RCSLT

Professional development framework webinar

Date: 25 April 2024

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Welcome & housekeeping
Housekeeping

- Justyna Szeller (RCSLT Host) is on hand to help with any *technical queries*; you can get in touch with her 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

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Today

- Find out about how the RCSLT professional development framework has four domains of practice
- See a demonstration of the interactive version
- Consider how you can use the framework for different career stages
- Hear from someone who is using it with advanced practice
- Consider strategies of how you could use these in your CPD planning, or with your colleagues, or your team
- Welcome to Mark Singleton, Will Christopher and Kirsty McLachlan

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What are the four domains of practice?

Mark Singleton
Learning and Development Manager, RCSLT

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The framework

https://www.rcslt.org/learning/professional-development-framework/
The four domains of practice

- Professional practice
- Facilitation of learning
- Evidence, research and innovation
- Leadership and management
The four domains of practice

**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
- Lead 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
How does the interactive version work?

Click the icons below for more information on how the interactive version functions.

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Using the framework at different career stages

Will Christopher
Project Manager – Post Registration Education and Learning,
RCSLT

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Using the framework at different career stages

Image from NHSE enhanced practice schema document

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Using the framework at different career stages

Foundation

‘I am informed’.

- Apply and critically analyse
- Make decisions within protocols and processes
- Manage rapidly changing events within specific situations

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Using the framework at different career stages

Proficient

‘I am knowledgeable and skilled’.

- Apply and critically analyse
- Use reasoning to justify deviating from protocols when appropriate
- Manage a range of situations in different contexts

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Using the framework at different career stages

Enhanced

‘I have enhanced knowledge and skills’.

- Critically evaluate and create
- Manage risk and function in an unpredictable environment
- Make complex decisions
- Seek guidance for major decision making
Using the framework at different career stages

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

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Using the framework at different career stages

Expert

‘I have expertise’.

- Critically evaluate and create
- Manage extensive risk across a system
- Make decision which involve high level of complexity
Using the framework at different career stages

N/A Now

- This is not currently relevant to me or an area I wish to focus on

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Using the framework at different career stages

- NHSE have provided funding to support ongoing education reform priorities for AHPs
- Funding is from NHSE but our focus will be on all 4 nations without any bias
- Preparing to go out to tender for enhanced practice apprenticeship
- Engaged with RCOT to reimage and develop opportunities in AP, specifically in community settings
- Will be hosting a webinar in autumn to discuss this further

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KIRSTY MCLACHLAN
STRATEGIC LEAD FOR ADVANCING PRACTICE
MPHIL, BSc, MRSCLT
Kirsty.McLachlan@nhslothian.scot.nhs.uk
WHAT IS ADVANCED PRACTICE? England

This definition therefore requires that health and care professionals working at the level of advanced clinical practice will exercise autonomy and decision making in a context of complexity, uncertainty and varying levels of risk, holding accountability for decisions made.

Advanced clinical practice is delivered by experienced, registered health and care practitioners. It is a level of practice characterised by a high degree of autonomy and complex decision making. This is underpinned by a master’s level award or equivalent that encompasses the four pillars of clinical practice, leadership and management, education and research, with demonstration of core capabilities and area specific clinical competence.

Advanced clinical practice embodies the ability to manage clinical care in partnership with individuals, families and carers. It includes the analysis and synthesis of complex problems across a range of settings, enabling innovative solutions to enhance people’s experience and improve outcomes.
WHAT IS ADVANCED PRACTICE?
Scotland

NMAHP Post-registration Development Framework

Level 7—Advanced Practitioner

People at level 7 of the career framework have a critical awareness of knowledge issues in the field and at the interface between different fields. They are innovative and have a responsibility for developing and changing practice and/or services in a complex and unpredictable environment.

Indicative Reference Title: Advanced Practitioner

Qualifications expected for practitioners at Level 7

- Registered as a Nurse or Midwife with the Nursing and Midwifery Council or registered with the Health and Care Professions Council
- Post-registration qualification
- Evidence of operating/thinking at Master’s level
- Evidence of working towards relevant Master’s level award
WHAT IS ADVANCED PRACTICE?
Northern Ireland

An agreed definition of Advanced Practitioner for NI is as follows: ‘A role, requiring a registered experienced practitioner to have acquired an expert knowledge base, complex decision-making skills and clinical competences for expanded/extended scope of practice, the characteristics of which are shaped by the context in which the individual practices. Demonstrable, relevant education is recommended for entry level to the advanced practice role which is to be at master’s level or equivalent and which meets the education, training and Continuous Professional Development (CPD) requirements for ACP as identified within the framework.’

Due to the diverse nature of AHP working, profession-specific requirements will be detailed in individual job specifications. Reference to ‘master’s level’ in the definition consists of master’s level (or equivalent) education which may include individual modules or a complete master’s degree.

An agreed definition, therefore, of an Advanced Practitioner role is one which is characterised by a high level of autonomy and complex decision making underpinned by master’s level education (or equivalent) that encompasses the four pillars of advanced clinical practice; leadership and management; education of self and others; and research.
WHAT IS ADVANCED PRACTICE?
Wales

Defining Advanced Clinical Practice

Within Wales, Advanced Clinical Practice is defined as:

“A role, requiring a registered practitioner to have acquired an expert knowledge base, complex decision-making skills, and clinical competencies for expanded scope of practice, the characteristics of which are shaped by the context in which the individual practices. Demonstrable, relevant Masters level education is recommended for entry level”. NLIAH (2010)
### DEFINITION AND THE FRAMEWORK

**Autonomy and accountability**

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<thead>
<tr>
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<th>Fda</th>
<th>Profic</th>
<th>Esh</th>
<th>Adv</th>
<th>Exp</th>
<th>N/A now</th>
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</thead>
<tbody>
<tr>
<td>P21.</td>
<td>Remain within the professional scope of practice in my specific role and setting, including within evolving areas of practice</td>
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<td>P22.</td>
<td>Take responsibility and accountability for my decisions, actions and omissions</td>
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<td>P23.</td>
<td>Adhere to regulatory, legal and ethical frameworks that govern my practice including those for service user safety and risk management / enablement</td>
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<td>P24.</td>
<td>Know, adhere and contribute to the development and implementation of local, regional and national policies, statements, guidance and governance frameworks</td>
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<td>P25.</td>
<td>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</td>
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**Expert**
- I have extensive knowledge and skills
- I have advanced knowledge and skills
- I am informed...

**Advanced**
- I have advanced knowledge and skills
- I have enhanced knowledge and skills
- I am knowledgeable and skilled...

**Proficient**
- I am knowledgeable and skilled...

**Foundation**
- I am informed...

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**Scope of Practice**

**Nod to risk and complexity**
Pillars or domains of practice
Core capabilities or KSBs

DEFINITION AND THE FRAMEWORK

Area or role specific competence
GOVERNANCE AND THE FRAMEWORK

Governance And Assurance

- CPD
- Workforce
- Lead
- Supervise
- Clinical
- Training
WHERE TO?

• LIVE EXAMPLES
  • SPECIALIST VS GENERALIST
  • ADULT VS PAED
• ROLE OR CLINICAL SPECIALITIES CLEARLY DESCRIBED
• MASTER PORTFOLIO PIECE
• SEPARATE GOVERNANCE FRAMEWORK FOR AP ROLES
THANK YOU!!!
Questions
Evaluation
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