demands, employer responsibilities, and vocational services that support AT users. They identify how assistive technology can enhance work participation and provide basic education to employees and employers on AT use and workplace adjustments. They collaborate with more experienced practitioners to match AT solutions to job tasks and advocate for reasonable adjustments. Under supervision, they contribute to workplace assessments and AT recommendations, ensuring safe and appropriate solutions.	Intermediate practitioners independently assess workplace environments, job tasks, and employee AT needs, integrating this information into tailored recommendations. They collaborate effectively with employers, vocational services, and workplace health and safety representatives to implement AT solutions that enhance work participation. They educate stakeholders on AT integration, workplace policies, and inclusion strategies. Intermediate practitioners advocate for systemic workplace adjustments, supervise foundational practitioners, and contribute to workplace AT initiatives.	The occupational therapist advocates for inclusive workplace practices Senior practitioners lead complex workplace AT interventions, advising on AT policy, systemic employment inclusion strategies, and regulatory compliance. They collaborate with industry bodies, government agencies, and employer networks to shape best practices for AT in the workplace. Senior practitioners engage in research, training, and advocacy to advance AT integration in employment settings. They support vocational service development and mentor practitioners in workplace AT strategies.

Occupational Therapy Australia

	Foundational Practitioner	Intermediate Practitioner	Senior Practitioner
5.8 Working with care coordinators & other intermediary roles The occupational therapist understands the role and function of intermediary services and collaborates with these roles to promote a holistic and coordinated approach for individuals. The occupational therapist collaborates on matters including the identification of client needs, connection with services and resources, training and support related to AT, and monitoring of the safety and effectiveness of AT over time.	Foundational practitioners develop an awareness of care coordinators and intermediary roles in the AT process. They contribute to multidisciplinary collaboration by sharing assessment findings, seeking guidance on service pathways, and supporting client referrals to appropriate services. They provide basic education to care coordinators about AT options and assist in monitoring AT use under supervision.	Intermediate practitioners work autonomously with care coordinators, integrating their knowledge of AT with a broader understanding of service coordination. They facilitate effective communication between service providers, ensuring AT is considered within broader care planning. They provide training to intermediary roles on AT features, funding pathways, and ongoing monitoring strategies. Intermediate practitioners contribute to service coordination improvements and may supervise foundational practitioners.	Senior practitioners lead systemic improvements in interprofessional collaboration between AT practitioners and intermediary services. They influence policy and program development to strengthen AT integration within broader service models. Senior practitioners develop training programs, contribute to research on AT service coordination, and engage in advocacy to enhance service structures supporting AT users. They mentor practitioners in best-practice collaboration with intermediary roles.
5.9 Working with the wider community Occupational therapists recognise that community encompasses the natural and built environments, services, systems, people and policies shaping a person's home	Foundational practitioners develop an understanding of the role of AT in community participation. They support AT users in engaging with community environments and services, providing education on AT access and basic community-based solutions. They collaborate with more	Intermediate practitioners independently engage with community stakeholders, such as local governments, transport providers, and public service organisations, to advocate for AT-inclusive environments. They educate and support community	The occupational therapist employs advocacy and capacity-building strategies to influence policies, services, and environmental design to remove barriers and create inclusive opportunities.

Occupational Therapy Australia

	Foundational Practitioner	Intermediate Practitioner	Senior Practitioner
and daily life, as defined by the WHO ICF. Occupational therapists collaborate with the AT user's community to promote access, inclusion, and participation for individuals using assistive technology. They draw upon clinical expertise and lived experience perspectives to educate stakeholders on the role of AT in enhancing community participation. They foster community awareness and practical solutions to empower communities to create sustainable, inclusive environments that enable individuals to engage fully in society.	experienced practitioners to advocate for accessible spaces and promote awareness of AT in local settings.	groups in understanding AT and its role in participation. They contribute to initiatives that enhance AT accessibility in public spaces, services, and policy discussions.	Senior practitioners influence AT-related community policies and systems at a strategic level. They lead advocacy efforts to improve community access, inclusion, and participation for AT users. Senior practitioners engage in policy development, contribute to research on AT in community settings, and provide expert consultation on accessibility initiatives. They mentor practitioners in community engagement and inclusive design.

Occupational Therapy Australia

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