RCSI LT
Professional Development Framework update
November 2022
Session today

• Share an overview and update

• Workshop: Professional Development descriptions (first draft)

• Promoting the consultation

• Please use the chat at any time
OVERVIEW AND UPDATE
Revisiting project aims

Aim for the project:

• Co-create an underpinning resource to support the learning and development of UK registered speech and language therapists

• Link to:
  • recruitment, retention, work satisfaction and enjoyment
  • career development and recognition
  • flexible and agile careers in different settings and sectors

• Align with multiprofessional resources and existing specialist clinical competencies
Project Timeline

2022

MAY
Analysis of existing frameworks

JUN
Five virtual discussion events n = 120

JUL
Synthesis of data and drafting of ideas

AUG
Development of first draft with asynchronous development group n = 82

SEP
Consultation followed by uplifting of framework

OCT
Preparation of final draft for publication

NOV
Framework published

2023

DEC

JAN

FEB
Data and engagement so far...

<table>
<thead>
<tr>
<th>Discussion events x 5 (n=120)</th>
<th>342 pieces of data (110 from whiteboards 232 chat boxes) informed the development of the first draft</th>
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</thead>
<tbody>
<tr>
<td>Mailshot one (n=54)</td>
<td>24 recommendations</td>
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<tr>
<td>Mailshot two (n=37)</td>
<td>15 recommendations</td>
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<tr>
<td>Mailshot three (n=32)</td>
<td>25 recommendations</td>
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<tr>
<td>Mailshot four (n=31)</td>
<td>84 recommendations</td>
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<tr>
<td><strong>In total</strong></td>
<td><strong>148 mailshot recommendations (including duplications)</strong></td>
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<tr>
<td></td>
<td><strong>128 uplifts made</strong></td>
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HEADLINE ACTS
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

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

Professional Practice
- Impact
- Inclusion and Diversity
- Co-production
- Sustainability
- Evidence, Research and Innovation

RCSLT Professional Development Framework
I am informed....

Proficient
I am knowledgeable and skilled....

Enhanced
I have enhanced knowledge and skills....

Advanced
I have advanced knowledge and skills....

Expert
I have expertise....

Foundation
I am informed....
Focused reflective questions

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?
<table>
<thead>
<tr>
<th>Communication</th>
<th>Fdn</th>
<th>Profic</th>
<th>Enh</th>
<th>Adv</th>
<th>Exp</th>
<th>N/A now</th>
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<tbody>
<tr>
<td>C1a. Culturally responsive assessment of communication with service users in daily life (impairment, activity, participation, wellbeing)</td>
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<tr>
<td>C1b. Culturally responsive management of communication with service users in daily life (impairment, activity, participation, wellbeing)</td>
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<tr>
<td>C1c. Culturally responsive evaluation of communication with service users in daily life (impairment, activity, participation, wellbeing)</td>
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<tr>
<td>C2. Use inclusive communication with service users, carers and families to enable effective partnerships</td>
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<tr>
<td>C3. Use effective communication and engagement to establish consent with service users, carers and families to ensure maximum participation in decision making</td>
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## Glossary

<table>
<thead>
<tr>
<th>Word or phrase</th>
<th>Definitions</th>
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<tbody>
<tr>
<td>Complexity</td>
<td>Complexity is characterised by unpredictability and interconnectivity, the need for flexibility and adaptation and is underpinned by relationships. 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. (<a href="https://www.england.nhs.uk/spread-and-adoption/seven-interconnected-principles/complexity/">https://www.england.nhs.uk/spread-and-adoption/seven-interconnected-principles/complexity/</a>)</td>
</tr>
<tr>
<td>Core components</td>
<td>These are <strong>Five</strong> core components at the centre of the RCSLT Professional Development Framework: Practitioner wellbeing; Impact; Inclusion and Diversity; Sustainability; Co-production.</td>
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<tr>
<td>Cultural humility</td>
<td>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)</td>
</tr>
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</table>
“Developmental levels – I think these need more explanation.”

“Guidance on what the different levels …look like…”
<table>
<thead>
<tr>
<th>Professional development level</th>
<th>What this looks like (short version)</th>
<th>People at this development level may use their knowledge and skills to:</th>
</tr>
</thead>
</table>
| Foundation                    | I am informed                       | · Apply and analyse  
                               · Make decisions within protocols and processes  
                               · Manage rapidly changing events within specific situations |
| Proficient                    | I am knowledgeable and skilled      | · 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 | · 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 | · Critically evaluate and create  
                               · Manage extensive risk in unpredictable environments  
                               · Make decisions which involve high level of complexity |
| Expert                        | I have expertise                    | · Critically evaluate and create  
                               · Manage extensive risk across a system  
                               · Make decisions which involve high level of complexity |
Consultation plans and request for help

- Consultation: 21st November – 9th December
- Sharing directly with this group and discussion event attendees and promoting via usual channels
- Please share with colleagues
Thank you for your ongoing help and support

Any questions: kelly.mccann@rcslt.org

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