



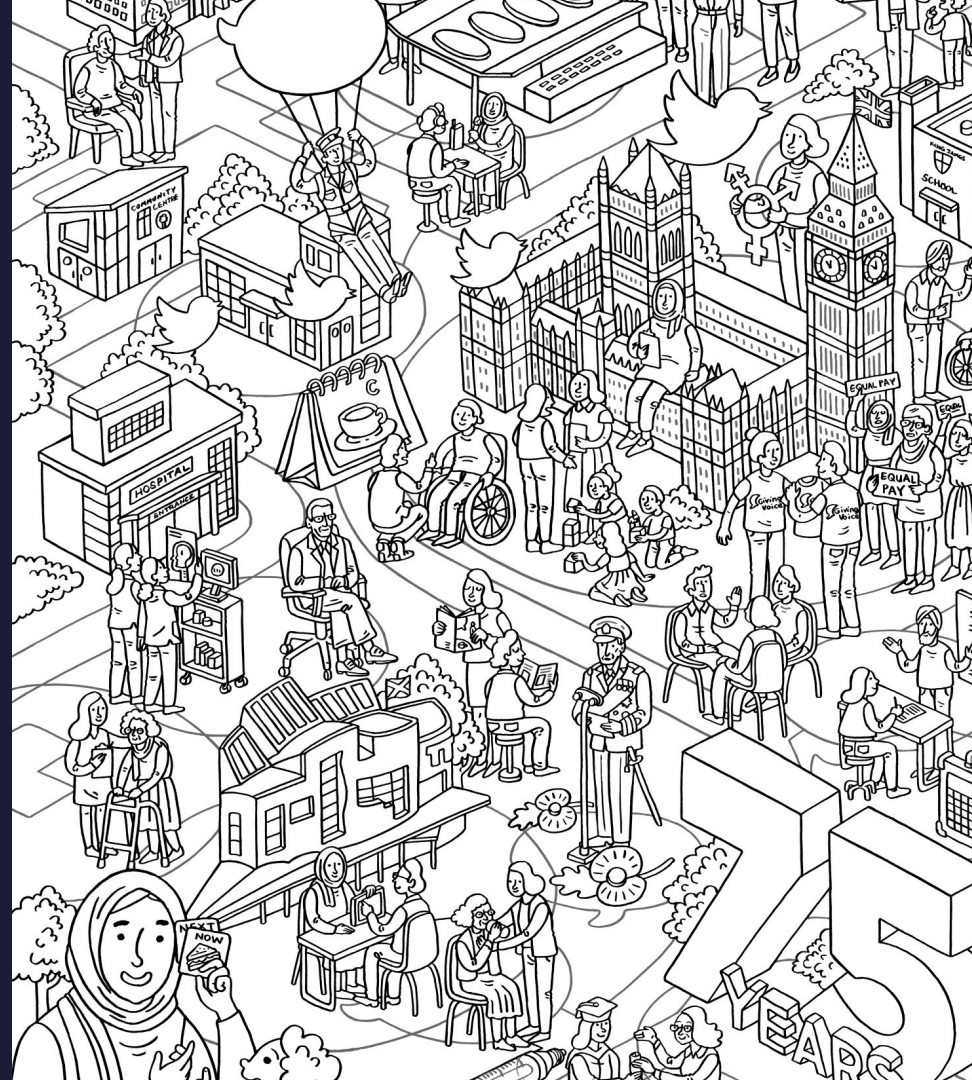
Professional development framework webinar

Date: 11 July 2023

15.00 - 16.00



#RCSLTProfDev



Housekeeping

- Justyna Szeller and Jazmin Padhiar (RCSLT hosts) are on hand to help with any **technical queries**; you can get in touch with them via the **chat button**
- You can send in **questions** to our speakers today by using the **Q&A button**
- This event is being recorded and will be made available on the RCSLT website along with the presentation slides
- Please take a moment to fill in an evaluation form at the end of the event

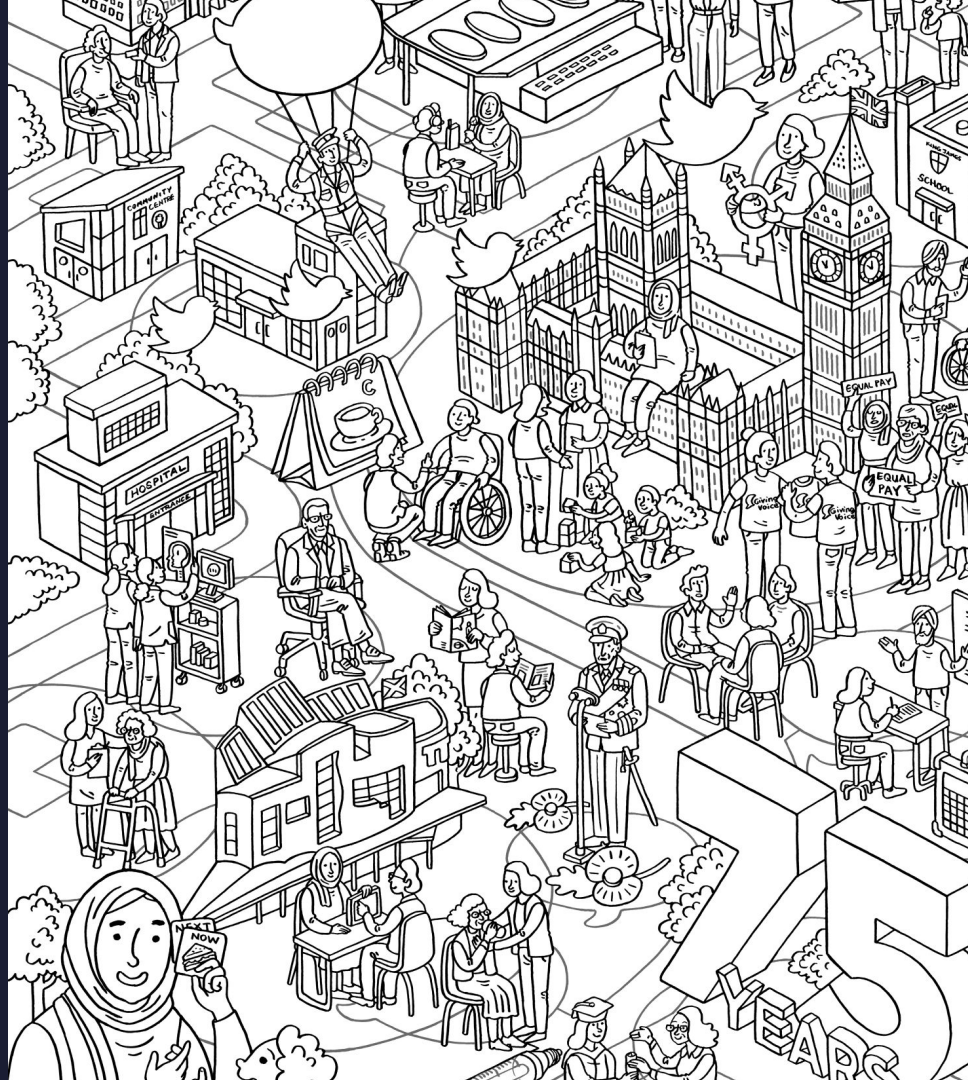


Introduction

Vicky Harris
Head of Learning, RCSLT



#RCSLTProfDev



Welcome - what we will present today

- Why we need this
- Co-creation process
- Overview of framework
- Ways to use the framework
- Interactive tools
- Link with CPD



The framework

Mark Singleton
Learning and Development Manager,
RCSLT



#RCSLTProfDev

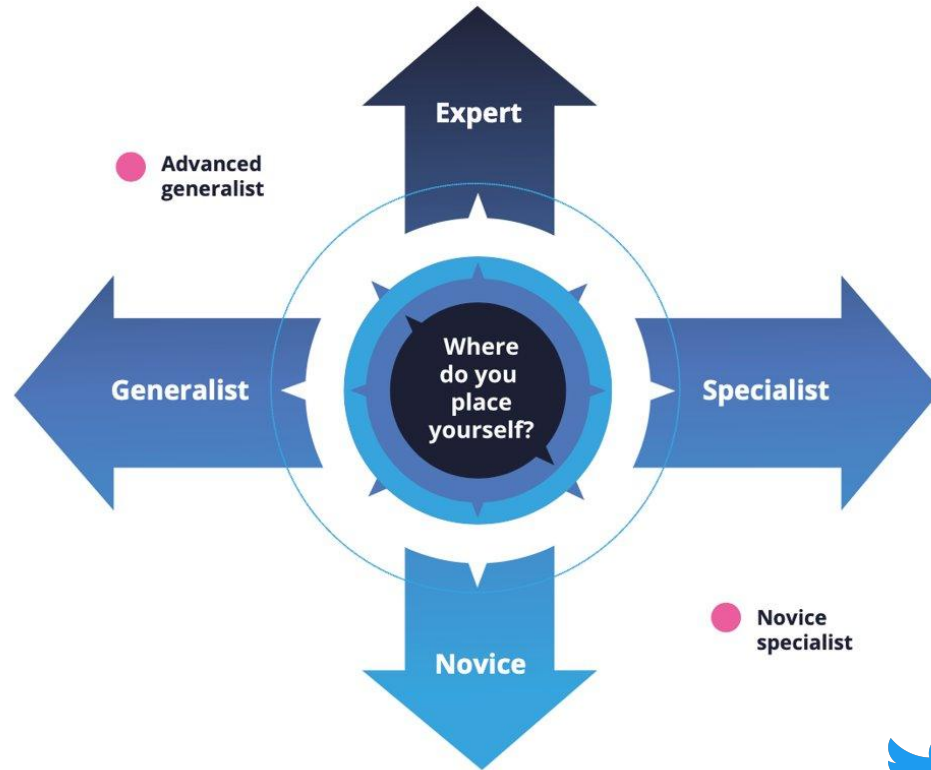


Why we need this

- Job satisfaction is good for everyone (not just your employer!)
- Only you know what a 'great' career looks like for you
- We all have a tendency to get caught up in the detail and forget where we're heading
- We want the framework to give you the space to consider



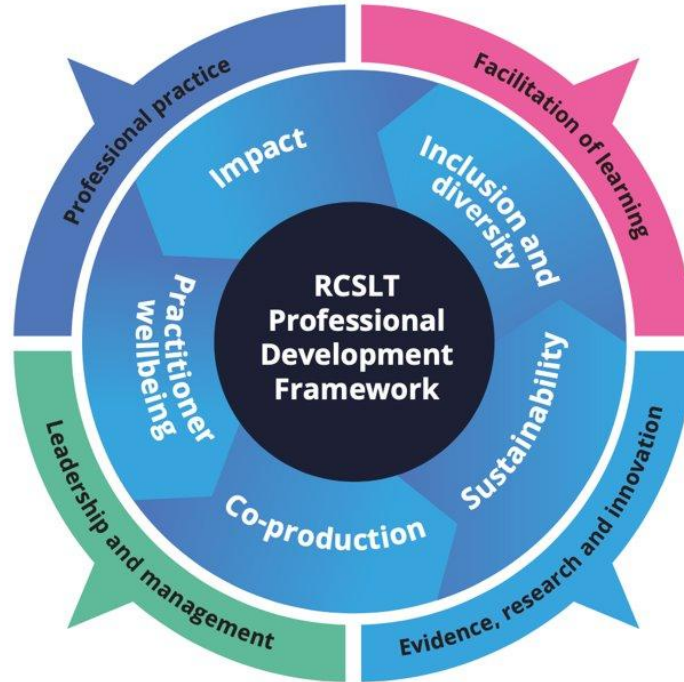
Framework overview



Co-creation

- Led by Dr Stephanie Tempest
- June / July: Discussion events
- August / September: Virtual Development Group
- November / December: Consultation
- Total 264 actions – either incorporated or considered for future work

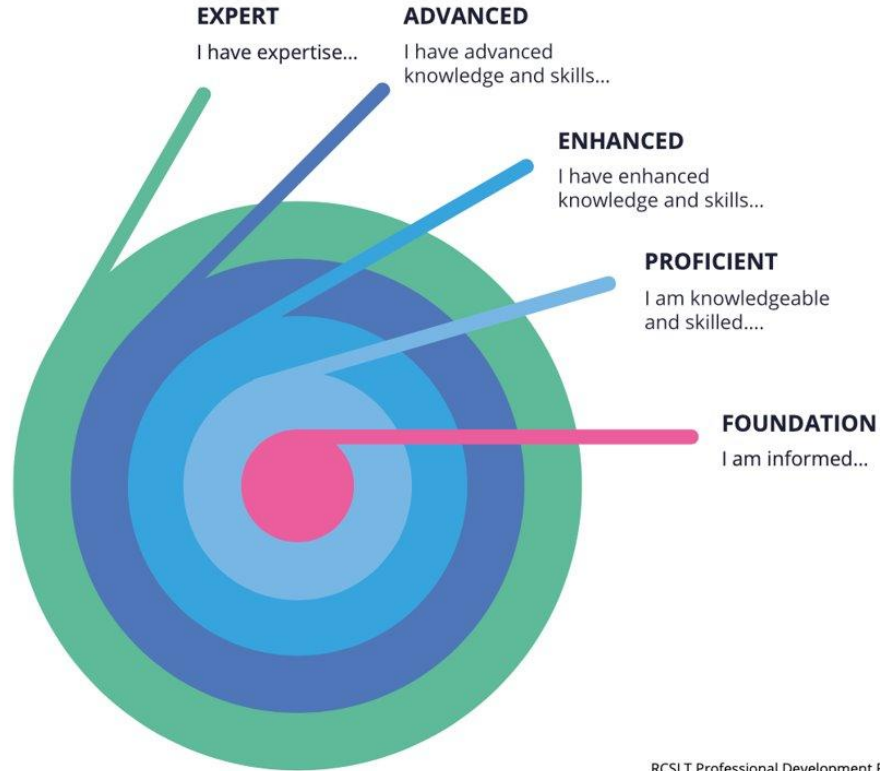
Framework overview



Framework overview

Compassionate and inclusive leadership at all levels	Fdn	Profic	Enh	Adv	Exp	N/A now
L26. Use care when holding people to account						
L27. Promote people's strengths and agency to support hope and self-determination						
L28. Contribute to a nurturing and supportive culture where there is a balance between compassion and authority						
L29. Influence the development and maintenance of organisational resilience						
L30. Lead by embracing a wide range of perspectives, differing needs and competing rights						
L31. 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 bullying, equity of opportunity, equality, diversity and inclusion, and health and wellbeing in the workplace						

Framework overview



Framework overview

2.2b The nature of career development and career progression

This section introduces:

- Ideas which may feel like a paradigm shift
- Career development and career progression as two inter-related but different concepts
- The idea that career planning does not always involve promotion-focused moves
- The idea that the concept of a career ladder works for some people but not everyone
- The concept of growth-based career progression
- The idea of viewing your career as a river instead of a ladder
- The Kawa approach as a metaphor for thinking about growth-based career progression

Reflective questions on the nature of career development and career progression

- What images, thoughts and feelings do you have when you think about a career ladder?
- How do you feel about using the Kawa approach when reflecting on your own career progression?
- Read the following quote which is a personal reflection from a journalist: 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)



Framework overview



Think about the five core components and the four domains of practice



Review the subthemes under each of the four domains of practice



Evaluate your professional development level for all or some of the detailed topics



Reflect on the broader concepts in section two

Key highlights

Articulates the relationship between learning and wellbeing

“In terms of the contribution of adult education to wellbeing and health-related outcomes, we find that there is evidence of statistically significant and robust effects of participation in lifelong learning.”

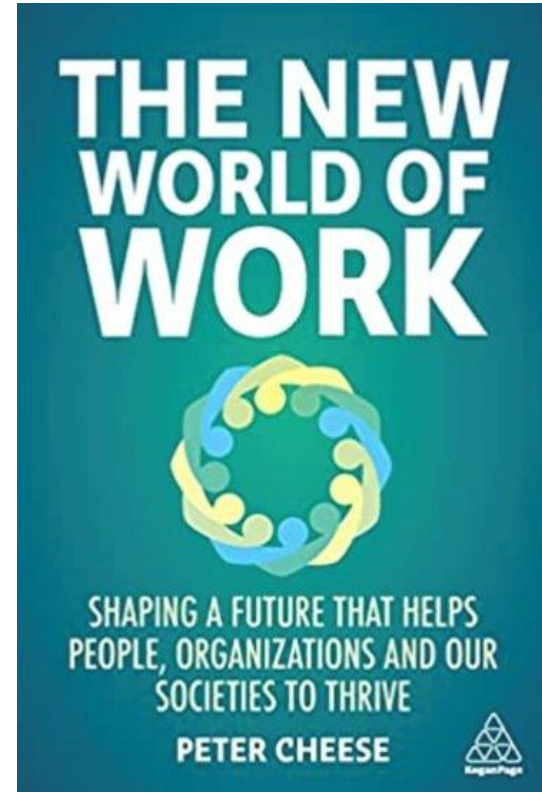


Duckworth, K; Cara, O (2012) *The relationship between adult learning and wellbeing: evidence from the 1958 National Child Development Study*. Department for Business, Innovation and Skills (BIS) Research Paper

Key highlights

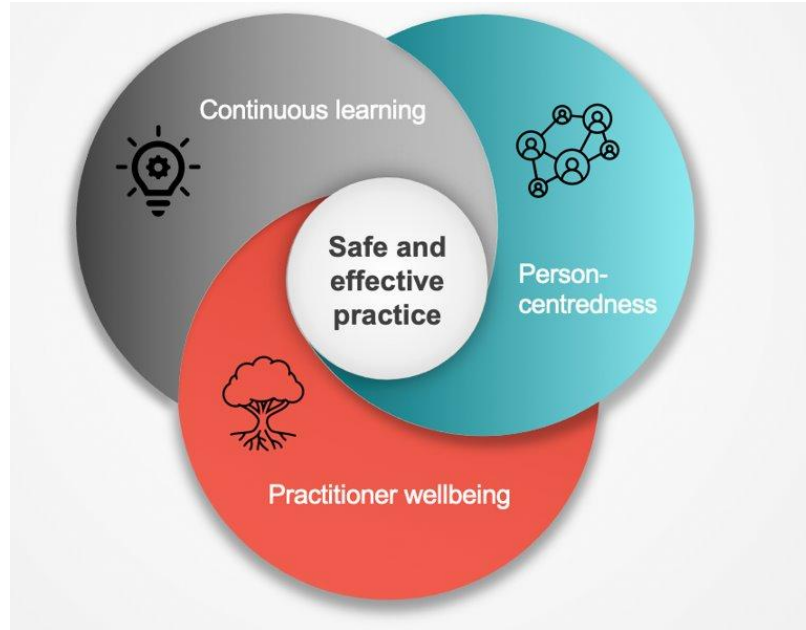
Promotes person-centredness for service users and practitioners

“Work should be good for us. It should help to give us purpose and meaning, and be good for our wellbeing...”



Cheese, P. (2021) Ch 11 Good work as a goal. *The New World of Work: shaping a future that helps people, organisations and our societies to thrive*. Kogan Page Press. London

Key highlights



Tempest, S (2023) Pre-launch event RCSLT
Professional Development Framework

How are we going to use this?

- To help me identify my existing knowledge, skills and experience across all Four Domains of practice
- To identify areas for future learning to support my continuing professional development
- To articulate to others (including MDT colleagues, managers, service users) the wide range of knowledge and skills that I have as a speech and language therapist
- To articulate my right to apply for diverse roles within and beyond the profession / challenge job descriptions
- To help maintain my professional identity when working in a generic role

How are we going to use this?

- To help me think about career opportunities I would like to take e.g. a transition into a different role, setting or sector
- To structure personal statements in job applications (including promotions)
- To prepare for the HCPC audit
- To understand the learning and development needs of individuals or groups (e.g. team or interest groups)
- To structure conversations in supervision / appraisals

How are we going to use this?

- To support staff retention by focusing on the learning and development available within the service
- To map the skill mix within a setting/team in order to understand the future learning requirements across the service/team
- To support the development of job descriptions
- To identify experts across all Four Domains of practice to make full use of the talents within a team
- To support retirement planning

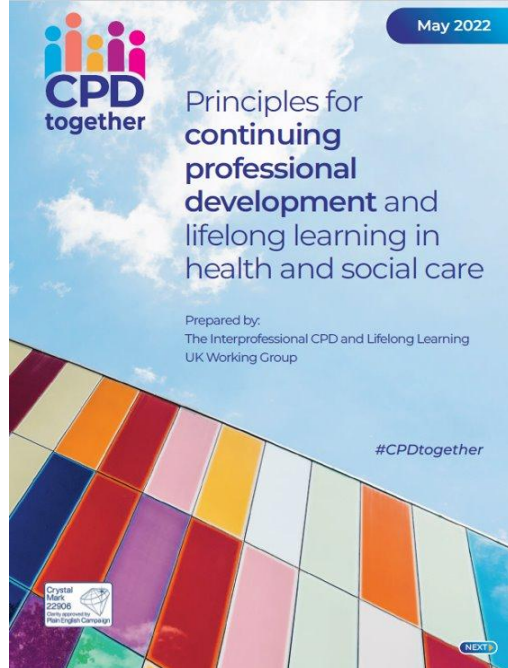
Interactive resources

Link with CPD

The RCSLT Professional Development Framework:

- Gives you a structure to recognise your existing skills and experience;
- Helps you to define your learning and professional needs for the future;
- Supports career conversations;
- Helps you to consider your CPD needs at career transition points.

Link with CPD



THE FIVE PRINCIPLES

CPD and lifelong learning should:

- 1 Principle 1:** be each person's responsibility and be made possible and supported by your employer;
- 2 Principle 2:** benefit service users;
- 3 Principle 3:** improve the quality of service delivery;
- 4 Principle 4:** be balanced and relevant to each person's area of practice or employment; and
- 5 Principle 5:** be recorded and show the effect on each person's area of practice.



Link with CPD

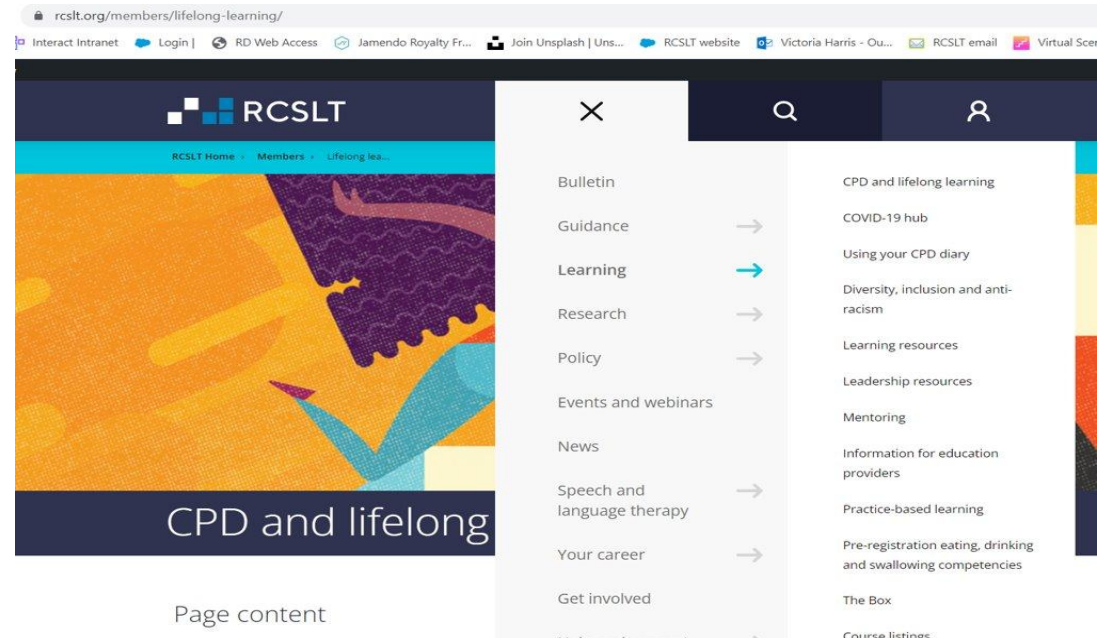
- The table below lists the benefits of CPD and lifelong learning to you, service users and organisations (From 'Principles of CPD and lifelong learning', 2019)

Encourages a positive learning culture	Makes you feel safe and confident in the services provided
Improves skills, knowledge, and ways of thinking and working	Increases satisfaction with services
Makes you feel valued, motivated and confident	Contributes to up-to-date and evidence-based services
Develops your career and helps you to move between sectors and roles	Influences service development
Makes you feel able to drive change and innovation	Improves the quality of service delivery
Means you remain fit to practise and meet regulatory body standards (including codes of conduct)	Supports recruitment, keeping staff, and creating a flexible workforce
Keeps you up to date with changing technology and service demands	Adds to the mix of skills and productivity of staff
Improves experience and outcomes	Improves performance

<https://www.rcslt.org/members/lifelong-learning/joint-principles-for-cpd-and-lifelong-learning/>

CPD resources

- www.rcslt.org/members/lifelong-learning/



[illegible]

This intricate black and white line drawing depicts a vibrant, multi-layered urban environment from an isometric viewpoint. In the foreground, a woman wearing a hijab holds a small sign that reads "WAKE UP NOW". To her left, a building is labeled "HOSPITAL" and "PHOTOCOPY". Further back, a shopfront displays a coffee cup on a sign. A man in a wheelchair sits near a cafe stand. The middle ground is filled with diverse figures: a man in a suit works at a desk, a soldier stands with a rifle, a person in a graduation cap looks through a telescope, and others are seen reading or talking. On the right side, a tall clock tower stands next to a building labeled "SCHOOL". Below it, a group of people holds signs demanding "EQUAL PAY" and "MEDICAL PAY". At the bottom right, large, three-dimensional block letters spell out "6 YEARS". The background features more architectural details, including a building with a sign that says "COMMUNITY CENTRE", and a hot air balloon floating above. The entire scene is a rich tapestry of everyday life and social commentary.

- Reasons for using the framework
- Quotes from the tool which resonated
- Key reflections on using the framework
- Future plans / next steps for using the framework



Questions



#RCSLTProfDev





Thank you



www.rcslt.org



@ RCSLT



@ RCSLT

