



NHS
Health Education England

RCSLT 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

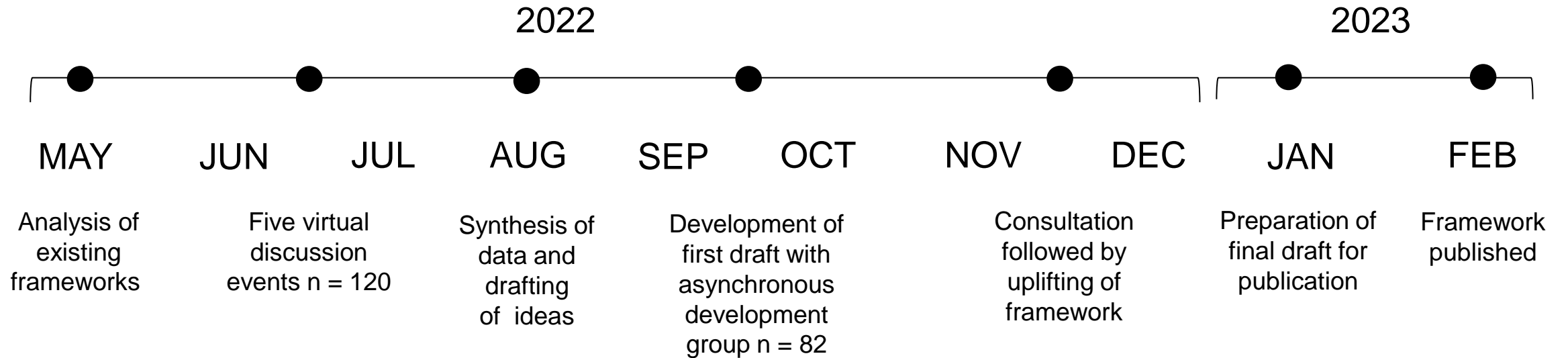
OVERVIEW AND UPDATE

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

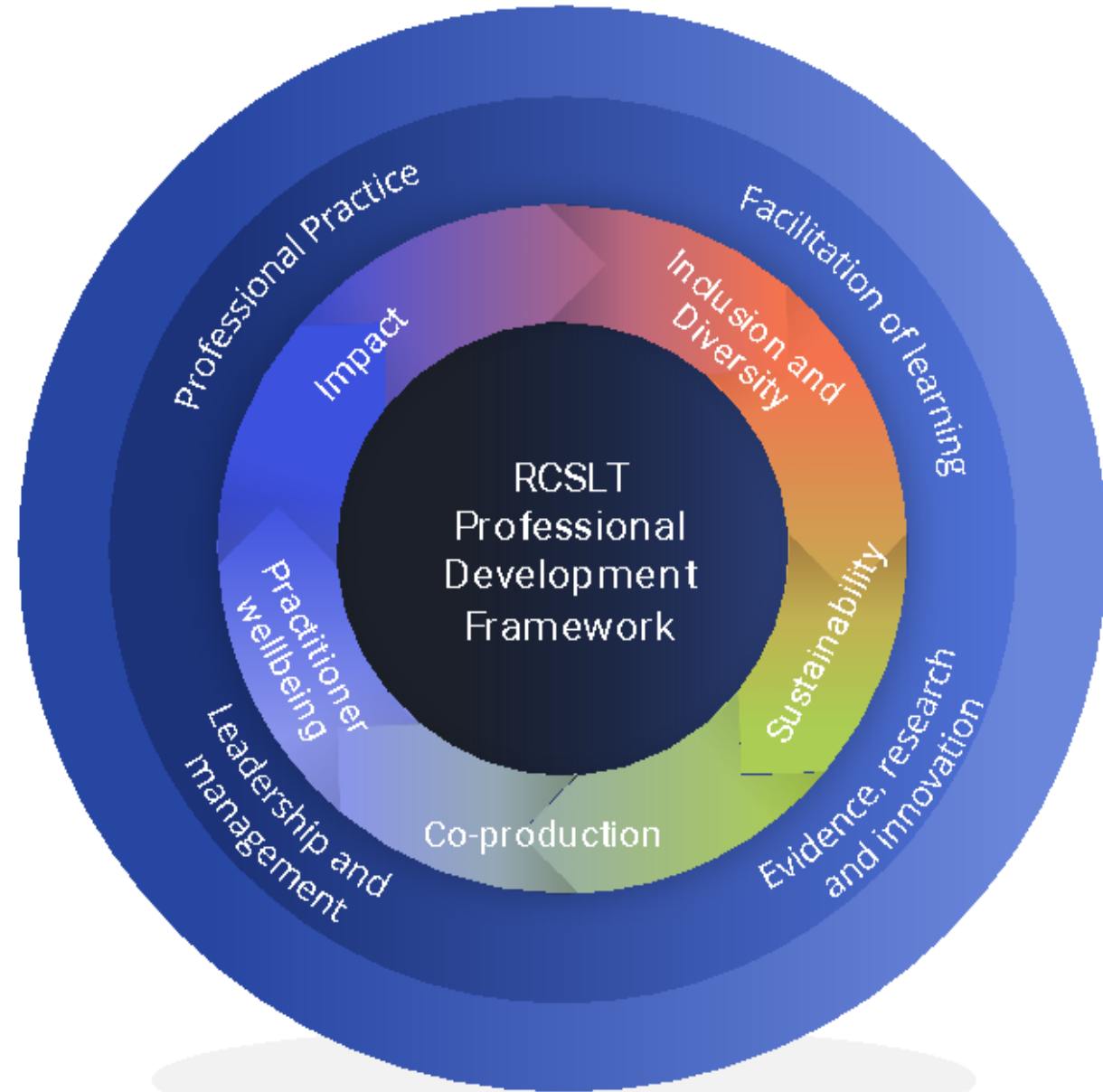
Project Timeline



Data and engagement so far...

Discussion events x 5 (n=120)	342 pieces of data (110 from whiteboards 232 chat boxes) informed the development of the first draft
Mailshot one (n=54)	24 recommendations
Mailshot two (n=37)	15 recommendations
Mailshot three (n=32)	25 recommendations
Mailshot four (n=31)	84 recommendations
In total	148 mailshot recommendations (including duplications) 128 uplifts made

HEADLINE ACTS

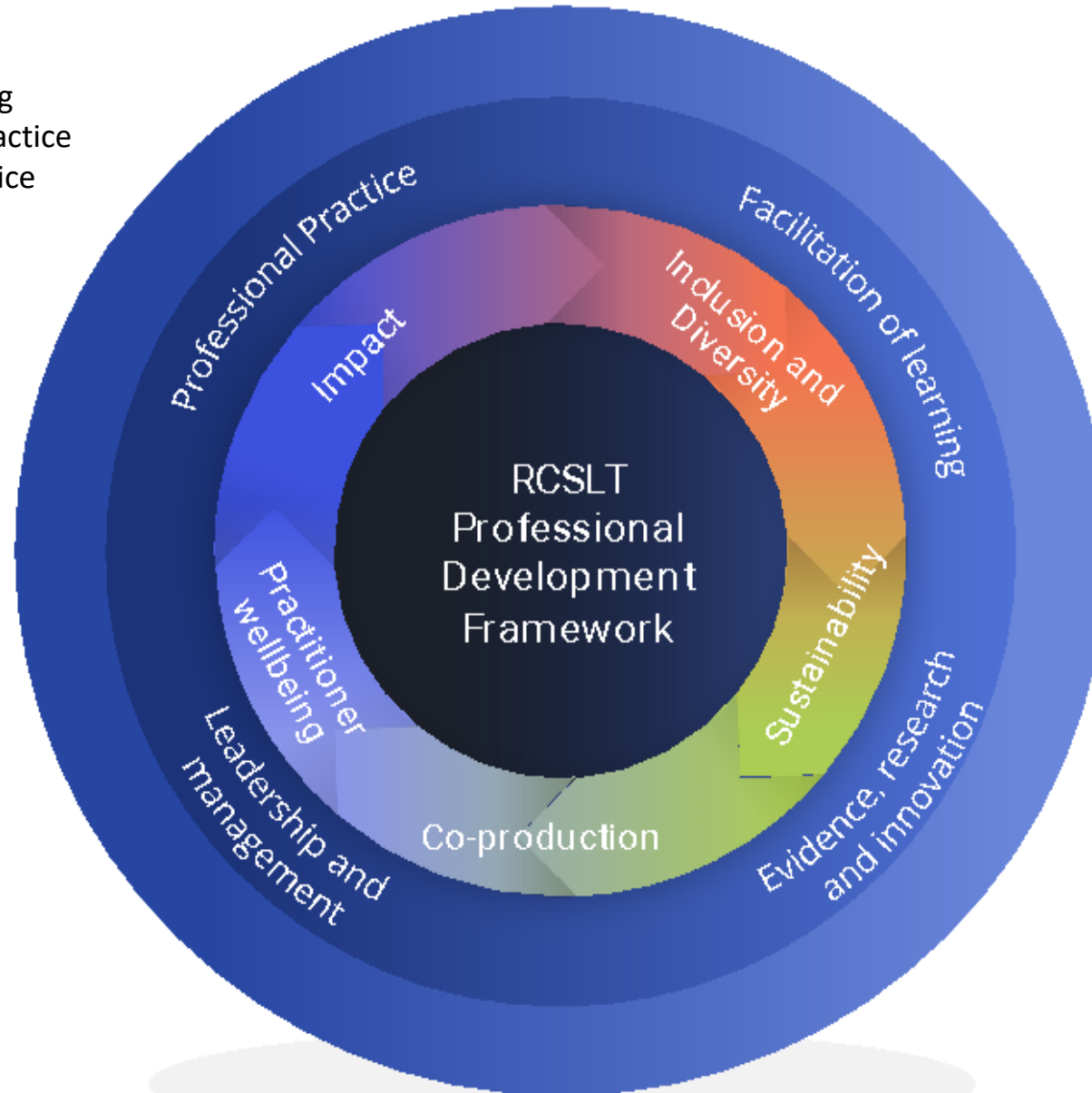


Professional practice

- 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

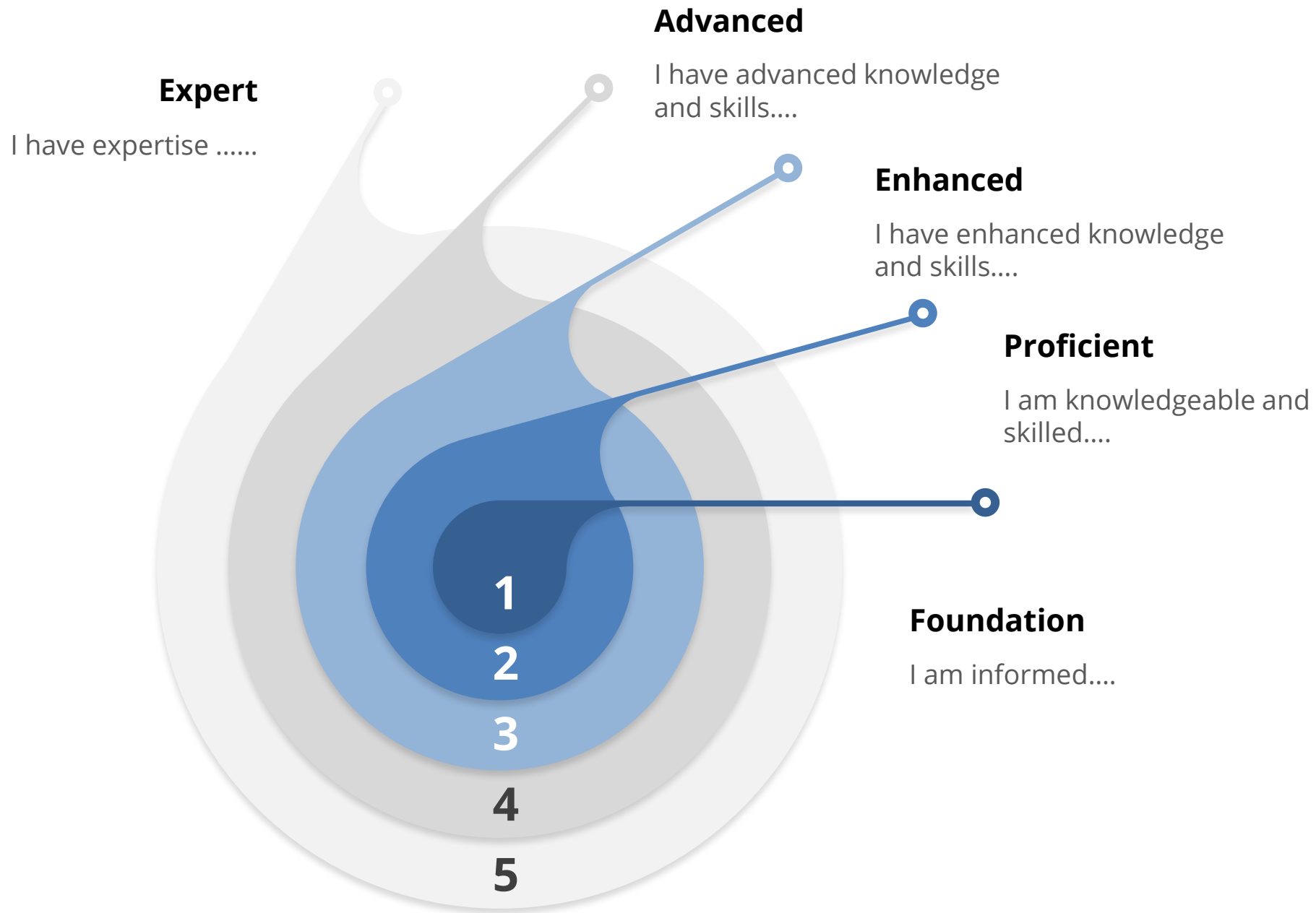


Facilitation of learning

- 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



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?

'Not applicable now' box

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

Glossary added

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	<p>These are Five core components at the centre of the RCSLT Professional Development Framework: Practitioner wellbeing; Impact; Inclusion and Diversity; Sustainability; Co-production.</p>
Cultural humility	<p>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)</p>

To workshop....

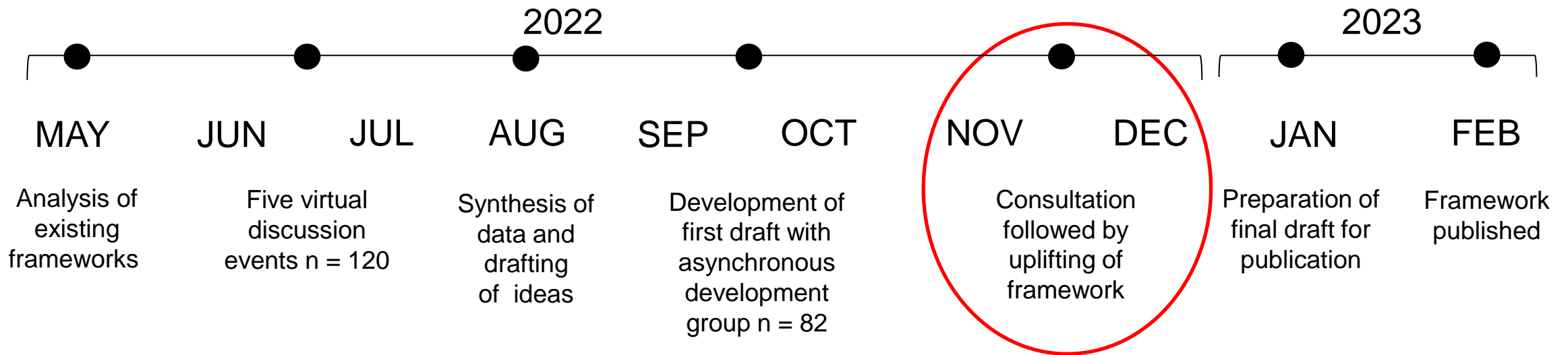
“Developmental levels
– I think these need
more explanation.”

“Guidance on what the
different levels ...look
like...”

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

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:

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