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.

#RCSLTCareerAndCapabilities
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

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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

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Project Timeline

- Analysis of existing frameworks: **MAY**
- Discussion events: **JUN**
- Synthesise data and draft ideas: **JUL**
- Development of first draft with asynchronous virtual group: **AUG**
- Share with wider membership: **SEP**
- Uplift resource after wider conversation: **OCT**
- Final draft complete for VIP presentation: **NOV**
- Framework published: **DEC**
- Uplift resource after wider conversation: **JAN**
- Final draft complete for VIP presentation: **FEB**

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PROJECT LEAD: WORKING WITH AND FOR YOU

FIVE ELEMENTS OF WORKING OUT LOUD

1. Relationships
   - Are at the heart of WOL
   - The path to knowledge is via others

2. Generosity
   - We are wired for reciprocal altruism
   - The currency of real networking is generosity

3. Visible Work
   - Amplify who you are and what you do
   - Extends your reach

4. Purposeful Discovery
   - Having a learning goal in mind orients your activities

5. Growth Mindset
   - Develop an open, curious approach to work and life

Sketchnotes by: Tanmay Vora | @tvora | QAspire.com

The NET Model of Social Leadership in full, showing the three Dimensions and nine Components

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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
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
## 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:  

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

### Career Development Framework Learning Plan

#### Professional Practice Pillar

<table>
<thead>
<tr>
<th>Name:</th>
<th>Job Title:</th>
<th>Date:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Summary of my current career profile</th>
<th>What are my career development goals for the next 12 months?</th>
<th>How do I get there?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide examples to support your current career profile</td>
<td>Tip: Use the guiding principles from the Career Development Framework to identify your goals</td>
<td>Tip: Think of a broad range of activities to help achieve your goals, e.g. taking a student on placement</td>
</tr>
</tbody>
</table>

### Professional Practice Pillar

<table>
<thead>
<tr>
<th>Identified career level</th>
</tr>
</thead>
</table>

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Rating scales for self-evaluation

<table>
<thead>
<tr>
<th>Practice Level</th>
<th>Confident (C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation</td>
<td>You have experience and are performing confidently and effectively in this area and can work independently with people with more complex needs.</td>
</tr>
<tr>
<td>Intermediate</td>
<td>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.</td>
</tr>
<tr>
<td>Advanced</td>
<td>You are capable at a basic level with areas for improvement.</td>
</tr>
<tr>
<td>Development needed</td>
<td>You need to develop your knowledge and skills in this area.</td>
</tr>
</tbody>
</table>

Skills for Care, 2019

APNA, 2018

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

- Yes
- No
- Unsure

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Scope of Practice versus Levels of Practice
Scope of Practice vs Level of Practice

RCOT, 2021

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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

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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

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College of Paramedics (2018)
Aspects of practice: The Four Pillars (RCOT 2021)

## The Four Pillars

<table>
<thead>
<tr>
<th>Pillar</th>
<th>Responsibilities</th>
</tr>
</thead>
</table>
| Professional Practice (P)       | - 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)    | - 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)                  | - 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) | - 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 |

#RCSLTCareerAndCapabilities
Aspects of practice: The Four Pillars (RCOT 2021)

Detailed principles per career level and pillar

<table>
<thead>
<tr>
<th>Career Level</th>
<th>Level of knowledge</th>
<th>Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Basic general knowledge of</td>
<td>1. The unique contribution of occupational therapy in promoting optimization for health and wellbeing of everyone</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Ways to lead and work with others, including the theories that underpin leadership practice</td>
</tr>
<tr>
<td>2</td>
<td>Basic understanding and knowledge of concepts that underpin occupational therapy, including</td>
<td>3. The local, regional, national and international cultures and contexts, and how these influence occupational therapy</td>
</tr>
<tr>
<td>3</td>
<td>Knowledge of specific occupational therapy concepts, including</td>
<td>4. The rights and responsibilities of self and others in relation to professionals, health and wellbeing in the workplace</td>
</tr>
<tr>
<td>4</td>
<td>Fundamental knowledge of</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Comprehensive, factual and theoretical knowledge of</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Enhanced knowledge and critical understanding of</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Advanced knowledge and critical understanding of</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Most advanced knowledge of</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Most advanced and innovative knowledge of</td>
<td></td>
</tr>
</tbody>
</table>

**Level 5 – Facilitation of Learning Pillar**

**Ways of thinking:**

- **FL1:** Actively engage in ongoing learning, including orientation, induction, mandatory training and relevant educational/developmental opportunities.
- **FL2:** Seek opportunities to learn from and with others.
- **FL3:** Consider how the learning from other work and previous life experiences can benefit current work.
- **FL4:** 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):**

- **FL5:** 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.
- **FL6:** Support and inspire people to learn about the value of occupations for health and wellbeing.
- **FL7:** Identify learning needs across the four Pillars of Practice, through proactive participation in regular professional supervision/planning, and reflective practice.
- **FL8:** Support people (e.g., learners) to learn new techniques (e.g., study skills, energy conservation techniques).
- **FL9:** Support the creation of a culture in which everyone is encouraged to reflect and continuously learn (including from mistakes), to receive and give constructive feedback, and to learn from and with each other.
- **FL10:** Supervise, mentor and educate others (including pre-registration learners) for routine aspects of practice, with more experienced colleagues as required.
- **FL11:** Contribute to the development and evaluation of educational resources (e.g., for learners, people who access occupational therapy services, their families and their carers).
- **FL12:** Contribute to professional networks to promote the exchange of knowledge, skills and resources.
- **FL13:** Engage in peer review processes to support own learning.
- **FL14:** Actively seek feedback to learn about how own behaviours and values impact on others, and respond appropriately to that feedback.
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) are embedded within each level.

These four pillars are:

- Practice
- Evidence Based Practice
- Facilitated Learning
- Leadership

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Detailed principles per theme across career levels:
Professional Capabilities Framework

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## 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.

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Victorian Government, 2014

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NHS Education for Scotland, (2021)
Conceptualising the workforce

(primarily nursing dataset)

Possible descriptive models

Supportive  Assistive  Novice  Inter  Enhanced  Advanced  Consultant

Leary, 2019

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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
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

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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?

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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

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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

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