



Professional Development Framework – consultation version

21st November – 9th December 2022

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Foreword (insert on completion of consultation)

Section one: using the Framework

1.1 Introducing the RCSLT Professional Development Framework

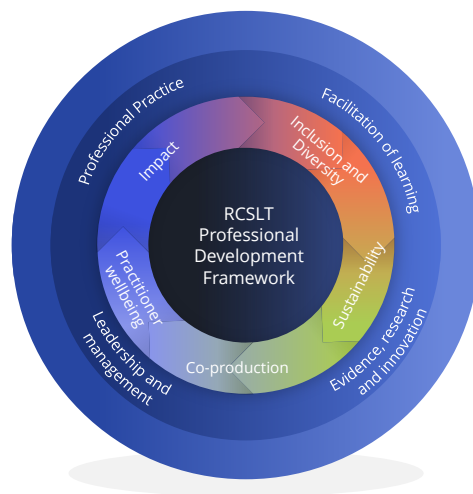
The RCSLT Professional Development Framework supports individuals, managers, and organisations to identify the learning and professional development needs of speech and language therapy practitioners across the whole career span, in all sectors, and all UK countries.

The Framework is designed to:

- be used flexibly to guide practitioners, teams, and organisations
- identify existing knowledge and skills with individuals and teams
- inspire future learning
- provide a structure to support the CPD Diary (where appropriate)

The RCSLT Professional Development Framework has been designed by and for the speech and language therapy profession (see appendix one). It articulates the Five Core components and Four Domains of practice (see Figure one) for learning and professional development. It is not a mandatory requirement and no formal sign-off is required; nor is it about pay, terms and conditions of employment, performance management or Fitness to Practise. Rather, it provides a structure to guide learning and professional development because service users expect us to have up-to-date knowledge and skills (Broughton and Harris 2022).

Figure one: the RCSLT Professional Development Framework



In short: the RCSLT Professional Development Framework supports all practitioners and managers to identify existing knowledge and skills and on-going learning and development opportunities.

1.2 Who is this Framework for and how can it be used?

Primary audiences – registered speech and language therapists and managers

The RCSLT Professional Development Framework provides a profession-specific resource to support conversations, including at any transition point. It also helps you think about the transferable knowledge and skills you bring from previous and current paid roles, voluntary roles, and life experiences. It can be used in the processes that support professional development including but not limited to:

- * Appraisals / Individual Performance Reviews
- * Supervision (one-to-one, group and peer), mentoring or career coaching
- * Preceptorship
- * Return to practice
- * Personal statements for job applications including promotions
- * Preparation for the HCPC audit
- * Moving sectors e.g., into a diverse role, academia, or a leadership role
- * Developing a portfolio career
- * Active retirement planning (Sainty 2018)

Similar Frameworks for other AHP professions have also shown they can be used to maintain **professional identity** when working in a generic role or diverse setting (Morais et al 2018) and as the structure to identify **team learning and development opportunities** as part of supporting and providing tailored CPD activities to staff teams (Silcock and Dunn 2019).

Of interest to service users, support workers, learners, and people interested in a career in speech and language therapy

The Framework shows that the profession values and recognises the importance of continuing professional development and lifelong learning to provide safe, high-quality services that people can trust. It also shows a commitment to investing in learning as a benefit for a fulfilled career. Learners can use the Framework to consider their future continuing professional development.

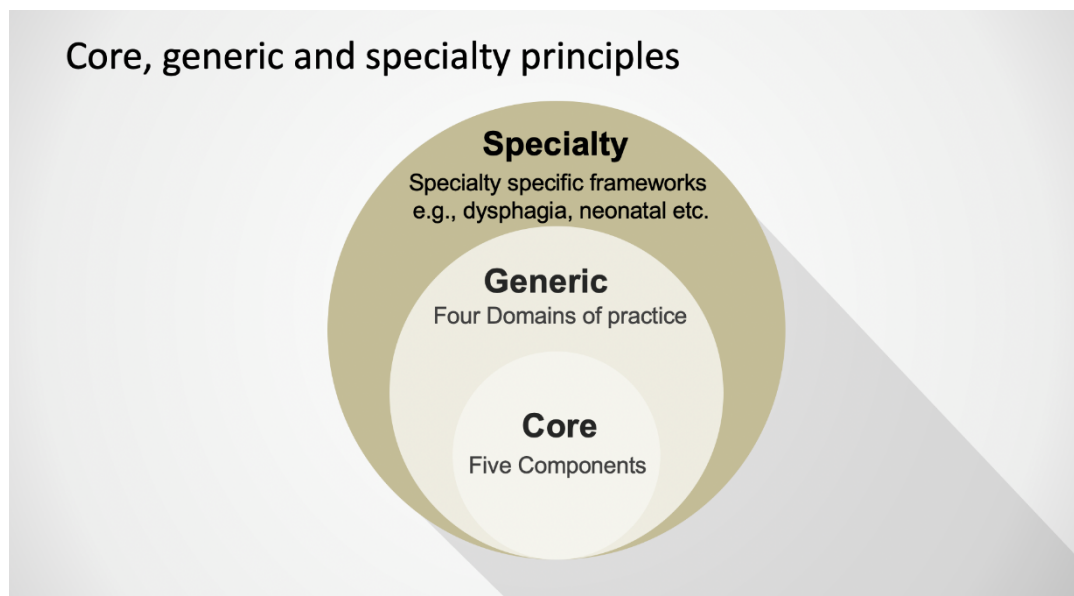
1.3 Using the Framework – points to consider

- To start with, familiarise yourself with the structure including the Five Core components, the Four Domains of practice and the different Professional Development levels.
- There is no right or wrong way to use the RCSLT Professional Development Framework – it has been designed to be used flexibly to meet your needs.
- Each of the Core components and Domains of practice do not need equal weighting and attention. You may find you want to shine a light on aspects at different points in your career e.g., a move into education will see a greater focus on Facilitation of Learning or, a leadership secondment with a national arm's length body will see a greater focus on Leadership and Management.
- You can work through the Framework on your own or you may want to map yourself into it with a trusted colleague or critical friend. As with most Frameworks, it is the conversations they start that can be the most illuminating and support deeper reflection and learning on your own professional development.
- It can be used as a tool within supervision but, if your supervisor is also your line manager, this dynamic may affect the nature of the discussion and is one to notice.

1.4 Aligning this Framework with others within and beyond the profession

This is the only Framework in the UK designed by Speech and Language Therapy practitioners for Speech and Language Therapy practitioners across all UK countries, sectors, and career levels. It contains core and generic principles to guide learning and professional development i.e., the Five Core components and the Four Domains of practice. There are also several specialty specific Frameworks within our profession that can be used in addition to this Framework and the relationship between them is shown in Figure two.

Figure two: The relationship between the RCSLT Professional Development Framework and Specialty specific Frameworks



Appendix two lists the other frameworks, including multiprofessional ones (e.g., advanced practice), that have been mapped into this Framework as part of the development process. During the co-creation phase, RCSLT members shared additional Frameworks they use within their national, regional, or local teams and these have also been referenced to ensure alignment.

1.5 Reflecting on the scope of practice, level of practice and career paths

This section presents two concepts, with reflective questions, to encourage you to think about what professional and career development means to you and where you might want to go next. In this section, we invite you to challenge your thinking and potentially offer a different perspective on:

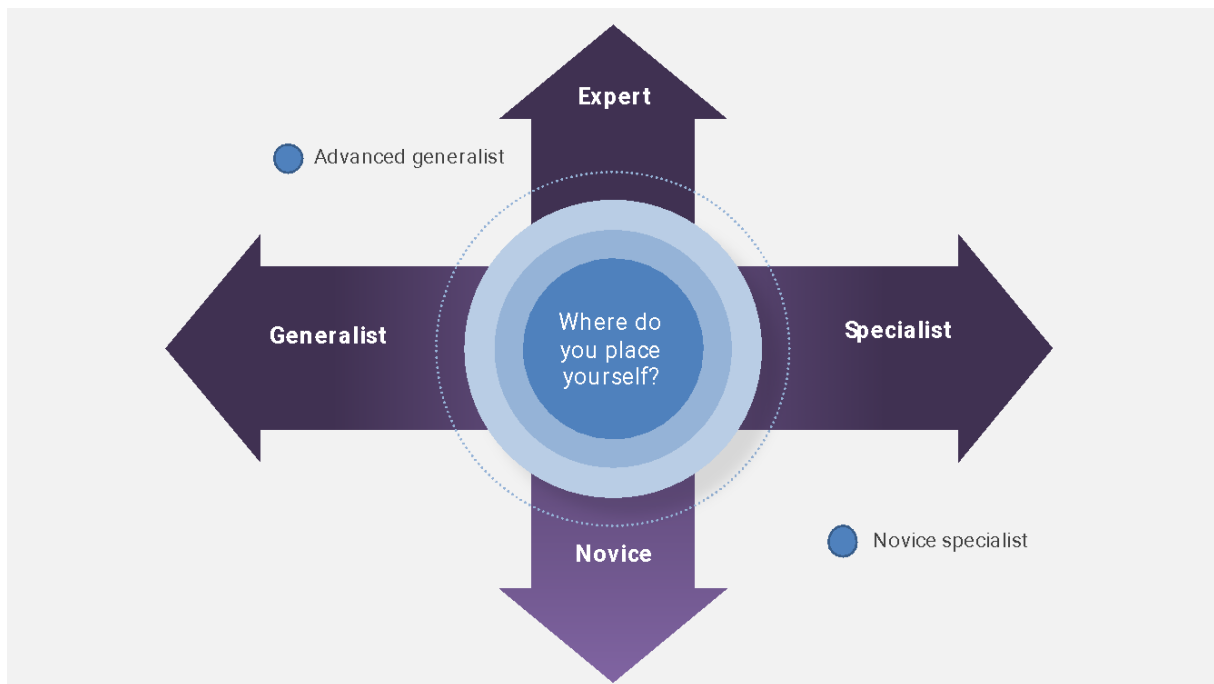
- 1) The relationship between expertise and specialisms
- 2) The nature of career development and career paths

1.5a The relationship between expertise and specialisms

There is a common perception that moving into a specialism denotes seniority and the reality is that, if you work in the NHS, the system reinforces this too. However, Figure three (used widely in multiprofessional advanced practice frameworks) offers a different perspective. It articulates the two intersecting concepts of level of practice and scope of practice. In this figure the **level of practice** is on the vertical axis as we move from Novice through to Expert (based on work originally proposed by Dreyfus and Dreyfus, 1980 and brought into health and care by Benner, 1982).

The **scope of practice** intersects with the level of practice on the horizontal axis to show areas in which we work on the continuum between generalist and specialist. This means that the word specialist relates to a scope of practice and is not linked to seniority or level of practice. As the figure shows, it is possible to be a novice specialist i.e., if you have recently moved into a new area of practice. However, not everyone chooses to specialise and over time with experience, knowledge, and skills you can also recognise yourself and be recognised as an advanced generalist.

Figure three: the relationship between level of practice and scope of practice



As we move through our careers, our level of practice may go up or down and we may choose to work across the continuum of generalist and specialist. For example, a move from clinical practice after many years of experience into academia, sees a person move from being an expert clinician to a novice academic and early career researcher.

Reflective questions on the relationship between expertise and specialisms

1. Where do you place yourself on the novice to expert, generalist and specialist continuum?
2. Can you identify where you have been in the past e.g., in different roles and career stages?
3. In what ways, if any, has this section of the Professional Development Framework challenged or changed your thinking? Why is this important (i.e., the 'so what' factor) and what would you now like to do in response?

1.5b The nature of career development and career paths

Conversations about career development often focus on promotion-based concepts. The idea of a career ladder is deeply entrenched in our thinking as part of that and it is not unusual for discussions to focus on what you need to do to get to the next pay band or scale. For some people this works, but it is not the only way of viewing career development. And for some, the concept of a career ladder is unhelpful (see reflective questions and the quote at the end of this section).

The Chartered Institute for Personnel and Development (CIPD, 2016) propose an alternative to the career ladder based on growth and experience-based career planning rather than promotion (locate the CIPD podcasts 'Career pathing: the new path forward' for further information). In the context of our profession, this could include growing across the Four Domains of practice, for example:

- Identifying opportunities to enhance our Leadership and Management knowledge and skills
- Diversifying our work through a portfolio career approach or considering secondment opportunities
- Choosing to stay within an existing role and adding depth and breadth to our knowledge and skills within it
- Moving to a different sector for a new opportunity

Reflective questions on the nature of career development and career paths

1. What images, thoughts and feelings do you have when you think about a career ladder?
2. Read the following quote: what do you think of it and why? What would you like to do after reading this quote? (And that may include disagreeing with it or working with it)

"A career ladder creates no value except for the person climbing it, while a career river feeds an entire ecosystem... If you embrace your career as a river instead of a ladder, you're better able to confront the obstacles. I'd rather live in a professional world of rivers, where we all can go with the flow together." (Thoreson, 2021)

Section two: RCSLT Professional Development Framework

The RCLST Professional Development Framework comprises the following inter-related elements:

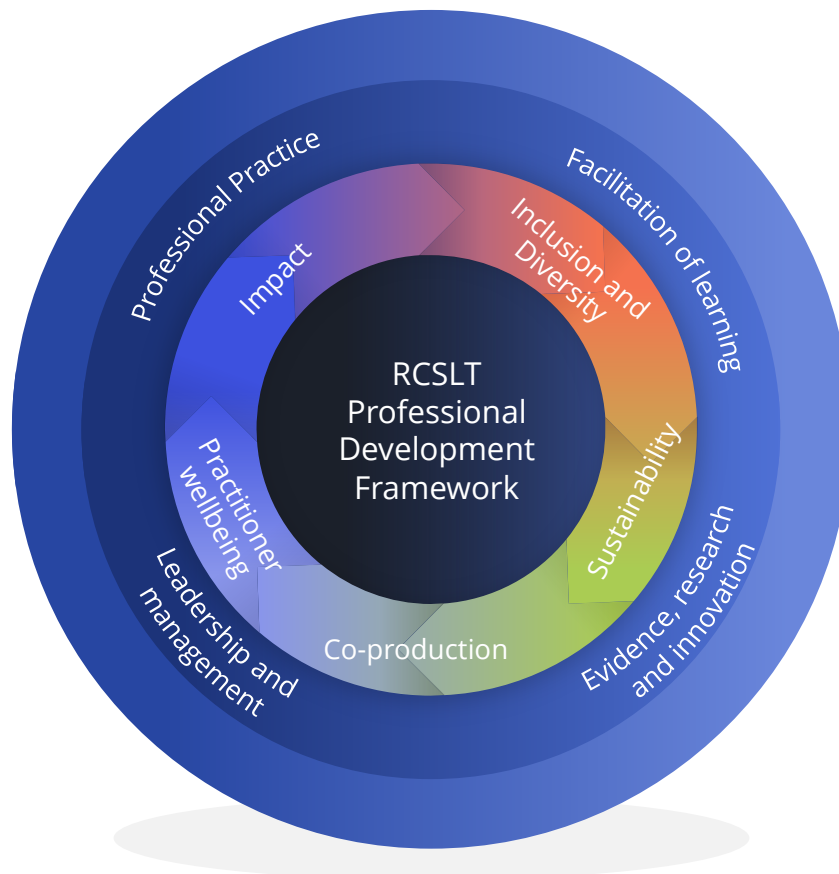
- Five Core components
- Four Domains of practice
- Five Professional Development levels (as a self-evaluation tool)

2.1 The Five Core components

The Five Core components in the RCSLT Professional Development Framework are:

1. Practitioner wellbeing
2. Inclusion and diversity
3. Impact
4. Co-production
5. Sustainability

In this section, each component is taken in turn, defined and presented with a small set of reflective questions. These are offered as a starting point for conversations about the Core components in relation to your practice, learning and professional development.



2.1a Practitioner wellbeing

“Practitioner wellbeing includes attention to and support within the workplace for health, effective work, values/principles, collective/social opportunities, personal growth, lifestyle choices and financial wellbeing.” (adapted from Chartered Institute of Personnel and Development, CIPD 2022).

As individual practitioners, not all of the elements in the definition will feel within our control to address and we will need to consider what is within our sphere of influence. It is important to recognise that investing in wellbeing requires an integrated approach across all levels of an organisation (CIPD 2022). Organisational decision-makers need to recognise that health and wellbeing can impact on an employee's ability to learn, develop and improve their practice (Scottish Social Services Council 2014).

There are several aspects to consider within the seven elements for practitioner wellbeing when supporting your own or other people's health and wellbeing at work including:

1. Health – physical health, physical safety, mental health, emotional health, psychological safety
2. Effective work – working environment, supportive line management, work demands, autonomy, change management, pay and reward
3. Values/principles – Values-based leadership, ethical standards, inclusion and diversity
4. Collective/social – employee voice, positive relationships
5. Personal growth – career development, lifelong learning, creativity
6. Good lifestyle choices – physical activity, healthy eating within the workplace
7. Financial wellbeing – fair pay and benefit policies, retirement planning, employee financial support

Reflective questions:

Think about the definition of wellbeing and the seven elements in relation to your own current knowledge and experience.

- What does wellbeing at work look like for you?
- What is within your control to keep doing?
- What is within your control to improve or start doing?
- What is within your control to stop doing?

2.1b Inclusion and diversity

“Inclusion and diversity involves valuing differences and engaging in continuous learning and development to promote greater equality, diversity and inclusion for all, and embed anti-racism within the profession and in service provision.” (ACAS, 2022; RCSLT 2022)

As individuals and as a profession, our aspirations include:

- A more diverse student population and workforce, at all levels of seniority, who are valued and can bring their whole selves to work
- Everyone, including those from underrepresented groups such as members from a Black, Asian or minority ethnic background, who are LGBTQ+ or who have a disability, is fully included in the profession
- Culturally and linguistically inclusive, co-produced services, made accessible to all
- A profession empowered to tackle racism and discrimination in our services and society
- A profession that works proactively to reduce health inequalities and the impact of socioeconomic disadvantage on service users (RCSLT, 2022)

Reflective questions:

Think about the definition of inclusion and diversity in relation to your own current knowledge and experience.

- What does inclusion and diversity at work look like for you?
- What is within your control to keep doing?
- What is within your control to improve or start doing?
- What is within your control to stop doing?

2.1c Impact

“Impact includes knowing how we make a difference and showing how we know we make a difference, as Speech and Language Therapists and as part of the AHP community. It includes our ability to positively influence and bring about change, across all Four Domains of practice and across all sectors and roles in which we work.” (CAHPR, 2019; NHS Education Scotland, 2021)

As individuals and as a profession, our aspirations include identifying how we make a difference and how we show that difference for ourselves as individual practitioners, and with different groups of people who are affected by the services we provide, including but not limited to:

- Service users
- The public
- Prospective speech and language therapy students
- Colleagues
- Decision makers
- System leaders
- The media
- Other key audiences (BASW 2018 pg4, RCSLT, 2022)

Reflective questions:

Think about the definition of impact in relation to your own current knowledge and experience across the different groups of people you work with.

- What does impact at work look like for you?
- What is within your control to keep doing?
- What is within your control to improve or start doing?
- What is within your control to stop doing?

2.1d Co-production

“Co-production is not just a word, it is not just a concept, it is a meeting of minds coming together to find shared solutions. In practice, co-production involves people who use services being consulted, included, and working together from the start to the end of any project that affects them. When co-production works best, people who use services and carers are valued by organisations as equal partners, can share power, and have influence over decisions made”. (Think Local Act Personal National Co-production Advisory Group, 2022)

As individuals and a profession, our aspirations include:

- Co-production with service users, their families, and carers, embedded in all aspects of our work including through the use of shared decision-making tools and processes
- Embedding co-production with and securing the endorsements of service user organisations in all aspects of our work
- A profession that works together to build a society that is communication inclusive

(adapted from RCSLT, 2022)

Reflective questions:

Think about the definition of co-production in relation to your own current knowledge and experience.

- What does co-production look like in your work context?
- What is within your control to keep doing?
- What is within your control to improve or start doing?
- What is within your control to stop doing?

2.1e Sustainability

“Sustainable healthcare delivers high quality care without damaging the environment, is affordable now and in the future and delivers positive social impact, that works for both people and the planet”
(Centre for Sustainable Healthcare, 2022; NHS England, 2022; United Nations, 2022)

As individuals and a profession, our aspirations include to:

- invest in processes to support sustainability
- lower our carbon footprint (RCSLT, 2022)

The United Nations list 17 Sustainable Development Goals which are vital to create greener, more inclusive economies and stronger, more resilient societies:

- | | |
|--|---|
| 1. No poverty | 2. Reduced inequalities |
| 3. Zero hunger | 4. Sustainable cities and communities |
| 5. Good health and wellbeing | 6. Responsible consumption and production |
| 7. Quality education | 8. Climate action |
| 9. Gender equality | 10. Life below water |
| 11. Clean water and sanitation | 12. Life on land |
| 13. Affordable and clean energy | 14. Peace, justice, and strong institutions |
| 15. Decent work and economic growth | 16. Partnerships for the goals |
| 17. Industry, innovation, and infrastructure | |

Reflective questions:

Think about the definition of Sustainability and the UN goals that are relevant to your workplace. In relation to your own current knowledge and experience, consider the following:

- What does sustainability at work look like for you?
- What is within your control to keep doing?
- What is within your control to improve or start doing?
- What is within your control to stop doing?

2.2 Four Domains of practice and sub-themes

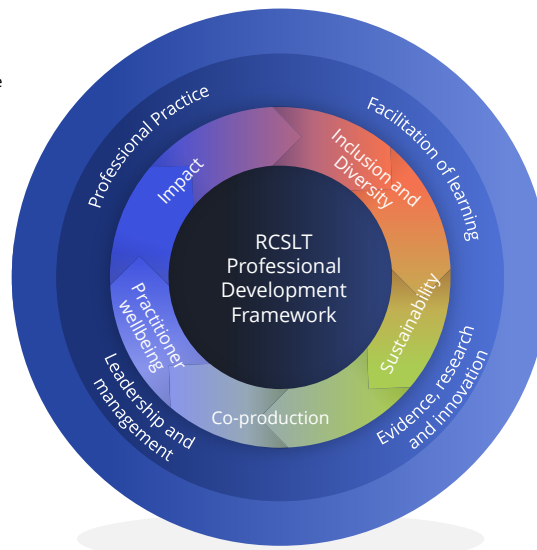
Each of the Four Domains of practice has several subthemes, with aligned detailed topics. You can use the sub-themes and / or the detailed topics as part of your self-evaluation.

Professional practice

- Communication
- Eating, drinking and swallowing
- Safe, effective, high-quality practice
- Ethical and values-based practice
- Autonomy and accountability

Leadership and management

- Effective teamwork
- Promote the profession
- Drive change
- Self-management
- Compassionate and inclusive leadership at all levels



Facilitation of learning

- Supervision and coaching
- Teaching and mentoring
- Creating learning resources, environments and opportunities
- Self-awareness and development
- Lifelong formal and informal learning

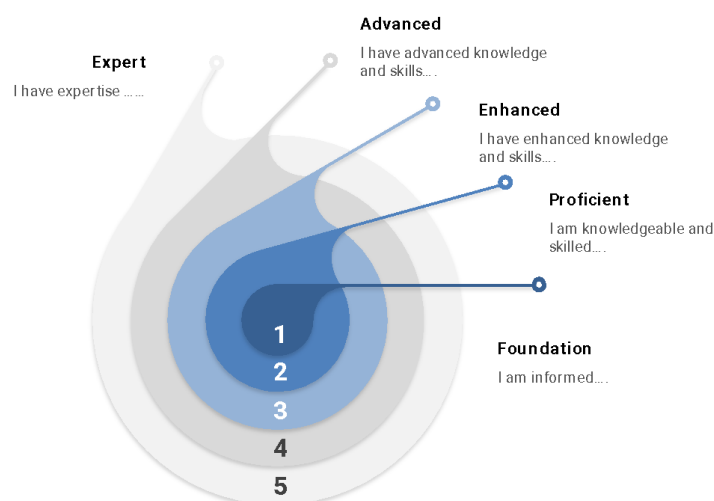
Evidence, research and innovation

- Evidence-based practice
- Quality improvement and outcomes
- Research engagement
- Entrepreneurship and intrapreneurship

2.2a Professional development levels: self-evaluation with the Four Domains of practice

There are Five Professional development levels as outlined in Figure four, each with short descriptions and a code to use within the Framework. There is also a 'Not applicable now' box (Framework code **N/A now**) as not all of the topics will be relevant to you at the current stage of your career, depending on your opportunities, choices and priorities. The inclusion of this box means you can capture topics you may wish to revisit at a later date. Figure five provides further details about what the levels may look like in practice.

Figure four: The Professional development levels and codes



Professional development level	Short description	Framework code
Foundation	I am informed	Fdn
Proficient	I am knowledgeable and skilled	Profic
Enhanced	I have enhanced knowledge and skills	Enh
Advanced	I have advanced knowledge and skills	Adv
Expert	I have expertise	Exp

Like Figure three (within the level and scope of practice discussion), the Professional Development levels are adapted from and based on work originally proposed by Dreyfus and Dreyfus (1980) and subsequently developed into health and care by Benner (1982). You are invited to reflect on your level of knowledge and skills with each detailed topic, appreciating that

any form of self-evaluation is based on the view we have of ourselves at that moment in time, which may include not being consciously aware of our level of ability or a cognitive bias which leads us to overestimate our capability. For further information on this, search for the Hierarchy of competence model or the Dunning-Kruger effect (while appreciating there are critiques available on both concepts too).

Figure five offers broad examples on how people at each developmental level may use their knowledge and skills in practice, across settings and sectors (based on work by Leary 2019).

Figure five: Professional development knowledge and skills at different development levels (adapted from Leary 2019)

Professional development level	What this looks like (short version)	People at this development level may use their knowledge and skills to:
Foundation	I am informed	<ul style="list-style-type: none"> • Apply and analyse • Make decisions within protocols and processes • Manage rapidly changing events within specific situations
Proficient	I am knowledgeable and skilled	<ul style="list-style-type: none"> • Apply and analyse • Use reasoning to justify deviating from protocols when appropriate • Manage a range of situations in different contexts
Enhanced	I have enhanced knowledge and skills	<ul style="list-style-type: none"> • Evaluate and create • Manage risk and function in an unpredictable environment • Make complex decisions • Seek guidance for major decision making
Advanced	I have advanced knowledge and skills	<ul style="list-style-type: none"> • Critically evaluate and create • Manage extensive risk in unpredictable environments • Make decisions which involve high level of complexity
Expert	I have expertise	<ul style="list-style-type: none"> • Critically evaluate and create • Manage extensive risk across a system • Make decisions which involve high level of complexity

2.3 The detailed principles

2.3a Professional practice

Communication	Fdn	Profic	Enh	Adv	Exp	N/A now
P1a. Culturally responsive assessment of communication with service users in daily life (impairment, activity, participation, wellbeing)						
P1b. Culturally responsive management of communication with service users in daily life (impairment, activity, participation, wellbeing)						
P1c. Culturally responsive evaluation of communication with service users in daily life (impairment, activity, participation, wellbeing)						
P2. Use inclusive communication with service users, carers and families to enable effective partnerships						
P3. Use effective communication and engagement to establish consent with service users, carers and families to ensure maximum participation in decision making						
P4. Engage in inclusive communication with colleagues at all career levels and across sectors to enable effective partnerships						
P5. Use effective communication skills to negotiate, mediate and influence others including active listening, non-verbal communication, empathy, respect and engaging in courageous conversations						

Eating, drinking and swallowing	Fdn	Profic	Enh	Adv	Exp	N/A now
P6. Utilise public health strategies and messages including health promotion, related to eating, drinking and swallowing						
P7. Coproduce, manage and review care plans that are holistic, evidence-based and values-based and focus on the dignity, self-respect, wishes and preferences of the service user with regards their eating, drinking and swallowing						
P8. Consider health and safety aspects when working with service users with eating, drinking and swallowing needs						
P9a. Culturally responsive assessment of eating, drinking and swallowing (impairment, activity, participation, wellbeing)						
P9b. Culturally responsive management of eating, drinking and swallowing (impairment, activity, participation, wellbeing)						
P9c. Culturally responsive evaluation of eating, drinking and swallowing (impairment, activity, participation, wellbeing)						

Safe, effective, high-quality practice	Fdn	Profic	Enh	Adv	Exp	N/A now
P10a. Effective use of assessment processes and tools available to me within my setting relevant to speech and language therapy						
P10b. Effective use of intervention and management processes and tools available to me within my setting relevant to speech and language therapy						

P10c. Effective use of evaluation processes and tools available to me within my setting relevant to speech and language therapy						
P11. Work autonomously and as part of a multi-disciplinary team including in evolving areas of practice e.g., upper airways management						
P12. Utilise professional judgement, critical thinking, reasoning and decision-making						
P13. Engage in partnership working including active listening and recognising the central role of the service user (and carers and families where appropriate)						
P14. Understand and manage complexity within the context of my work						

Ethical and values-based practice	Fdn	Profic	Enh	Adv	Exp	N/A now
P15a. Engage in person-centred practice with service users, families and carers using non-judgemental, values-based approaches						
P15b. Engage in person-centred practice with self and colleagues using non-judgemental, values-based approaches						
P16. Understand and apply principles of empowerment and personalised care to enable shared decision-making						
P17a. Engage in cultural humility within my practice with service users, families and carers including with linguistically diverse people, marginalised, under-represented and / or disadvantaged people and populations						
P17b. Engage in culturally humility within my practice with self and colleagues including with linguistically diverse people, marginalised,						

under-represented and / or disadvantaged people and populations						
P18. Advocate for service users using a variety of communication methods and interpersonal skills						
P19. Incorporate strengths-based principles to meet identified needs						
P20. Understand and critically reflect on the power afforded to me in my role and the impact this has on my professional relationships						

Autonomy and accountability	Fdn	Profic	Enh	Adv	Exp	N/A now
P21. Remain within the professional scope of practice in my specific role and setting, including within evolving areas of practice						
P22. Take responsibility and accountability for my decisions, actions and omissions						
P23. Adhere to regulatory, legal and ethical frameworks that govern my practice including those for service user safety and risk management / enablement						
P24. Know, adhere and (where able) contribute to the development of and implement local, regional and national policies, statements, guidance and governance frameworks						
P25. Evaluate the impact of my practice e.g., health or quality benefits to service users, experience for service users, staff and / or colleagues, improved governance and / or safety, cost benefit analysis, enhanced digital approaches and / or better social capital						

2.3b Facilitation of learning

Supervision and coaching	Fdn	Profic	Enh	Adv	Exp	N/A now
F1. Support practice-based learning and assessment for pre-registration learners including apprentices						
F2. Provide supervision and assessment for support workers and the registered workforce						
F3. Know, critically appraise and apply theories and strategies to be an effective supervisor / coach to ensure safe and effective practice, reflection, practitioner wellbeing, continuing professional development and career opportunities						
F4. Know and apply theories and strategies to be an effective supervisee / coachee to ensure safe and effective practice, reflection, practitioner wellbeing, continuing professional development and career opportunities						
F5. Actively participate and seek opportunities to engage in supervision or other forms of learning support e.g., supporting preceptorship or return to practice colleagues						
F6. Use supervision, coaching and other forms of professional development support to challenge complacency, actions and ways of thinking that may not be in the best interests of the people I serve						
F7. Act as a resource for individual practitioners, service users, teams and organisations (including the professional body) outside my own setting in relation to supervision and coaching						

Teaching and mentoring	Fdn	Profic	Enh	Adv	Exp	N/A now
F8. Know, critically appraise and apply theories and strategies to support my personal and professional learning and development						
F9. Know, critically appraise and apply theories and strategies to support others to identify, monitor and enhance their personal and professional learning and development needs						
F10. Know and apply implementation techniques and evaluation of educational interventions						
F11. Act as a resource for individual practitioners, service users, teams and organisations (including the professional body) outside my own setting in relation to teaching and mentoring						

Creating learning resources, environments, and opportunities	Fdn	Profic	Enh	Adv	Exp	N/A now
F12. Facilitate practice-based learning through the development of resources and opportunities (including through policy development where appropriate) to support pre-registration learners						
F13. Facilitate work-based learning for self and colleagues through the development of resources and opportunities (including through policy development where appropriate)						
F14. Produce tailored, high-quality resources that contain the information that is needed at the 'right' level for the particular audience including resources co-produced with service users						
F15. Learn and engage in professional networks including online to share knowledge and practice						

F16. Cultivate effective learning environments including online						
F17. Evaluate the application and impact of learning resources, environments and opportunities for myself and others						

Self-awareness and development	Fdn	Profic	Enh	Adv	Exp	N/A now
F18. Use reflective practice including critical reflexivity to benefit the people I serve						
F19. Ask for, process and respond effectively to positive and constructive feedback						
F20. Understand and demonstrate the concept of cultural humility in my practice						
F21. Demonstrate a conscious understanding of my own values, preferences, emotions and thought processes and the impact these have on my behaviour, including my biases						
F22. Recognise and act where performance and practice of myself or others should be celebrated or improved						
F23. Know, critically appraise and use processes and tools to support self-appraisal, self-awareness and development						

Lifelong formal and informal learning	Fdn	Profic	Enh	Adv	Exp	N/A now
F24. Identify, monitor and enhance own knowledge and skills at different stages in my career						
F25. Learn and engage in professional networks including online to enhance lifelong formal and informal learning						

F26. Evidence my commitment to lifelong learning to support the development of the profession and the people I serve						
F27. Reflect on the learning and development process at different times in my career e.g., from novice to expert						

2.3c Evidence, research and innovation

Evidence-based practice	Fdn	Profic	Enh	Adv	Exp	N/A now
E1. Know how to access evidence to inform practice						
E2. Critically evaluate evidence to inform practice						
E3. Implement evidence to inform practice						
E4. Understand the concepts of ethics, governance, safety, sustainability and informed consent within the research process						
E5. Contribute to the peer-review processes e.g., conference abstract reviewer, journal reviewer						

Quality improvement and outcomes	Fdn	Profic	Enh	Adv	Exp	N/A now
E6. Benchmark, design, participate in, analyse and disseminate audits, guideline development and project-based work						
E7. Evaluate the impact of interventions using appropriate outcome measures or tools e.g., new skills, workforce change, collective action, new or different use of guidelines						
E8. Evaluate the impact of quality improvement projects for service users, communities and the profession						

Research engagement	Fdn	Profic	Enh	Adv	Exp	N/A now
E9a. Initiate and design research (e.g., question formulation, research methods selection) including practice-based, small and / or large-scale projects						
E9b. Participate in research (e.g., as a participant or by analysing and evaluating data) including practice-based, small and / or large-scale projects						
E9c. Disseminate the impact and outcome of research						
E10. Support myself and others to engage in research at the appropriate level for each person						
E11. Understand and influence the organisational culture to support research engagement						
E12. Critically apply concepts of ethics, governance, safety, sustainability and informed consent within the research process						
E13. Ensure public and patient involvement (including service users, families, carers and community groups) throughout the research process						
E14. Develop and engage in inclusive networks and collaborations to support research engagement						
E15. Apply for and / or signpost others to research fellowship opportunities, peer-reviewed funding and other grant applications						

Entrepreneurship and intrapreneurship	Fdn	Profic	Enh	Adv	Exp	N/A now
E16. Influence and contribute to innovation and change to support the sustainability of services						
E17. Access and apply for funding to support evidence, research and innovation						
E18. Develop new and different ways of thinking, working or delivering solutions e.g., digital solutions in therapy including to enhance sustainability						

2.3d Leadership and management

Effective teamwork	Fdn	Profic	Enh	Adv	Exp	N/A now
L1. Utilise opportunities and minimise risks of new technologies, digital resources, social media and online networks and communication to enhance teamwork						
L2. Lead, guide and facilitate the development of an effective teamwork culture including across disciplines which respects and values differences						
L3. Inspire shared purpose and vision including via strategy development at local, regional, national and international levels						
L4. Facilitate shared ownership of decision-making						
L5. Understand and value the contributions of different professional roles across career levels, professions and sectors						
L6. Utilise recruitment and retention strategies for staff, learners and / or volunteers						

Promote the profession	Fdn	Profic	Enh	Adv	Exp	N/A now
L7. Influence broader political, social, cultural and economic agendas within my scope of practice						
L8. Actively build and maintain professional relationships to promote the profession and its reputation and support the development and sustainability of it						
L9. Critically evaluate professional boundaries to support new ways of working within the context of organisation, service level or system needs						

L10. Seek opportunities to promote the profession to support the development of the future workforce e.g., career talks						
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Drive change	Fdn	Profic	Enh	Adv	Exp	N/A now
L11. Influence, negotiate and navigate professional, service and / or organisational change including understanding the impact it has on my role						
L12. Evaluate (or contribute to the evaluation of) the impact of service re-design or workforce development projects e.g., what people or services have stopped or started doing						
L13. Adhere and contribute to the development of governance structures and local / regional / national guidance						
L14. Contribute to financial, budgeting and workforce planning practices including building business cases						
L15. Engage in systems thinking to consider the wider context including cultural and political considerations and the influence they have on my role						
L16. Use digital literacy knowledge and skills to drive change (or contribute to) e.g., quality improvement, decision support and safety, recording and outcomes, staff and service user experience, sustainability						
L17. Understand the political, social, economic and institutional factors that shape and influence the delivery of speech and language therapy and on my specific role						

Self-management	Fdn	Profic	Enh	Adv	Exp	N/A now
L18. Effectively manage workload						
L19. Effectively resolve and / or manage dissatisfaction and conflict						
L20. Use strategies to effectively manage time for self and others						
L21. Use strategies to effectively manage health and wellbeing for self and others including personal resilience						
L22. Work and learn as part of a team						
L23. Strive to create and maintain a work-life balance that supports my wellbeing						
L24. Sustain and use my imagination, creativity and curiosity to explore options						

Compassionate and inclusive leadership at all levels	Fdn	Profic	Enh	Adv	Exp	N/A now
L25. Use care when holding people to account						
L26. Promote peoples strengths and agency to support hope and self-determination						
L27. Contribute to a nurturing and supportive culture where there is a balance between compassion and authority						
L28. Influence the development and maintenance of organisational resilience						

L29. Lead by embracing a wide range of perspectives, differing needs and competing rights						
L30. Effectively manage (or contribute to the management of) staff and actively promote the rights and responsibilities for myself and others e.g., in relation to equity of opportunity, equality, diversity and inclusion, and health and wellbeing in the workplace						

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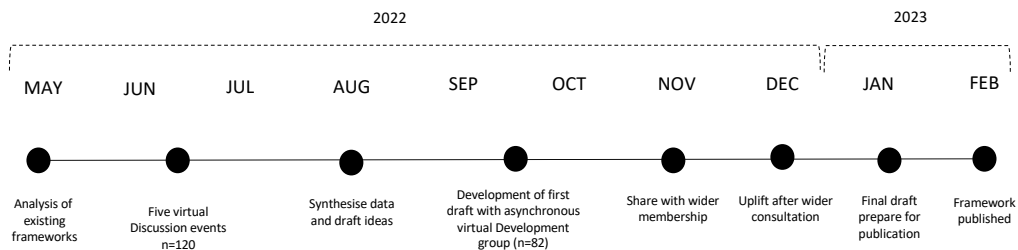
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5. Appendices

Appendix one: details of the co-creation process



Appendix two: documents used to inform the content mapping

A sample of Frameworks and strategy documents across the UK and beyond informed the mapping process including from other Professional Bodies, multiprofessional frameworks and those within the profession. The original list was compiled by the RCSLT project team. In addition, participants at the discussion events shared the local, regional, and national frameworks they used to inform their practice.

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Appendix three: supporting links on the RCSLT website (to be added later)

6. Glossary

Word or phrase	Definitions
Complexity	<p>Complexity is characterised by unpredictability and interconnectivity, the need for flexibility and adaptation and is underpinned by relationships.</p> <p>A complex situation is not a higher order level of a complicated one but a very different situation. A workplace example is working with many people and organisations crossing organisational and professional boundaries on issues that keep changing. At home an example is raising a child.</p> <p>(https://www.england.nhs.uk/spread-and-adoption/seven-interconnected-principles/complexity/)</p>
Core components	These are Five core components at the centre of the RCSLT Professional Development Framework: Practitioner wellbeing; Impact; Inclusion and Diversity; Sustainability; Co-production.
Cultural humility	A lifelong commitment to self-evaluation and critique, to redress power imbalance and to develop non paternalistic partnerships (Tervalon and Murray-Garcia 1998). Cultural humility requires us to acknowledge we are constantly learning, we recognise without shame that everyone has knowledge gaps, we expect differences between and within cultures, we work to identify biases to promote positive change and we recognise power dynamics and their effects (Agner 2020)
Domains of practice	There are Four Domains of practice in the RCSLT Professional Development Framework: Professional Practice; Facilitation of Learning; Evidence, research and innovation; Leadership and management
Intrapreneur	A person who works <u>within</u> a company or organisation (rather than running their own company as an entrepreneur) who promotes innovation and takes responsibility for turning an idea into a new service, product, or business.
Not applicable now (N/A now)	'N/A now' sits alongside the Professional Development levels to recognise the multitude of reasons why it may not be possible or applicable to focus on a specific topic. For example, at a particular stage in your career, in a specific role or because it is not an area you wish to shine a light on at this at the moment. It can also be used to identify topics you may wish to revisit at a different point in your career.
Professional Development levels	There are Five learning stages namely, Foundation, Proficient, Enhanced, Advanced, Expert. Practitioners are encouraged to identify the progress they are making with their learning using the Professional Development levels (also see Not applicable now).

Portfolio career	Working in several roles or jobs, within or across organisations at the same time, rather than one job. Often undertaken to provide variety in work life.
Social capital	The networks of relationships among people who live and work in a particular group, enabling that group to function effectively

The Royal College of Speech and Language Therapists (RCSLT) is the professional body for speech and language therapists in the UK. As well as providing leadership and setting professional standards, the RCSLT facilitates and promotes research into the field of speech and language therapy, promotes better education and training of speech and language therapists, and provides its members and the public with information about speech and language therapy.

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