




Health Education England

Career and Capabilities Discussion Events

June / July 2022
#RCSLTCareerAndCapabilities



Housekeeping

- You can send in questions to our speakers today at any time by using the chat window
- This event is being recorded for use by the internal RCSLT project team
- A copy of the presentation slides will be made available following the event

Welcome and introduction to programme

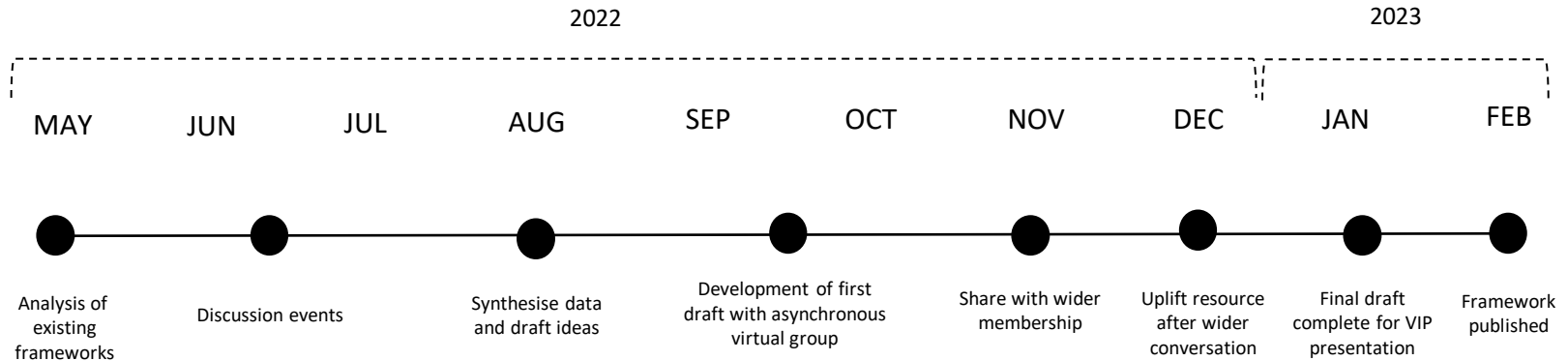
- Workforce Reform Programme funded by HEE
- Defining the knowledge, skills and attributes needed to support a 21st century AHP workforce
- Programme team established
- Career and capabilities project - underpinning framework for specialty frameworks to attach to
- Commissioned external services of Stephanie Tempest

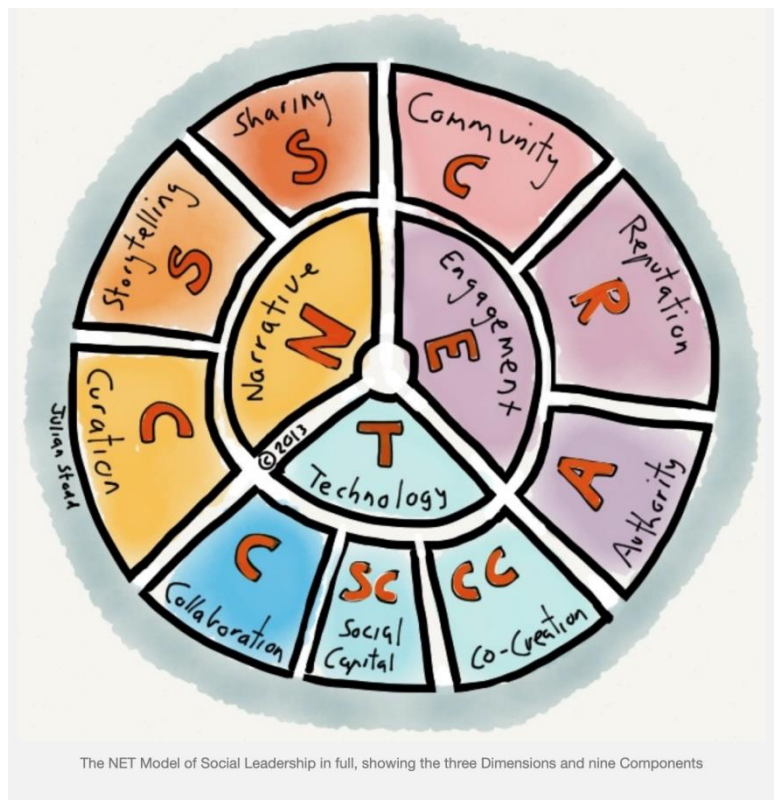
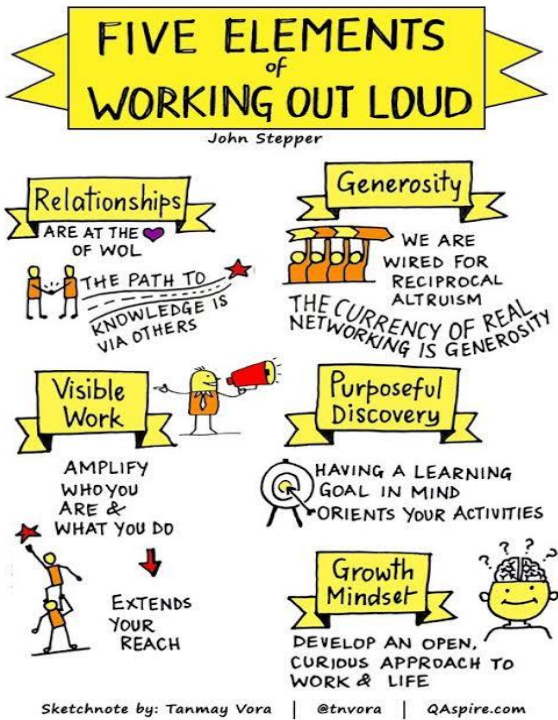
Overview of project

Aim for the project:

- Co-create an underpinning resource to support the learning and development of UK registered speech and language therapists
- Recruitment, retention, enjoyment
- Link to career development and recognition
 - Flexible and agile careers in different settings and sectors
 - Moving across and not always up
 - Validating multiple end points
- Align with multiprofessional resources and existing specialist clinical competencies

Project Timeline






Methodology in Practice

- Documentary analysis of existing frameworks to identify common themes
- Share and discuss
- Iterative approach, won't get it right first time

- Aim for the session today:

Start the conversations to discuss initial thoughts and identify early preferences on potential structure and themes within new resource

Learning from others



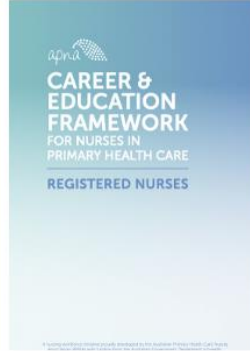
The Speech and Language Therapy Pillar:

A supplementary resource of the Allied Health Professionals (AHP) Critical Care Professional Development Framework (CCPDF)



Career development framework
Guiding principles for occupational therapy
Second edition

RC and College of Occupational Therapists

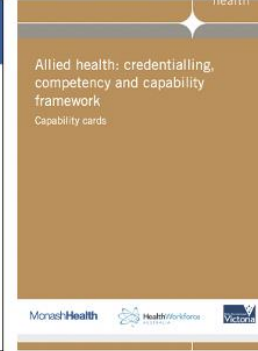


CAREER & EDUCATION FRAMEWORK
FOR NURSES IN PRIMARY HEALTH CARE
REGISTERED NURSES



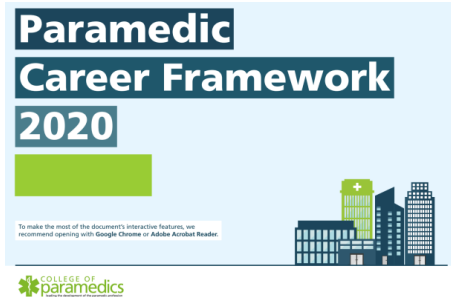
Learning and development framework for occupational therapists
New or returning to social care

in association with
Royal College of Occupational Therapists



Allied health: credentialing, competency and capability framework
Capability cards

Monash Health | HealthWorkforce | VicCare



Paramedic Career Framework 2020

To make the most of the document's interactive features, we recommend opening with Google Chrome or Adobe Acrobat Reader.

COLLEGE OF paramedics

BDA The Association of UK Dietitians

Post Registration Professional Development Framework



PCF Professional Capabilities Framework

Social worker

Use of frameworks – an example

3.1 If you are an **occupational therapist, support worker, pre-registration learner** or **someone who is interested in developing a career in occupational therapy**, you can use the Framework as the basis for a reflective learning activity, either on your own or with others, to:

- plan your **continuing professional development** (Morais 2018) and provide inspiration to explore different aspects of your career as you think about new learning opportunities;
- prepare for mentoring, supervision or appraisal;
- structure personal statements in job and promotion applications or the HCPC audit;
- maintain your occupational identity when working in **generic roles** or **diverse settings** (Morais et al 2018);
- promote the contributions that you, as an occupational therapist, can bring to new or diverse roles;
- articulate your transferable skills from previous careers and life experiences or when planning a move between different settings (e.g. into research, practice, academia, leadership, independent practice or emerging roles);
- support pre-registration and postgraduate learners with their **practice-based learning**;
- support preceptorship, return to practice or career transitions into new roles;
- articulate your career pathway within the profession, including whilst you plan for retirement (Sainty 2018).

- 3.2** If you are a **person who accesses occupational therapy services, their family member or carer**, the Framework articulates knowledge, skills and ways of thinking that can be expected of occupational therapy personnel who work with you. The Framework demonstrates that the profession recognises the importance of continuous learning to provide up-to-date provision. This means you can trust the quality of the **service**.

- 3.3** If you are an **employer** or **manager**, the Framework supports preparation of job descriptions. It helps clarify the specific abilities of individual team members, to ensure appropriate skill mix, and can aid staff retention, within and beyond the traditional **scope of practice** of the profession. It can be used as a coaching tool to identify learning and development needs in individual appraisals and supervision or to support CPD engagement within teams (Silcock and Dunn 2019).
- 3.4** If you are a **funder** or **commissioner of services**, including statutory services, the insurance industry or case managers, the Framework articulates the broad knowledge, skills and ways of thinking that occupational therapists offer.

Self Evaluation

Templates

Self assessment grading tool

The Speech and Language Therapy Pillar: self assessment grading tool

This self assessment grading tool has been provided to allow individuals to mark the grid with a simple "x" for each pillar and subsection when undertaking an appraisal.

Name of Professional: _____ Date of Assessment: _____

	Foundation	Specialist	Advanced	Expert
Clinical Practice				
Safe, effective, patient centred care: Knowledge of critical care and critical illness				
Critical illness equipment and pathophysiology				
Intubation				
Ventilation				
Tracheostomy				
Tools for assessment				
Medications				
Delirium				
PICS				
Communication				
Judgement and decision making				
Critical thinking and clinical reasoning				
Leadership				
Teamwork and team development				
Working with others				

Career Development Framework Learning Plan Professional Practice Pillar

Name:	Job Title:	Date:
Summary of my current career profile	What are my career development goals for the next 12 months?	How do I get there?
<i>Provide examples to support your current career profile</i>	<i>Tip: Use the guiding principles from the Career Development Framework to identify your goals</i>	<i>Tip: Think of a broad range of activities to help achieve your goals, e.g. taking a student on placement</i>
Professional Practice Pillar		
Identified career level 01		

Rating scales for self-evaluation

Practice Level

Foundation

I am **learning** how to carry out clinical care that is holistic, person-centred and culturally safe.

Intermediate

I **confidently** practice clinical care that is holistic, person-centred and culturally safe.

Advanced

I **lead** and **guide** others to confidently practice clinical care that is holistic, person-centred and culturally safe.

Practice Level

Foundation

I am **learning** how to support the implementation of evidence into practice where this has been shown to improve health outcomes and the quality of nursing care.

Intermediate

I **confidently** implement evidence into practice where this has been shown to improve health outcomes and the quality of nursing care.

Advanced

I **lead** and **guide** the implementation of evidence into practice where this has been shown to improve health outcomes and the quality of nursing care.

APNA, 2018

Confident (C)	You have experience and are performing confidently and effectively in this area and can work independently with people with more complex needs.
Effective (E)	You have the knowledge and skills to work effectively within this area of practice but may need more guidance and/or training to work with people with more complex needs.
Satisfactory (S)	You are capable at a basic level with areas for improvement.
Development needed (D)	You need to develop your knowledge and skills in this area.

Skills for Care, 2019

Vote

Do you want to include self-evaluation in the resource?

Yes / No / Unsure

Would you like to see templates to support self-evaluation?

Yes / No / Unsure

Would you like to see a rating scale to support self-evaluation?

Yes / No / Unsure

Terminology: competencies, capabilities, guiding principles, learning levels etc.

(we will be coming back to this later too)

Competence v Capability

Competence/Competency:

'Competence is the acquisition of knowledge, skills and abilities at a level of expertise sufficient to be able to perform in an appropriate work setting'.

(Harvey 2020)

Capability:

'The ability to do something. A step beyond competence; capable practitioners can handle change and devise solutions in complex situations'.

(McGee and Inman 2019, p14)

Poll

Please rate your level of comfort using the word **capability**:

1= very uncomfortable

2= uncomfortable

3= neither uncomfortable or comfortable

4= comfortable

5= very comfortable

Capabilities in practice (CiPs)

The CiPs are grouped in three categories:

1. **Core CiPs** cover the universal requirements of all SLTs across specialties, and largely focus on the wider professional skills, knowledge and behaviours required to deliver advanced practice.
1. **Generic CiPs** cover the universal requirements of all SLTs, and focus on the aspects of practice that are common across all specialties
1. **Specialty clinical CiPs** cover the specialty-specific requirements for SLTs within a particular specialty.



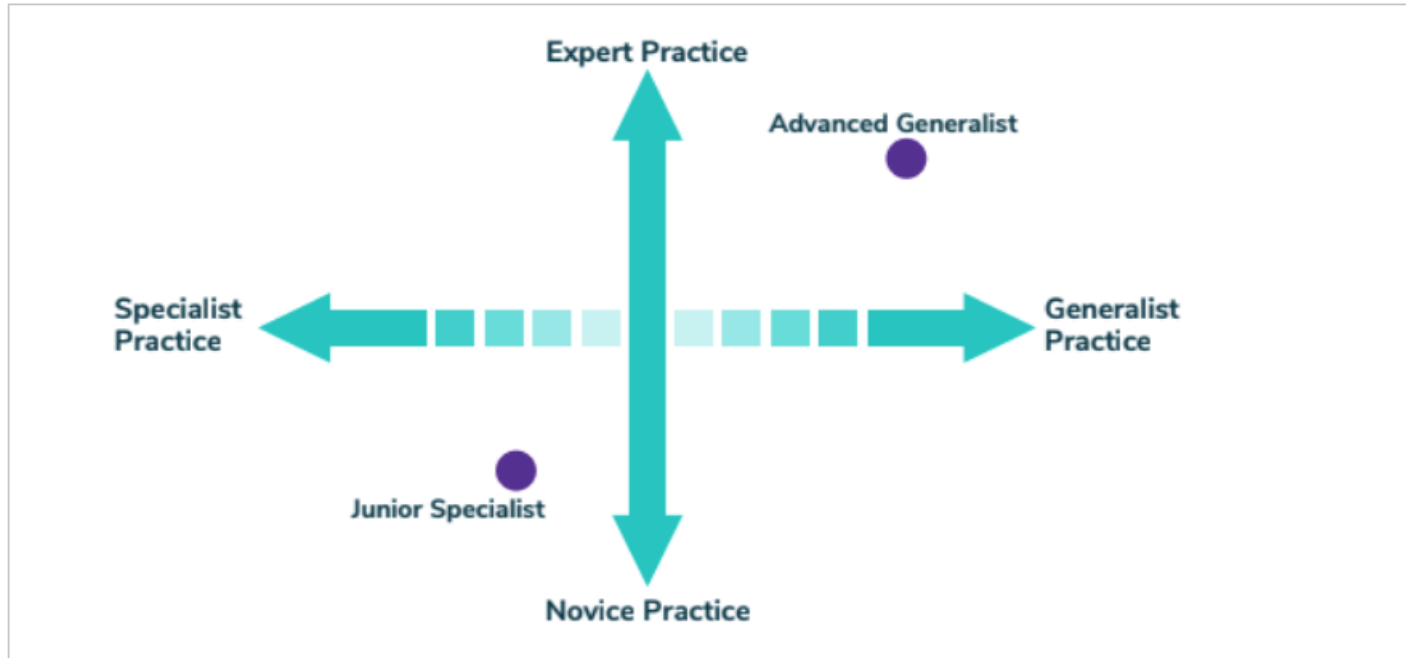
Vote

Do we want to use the concept of core, generic, specialty clinical within the resource?

- Yes
- No
- Unsure

Scope of Practice versus Levels of Practice

Scope of Practice vs Level of Practice



RCOT, 2021

Do we want to see a discussion on scope of practice versus level of practice within the resource?

- Yes
- No
- Unsure

Topics four and five

- Different aspects of practice
- Different levels of practice

To discuss in breakout rooms later ...

Where we started



RCSLT Five Core Capabilities, 2018

Critical Care Professional Development Framework (2020)

The SLT Pillar focuses on 4 key areas, (also called pillars) that are integral to working in critical care:

- Clinical Practice
- Leadership
- Facilitation of learning
- Research, evidence and improvement

This SLT pillar will focus on the specific domains that are fundamental to being a critical care SLT (setting us apart from other AHPs) and highlight the skills and knowledge needed to work and progress as a SLT in critical care.

Within each domain, four levels of knowledge/skill are identified. For ease and consistency, we have used the same 4 levels as the AHP CCPDF:

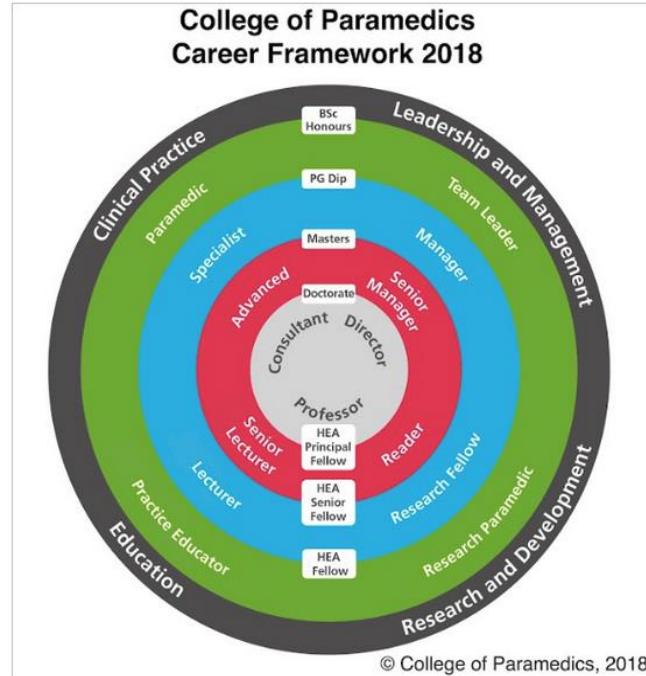
- Foundation
- Specialist
- Advanced
- Expert



The Speech and Language Therapy Pillar:

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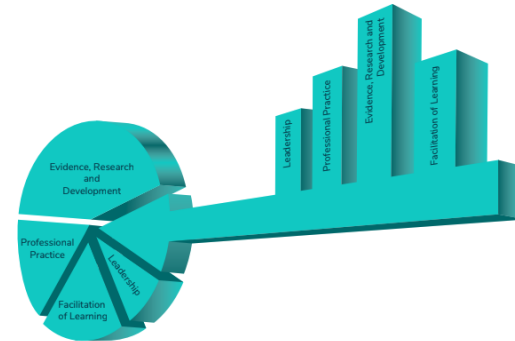
College of Paramedics (2018)



Aspects of practice: The Four Pillars (RCOT 2021)

The Four Pillars

Professional Practice (P)	<ul style="list-style-type: none">• Maintain occupation at the centre of practice• Deliver safe, effective, person-centred and ethical practice• Use professional judgement and evidence-based critical reasoning to make decisions
Facilitation of Learning (F)	<ul style="list-style-type: none">• Inspire, teach, mentor, supervise and/or assess others• Facilitate practice-based and work-based learning• Access, create and evaluate contemporary learning environments, methods, tools and materials
Leadership (L)	<ul style="list-style-type: none">• Identify, monitor and enhance own and others' knowledge, skills and ways of thinking• Lead, guide and/or facilitate teamwork• Influence, design, plan and implement professional and/or organisational change
Evidence, Research and Development (E)	<ul style="list-style-type: none">• Access, evaluate and implement evidence to inform practice• Initiate, design, participate in and disseminate research• Engage with and influence broader socio-economic and political agendas



Aspects of practice: The Four Pillars (RCOT 2021)

Detailed principles per career level and pillar

Leadership		
Career Level	Level of knowledge	Themes
1	Basic general knowledge of:	1) The unique contribution of occupational therapy in promoting occupation for the health and wellbeing of everyone
2	Basic understanding and knowledge of concepts that underpin occupational therapy, including:	2) Ways to lead and work with others, including the theories that underpin leadership practice
3	Knowledge of facts, principles, processes and general concepts, including:	3) The local, regional, national and international cultures and contexts and how these influence own work
4	Factual and theoretical knowledge of:	4) The rights and responsibilities for self and others in relation to professionalism, health and wellbeing in the workplace
5	Comprehensive, factual and theoretical knowledge of:	
6	Enhanced knowledge and critical understanding of:	
7	Advanced knowledge and critical understanding of:	
8	Most advanced knowledge of:	
9	Most advanced and innovative knowledge of:	

Level 5 – Facilitation of Learning Pillar

Ways of thinking:

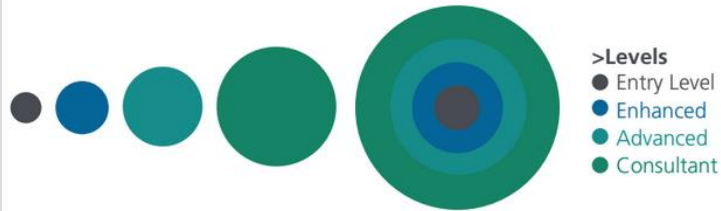
- F5.1** Actively engage in ongoing learning, including orientation, induction, mandatory training and relevant educational/developmental opportunities.
- F5.2** Seek opportunities to learn from and with others.
- F5.3** Consider how the learning from other work and previous life experiences can benefit current work.
- F5.4** Demonstrate cultural awareness and have a clear understanding of the level of study being undertaken, the specific learning outcomes and the associated expectations when supporting pre-registration learners, or being the learner, during practice-based learning or 'on the job' training, to enhance safe and effective learning.

Skills (practice-based, technical or research-based):

- F5.5** Engage in, apply and record relevant continuing professional development across the four Pillars of Practice, to identify the impact and benefit of own learning for self and others, including people who access services, their families and their carers.
- F5.6** Support and inspire people to learn about the value of occupations for health and wellbeing.
- F5.7** Identify learning needs across the four Pillars of Practice, through proactive participation in regular professional supervision/mentoring and reflective practice.
- F5.8** Support people (e.g. learners) to learn new techniques (e.g. study skills, energy conservation techniques).
- F5.9** Support the creation of a culture in which everyone is encouraged to reflect and constantly learn (including from mistakes), to receive and give constructive feedback, and to learn from and with each other.
- F5.10** Supervise, mentor and educate others (including pre-registration learners) for routine aspects of practice, with more experienced colleagues as required.
- F5.11** Contribute to the development and evaluation of educational resources (e.g. for learners, people who access occupational therapy services, their families and their carers).
- F5.12** Contribute to professional networks to promote the exchange of knowledge, skills and resources.
- F5.13** Engage in peer review processes to support own learning.
- F5.14** Actively seek feedback to learn about how own behaviours and values impact on others, and respond appropriately to that feedback.

British Dietetics Association (2021)

There are four levels to the framework: Entry level, Enhanced, Advanced and Consultant. Each level describes the expected capability at that level. Levels are progressive – each building on the previous, developing a greater level of knowledge and skills to tackle more complex situations.




The four pillars of practice (adapted from the Advanced Clinical Practice Frameworks of our four home countries^{5,6,7,8}) are embedded within each level.

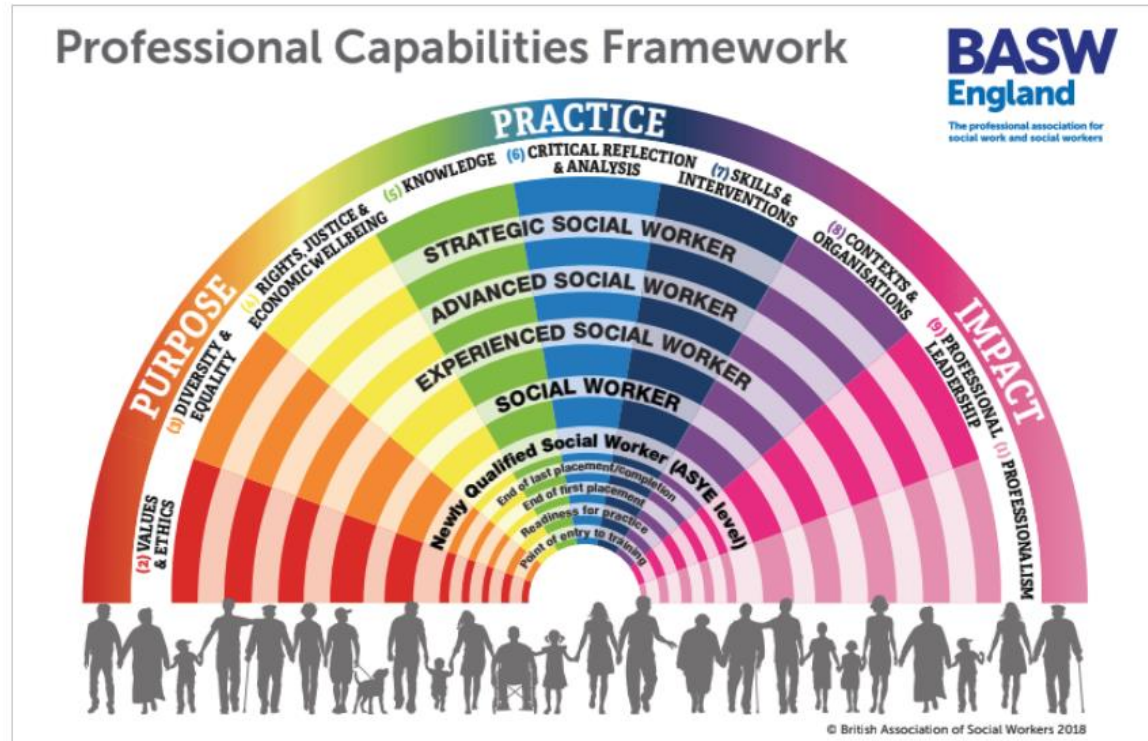
These four pillars are:



Detailed principles per theme across career levels:

	ENTRY LEVEL	ENHANCED	ADVANCED	CONSULTANT
 <p>Facilitated Learning</p> <p>Develop resources and share knowledge to improve knowledge and skills of others</p>	<p>F1a Is able to deliver a teaching session to peers, students and service users using a limited range of teaching and learning techniques.</p> <p>Is able to reflect on the session and identify strengths and weaknesses and use this to improve further sessions.</p> <p>Has the range of knowledge necessary to answer the majority of questions, and identify when further information is required.</p>	<p>F1b Uses a broad range of teaching and learning techniques, along with understandings of adult learning, to develop and deliver a range of learning opportunities to a range of services users and multi-professional team members.</p>	<p>F1c Designs and delivers programmes to develop individuals and services that support the delivery of best practice and meet the strategic aims of their organisation.</p> <p>Evaluates programmes of education and uses this evaluation to improve delivery.</p> <p>Provides information and resources to improve knowledge.</p> <p>Actively develops a learning culture in the team.</p>	<p>F1d Has a clear vision for development goals for their services, and team, and a plan to meet these goals.</p> <p>Identifies and implements innovative and multi-faceted methods of learning.</p> <p>Supports local, national and international institutions in the delivery of education programmes, conferences and symposia.</p>

British Association of Social Workers (2018)



Multi-professional career levels

Level 1

Work within a known and stable context, consulting when anomalies arise before taking action.

Level 2

Act independently on routine tasks within scope, and in response to knowable dilemmas.

Level 3

Act independently in complex situations within scope, and in response to unknowable dilemmas.

Level 4

Provide vision and direction, and shape and implement strategies and initiatives that enable others to perform as required.

Victorian Government, 2014

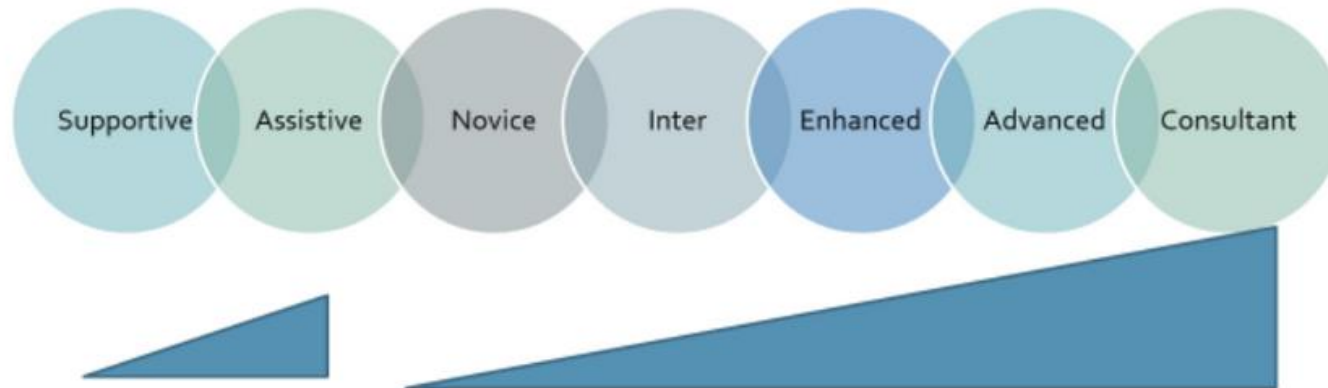
Level 5	Practitioner Level
Level 6	Senior Level
Level 7	Advanced Practitioner
Level 8	Consultant Practitioner

NHS Education for Scotland,
(2021)

Conceptualising the workforce

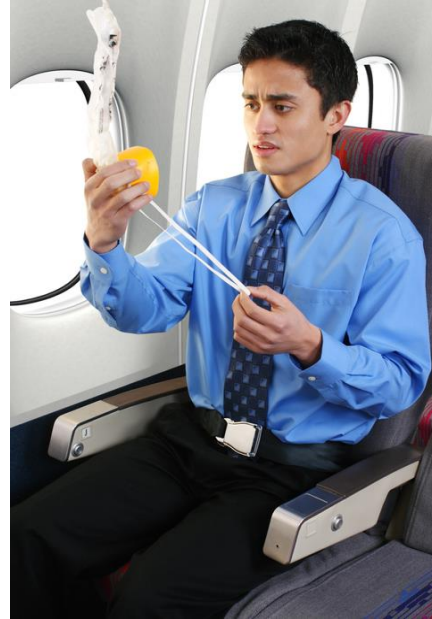
(primarily nursing dataset)

Possible descriptive models



Leary, 2019

Practitioner health and well-being

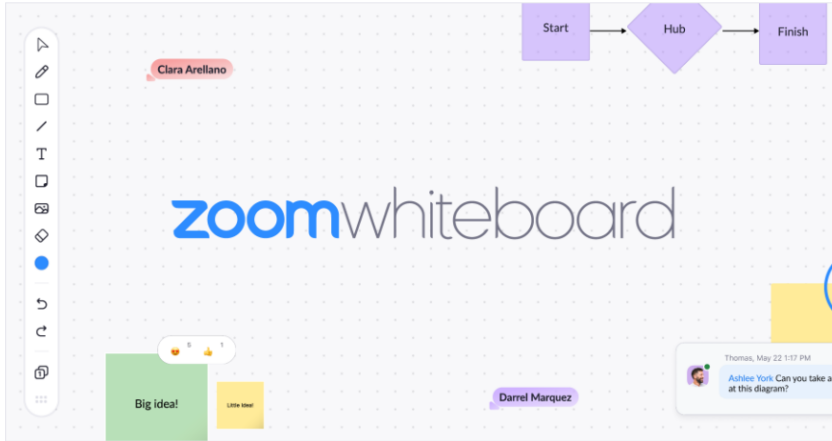


Time for a five minute break... then breakout rooms

Discuss:

- Thoughts on Four Pillars including wording
- Thoughts on post-registration career levels
 - Include them?
 - How many?
 - Numbers or words or both?
 - What would this look like?
- Thoughts on inclusion of practitioner health and well-being

Zoom instructions for whiteboards



- Choose one person to open the whiteboard
- The Whiteboard function can be found on your zoom control panel
- We will send the discussion points to your chat windows
- Select the sticky note or Text option in the sidebar to capture each idea / thought
- One of the hosts will come into your room towards the end of your session to save your whiteboard (please remain in the rooms until then)

Vote - three polls

Would you like to include the Four Pillars of Practice in the resource?

Yes / No / Unsure

Would you like the career levels to have numbers, words (exact words to be determined) or both?

Numbers / Words / Both numbers and words

Would you like to include practitioner health and well-being in the resource?

Yes / No / Unsure

Back to terminology and vote

What do we want to call the resource? Please select your top three preferences:

1. Learning and Development Framework
2. Career and Capabilities Framework
3. Professional Development Framework
4. Professional Capabilities Framework
5. Career Roadmap
6. Career Development Framework

Do you have any other suggestions for a name?

Other sources of inspiration?

- Where else could we look?
- Any resources you would like to share with us?
- Are there any colleagues who you'd like to encourage to join the conversations?

Please share with Project Manager: kelly.mccann@rcslt.org

Any questions or final thoughts?

Next steps

- Seek representatives for development group (asynchronous) – to do as much or as little as you are able: please contact, Project Manager: kelly.mccann@rcslt.org
- Wider consultation and uplift
- VIP preview
- Publish

