Welcome & housekeeping

Scan the QR code with your camera to register for the next webinar in the series

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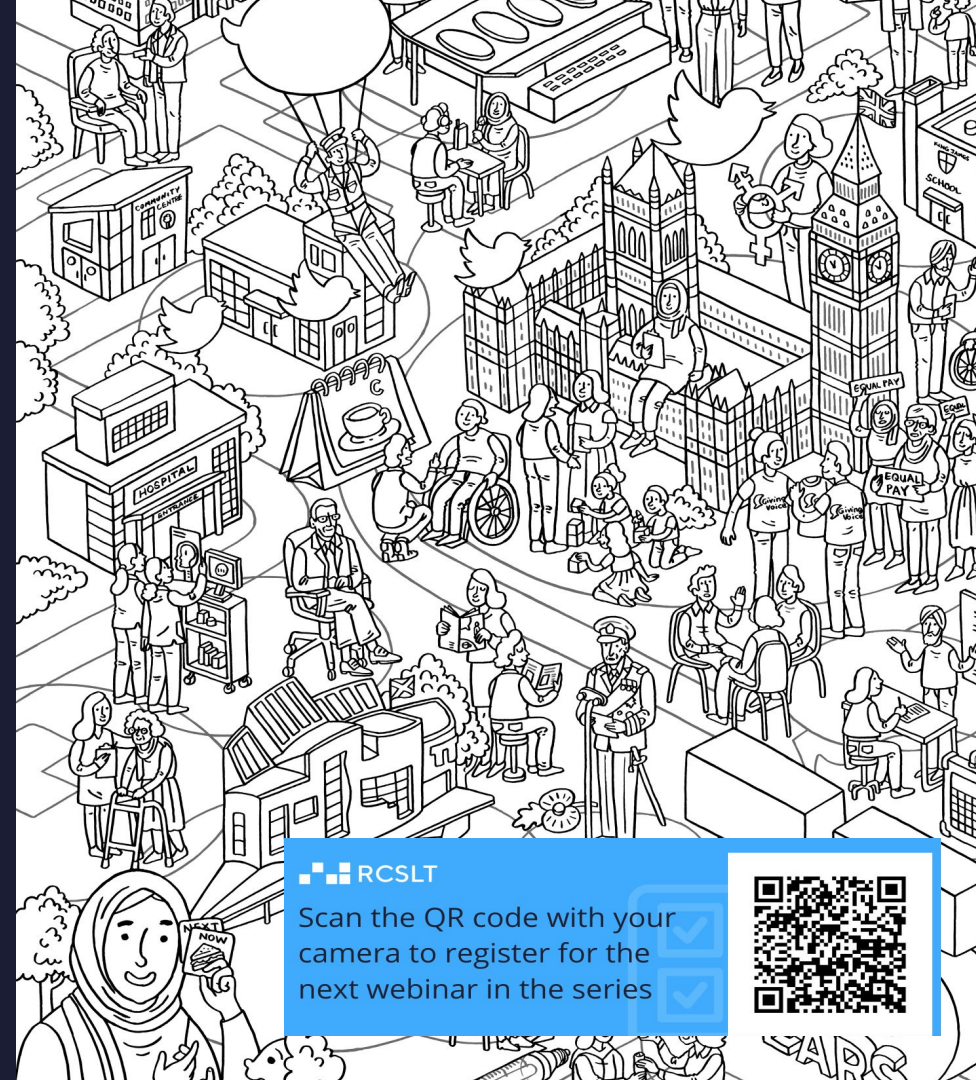
- Justyna Szeller (RCSLT Host) is on hand to help with any **technical queries**; you can get in touch with her via the **chat button**

- 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

RCSLT

𝕏 #RCSLTProfDev

RCSLT
Scan the QR code with your camera to register for the next webinar in the series

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

RCSLT

𝕏 #RCSLTProfDev

RCSLT
Scan the QR code with your camera to register for the next webinar in the series

RCSLT

What are the four domains of practice?

Mark Singleton
Learning and Development Manager, RCSLT

#RCSLTProfDev

Scan the QR code with your camera to register for the next webinar in the series

The framework

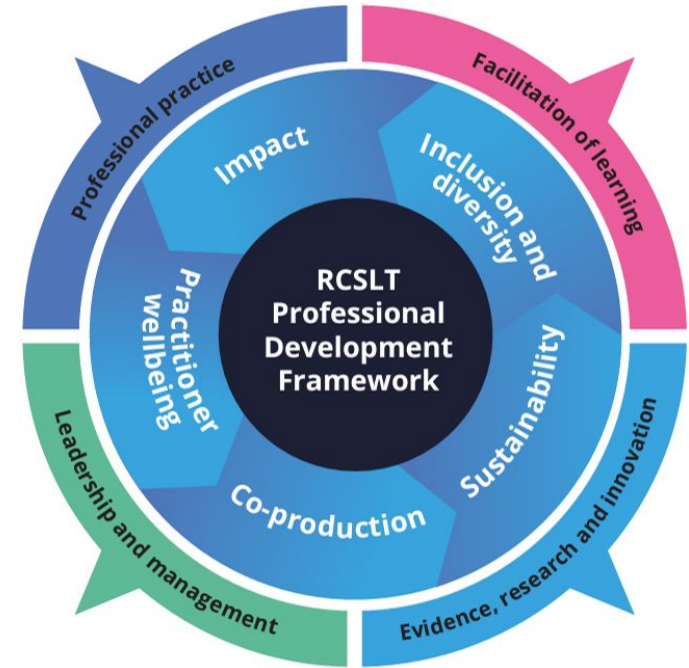https://www.rcslt.org/learning/professional-development-framework/

The four domains of practice

- Professional practice

- Facilitation of learning

- Evidence, research and innovation
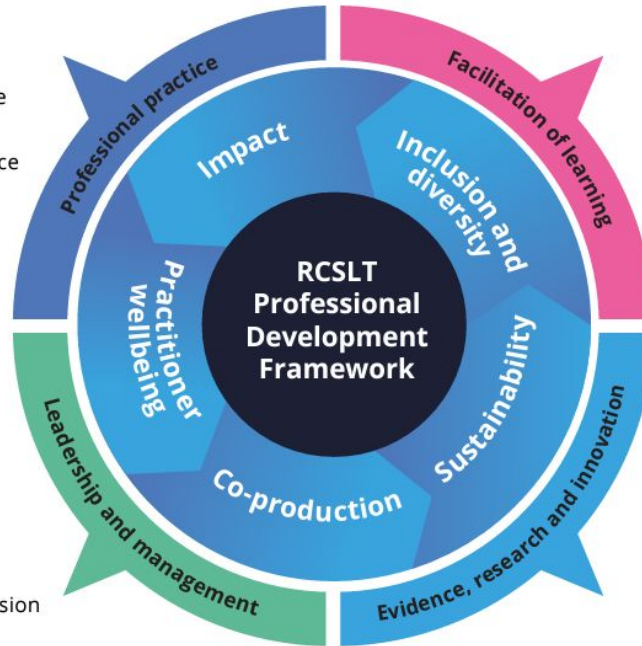
- Leadership and management

RCSLT

X #RCSLTProfDev

RCSLT
Scan the QR code with your camera to register for the next webinar in the series

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

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

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

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

RCSLT Professional Development Framework

Professional practice · Facilitation of learning · Evidence, research and innovation · Leadership and management

Impact · Inclusion and diversity · Sustainability · Co-production · Practitioner wellbeing

Live demonstration

How does the interactive version work?

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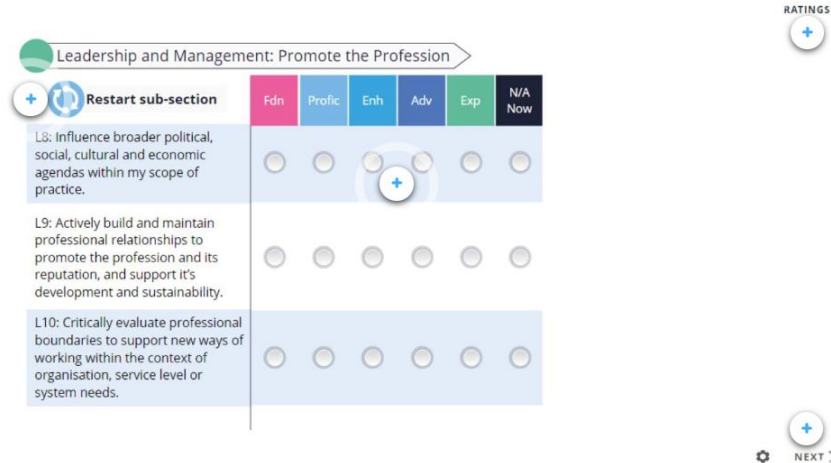
RCSLT

𝕏 #RCSLTProfDev

RCSLT

Using the framework at different career stages

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

X #RCSLTProfDev

RCSLT
Scan the QR code with your camera to register for the next webinar in the series

Using the framework at different career stages
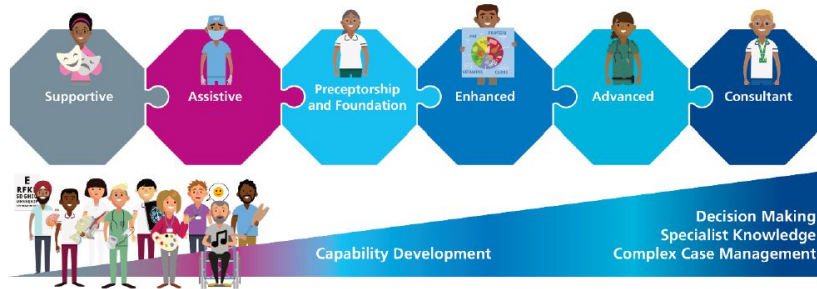
Image from NHSE enhanced practice schema document

RCSLT Professional Development Fram

RCSLT

RCSLT

X #RCSLTProfDev

Scan the QR code with your camera to register for the next webinar in the series
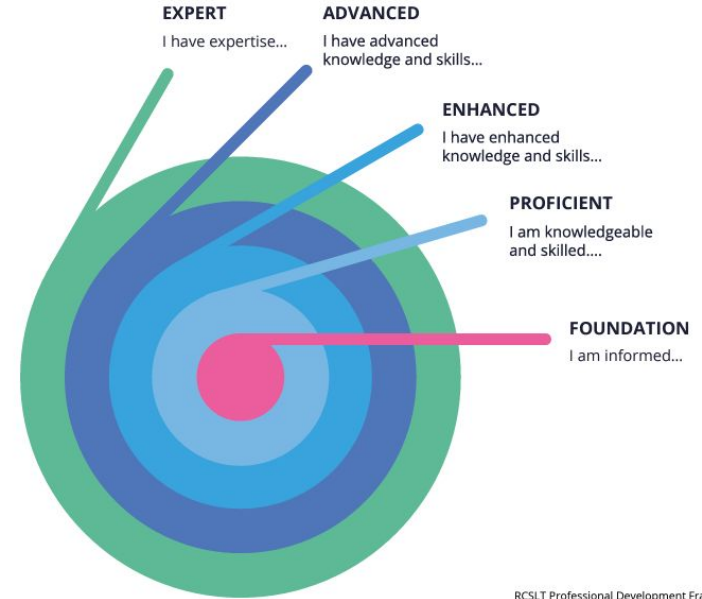
Using the framework at different career stages

Foundation

'I am informed'.

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

RCSLT

X #RCSLTProfDev

RCSLT

Scan the QR code with your camera to register for the next webinar in the series

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

RCSLT

𝕏 #RCSLTProfDev

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

RCSLT

𝕏 #RCSLTProfDev

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

RCSLT

✗ #RCSLTProfDev

RCSLT
Scan the QR code with your camera to register for the next webinar in the series

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

RCSLT

𝕏 #RCSLTProfDev

RCSLT
Scan the QR code with your camera to register for the next webinar in the series

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

X #RCSLTProfDev

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

RCSLT

𝕏 #RCSLTProfDev

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

- Clinical Practice
- Facilitating Learning
- Leadership
- Evidence, Research and Development

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.' (Adapted from National Leadership and Innovation Agency for Healthcare, 2010 and NHS England, 2015)

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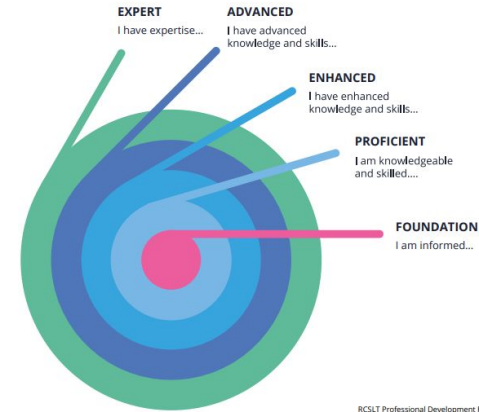
"A role, requiring a registered practitioner to have acquired an expert knowledge base, complex decision-making skills, and clinical competencies for expanded scope of practice, the characteristics of which are shaped by the context in which the individual practices. Demonstrable, relevant Masters level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

CAREER

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 contribute to the development and implementation of 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						

The professional development levels and codes

EXPERT
I have expertise...

ADVANCED
I have advanced knowledge and skills...

ENHANCED
I have enhanced knowledge and skills...

PROFICIENT
I am knowledgeable and skilled....

FOUNDATION
I am informed...

RCSLT Professional Development Frame

Scope of Practice

Nod to risk and complexity

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

Pillars or domains of practice

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

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

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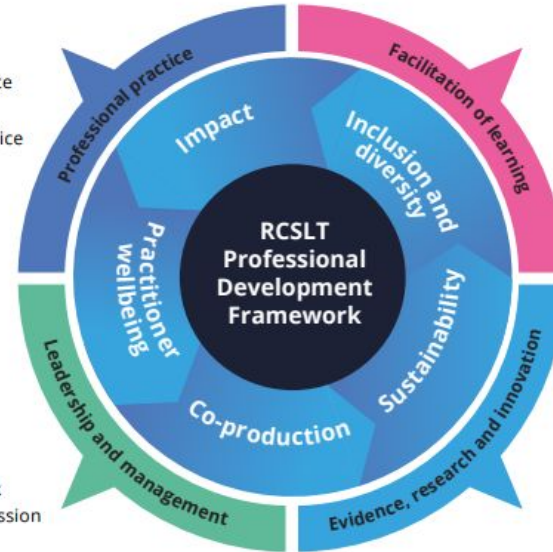- Effective teamwork
- Promote the profession
- Lead change
- Self-management
- Compassionate and inclusive leadership at all levels

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

RCSLT Professional Development Framework

Professional practice · Impact · Inclusion and diversity · Facilitation of learning · Practitioner wellbeing · Sustainability · Leadership and management · Co-production · Evidence, research and innovation

Core capabilities or KSBs

1.6a Professional practice

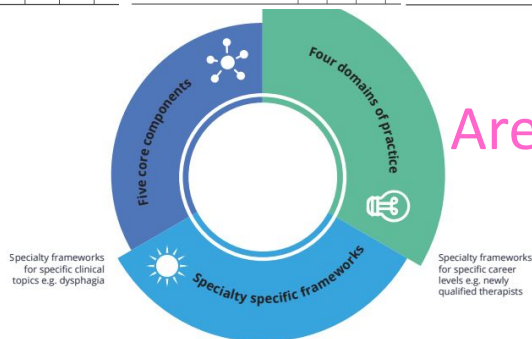| Communication	Fdn	Profic	Enh	Adv
P1a. Undertake culturally responsive assessment of communication with service users in daily life (impairment, activity, participation, wellbeing)				
P1b. Undertake culturally responsive management of communication with service users in daily life (impairment, activity, participation, wellbeing)				
P1c. Undertake culturally responsive evaluation of communication with service users in daily life (impairment, activity, participation, wellbeing)				
P2. Use inclusive communication, utilising public health strategies and messages with service users, carers and families to enable effective partnerships				
P3. Use effective communication and engagement to establish informed 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				

1.6b Facilitation of learning

Supervision and coaching	Fdn	Profic	Enh	Adv
F1. Support practice-based learning and assessment for pre-registration students and apprentices				
F2. Provide supervision (e.g. one-to-one, group, peer) 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 (including various types e.g. management supervision, peer supervision, group 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				

1.6c Evidence, research and innovation

Evidence-based practice	Fdn	Profic	Enh	Adv
E1. Know how to access scientific evidence, clinical expertise and service user preferences to inform practice				
E2. Critically appraise and synthesise evidence from scientific sources, clinical expertise and service user preferences to inform practice				
E3. Implement evidence from scientific sources, clinical expertise and service user preferences to inform practice				
E4. Understand the concepts of ethics, governance, safety, sustainability and informed consent within the research process				

Quality improvement and outcomes	Fdn	Profic	Enh	Adv
E5. Benchmark, design, participate in, analyse and disseminate audits, guideline development and project-based work				
E6. Evaluate the impact of therapy and / or service interventions using appropriate outcome measures or tools				
E7. Undertake quality improvement projects for and with service users, communities and the profession and evaluate the impact				

1.6d 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 and applies leadership theory into practice						
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, students and / or volunteers						
L7. Promote and value diversity within teams						

Area or role specific competence

Five core components

Four domains of practice

Specialty specific frameworks

Specialty frameworks for specific clinical topics e.g. dysphagia

Specialty frameworks for specific career levels e.g. newly qualified therapists
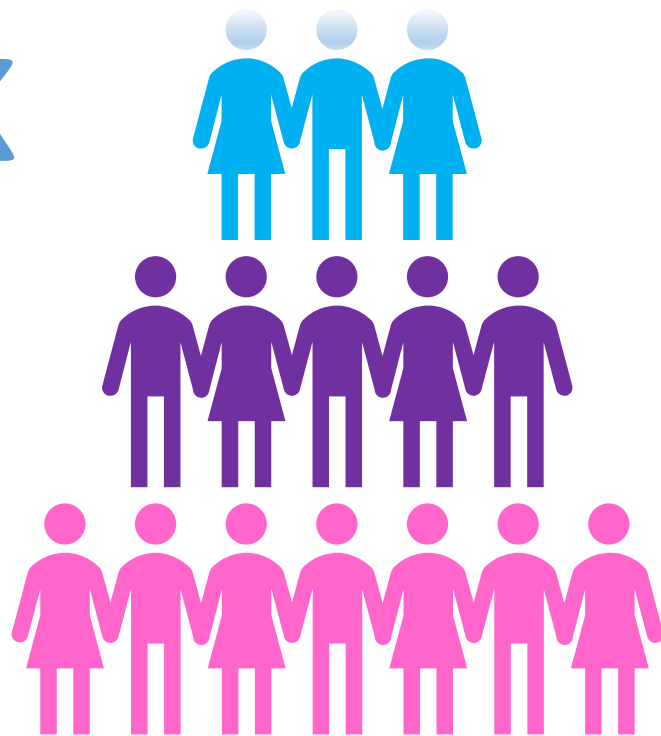
WHERE TO?

- LIVE EXAMPLES
  - SPECIALIST VS GENERALIST
  - ADULT VS PAED
- ROLE OR CLINICAL SPECIALITIES CLEARLY DESCRIBED
- MASTER PORTFOLIO PIECE
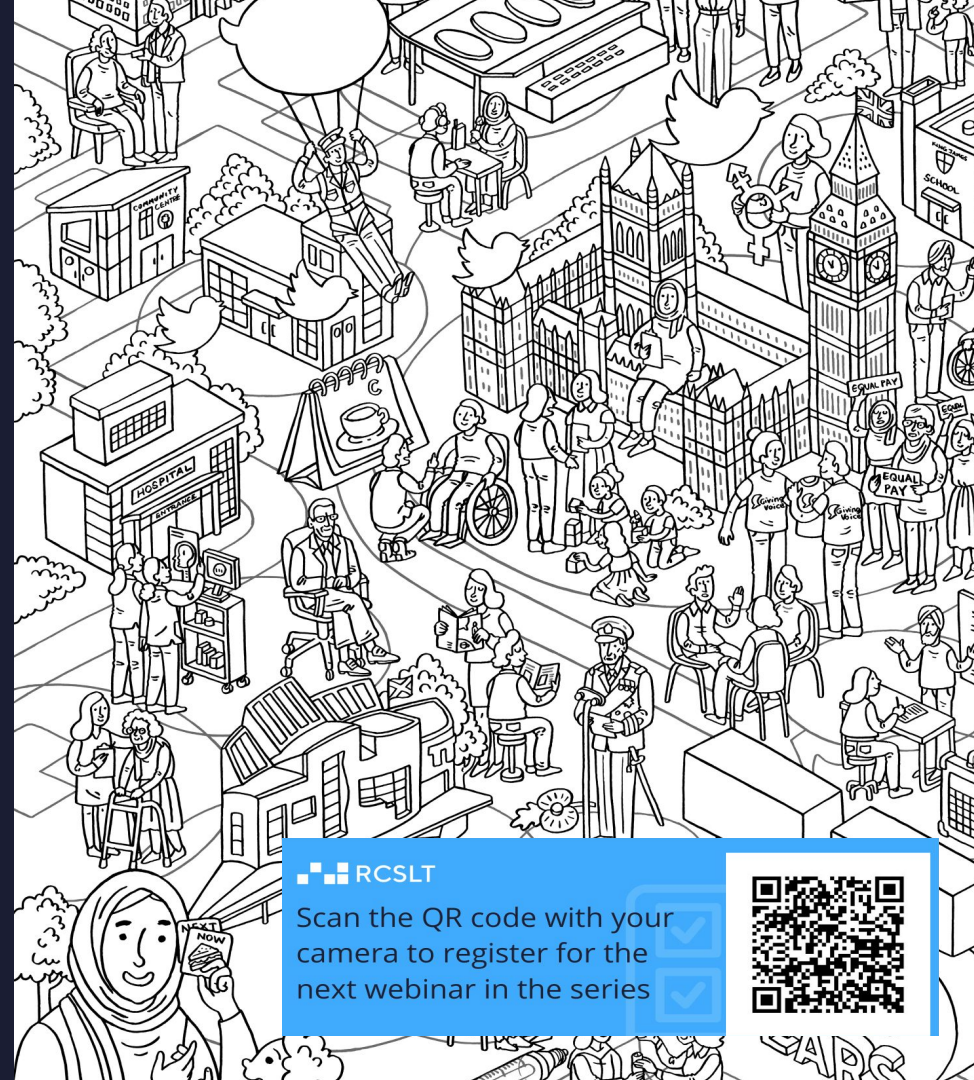- SEPARATE GOVERNANCE FRAMEWORK FOR AP ROLES

Questions

Scan the QR code with your camera to register for the next webinar in the series

RCSLT

Evaluation

RCSLT
Scan the QR code with your camera to register for the next webinar in the series

𝕏 #RCSLTProfDev

SCAN HERE!

RCSLT

X **#RCSLTProfDev**

RCSLT
Scan the QR code with your camera to register for the next webinar in the series

RCSLT

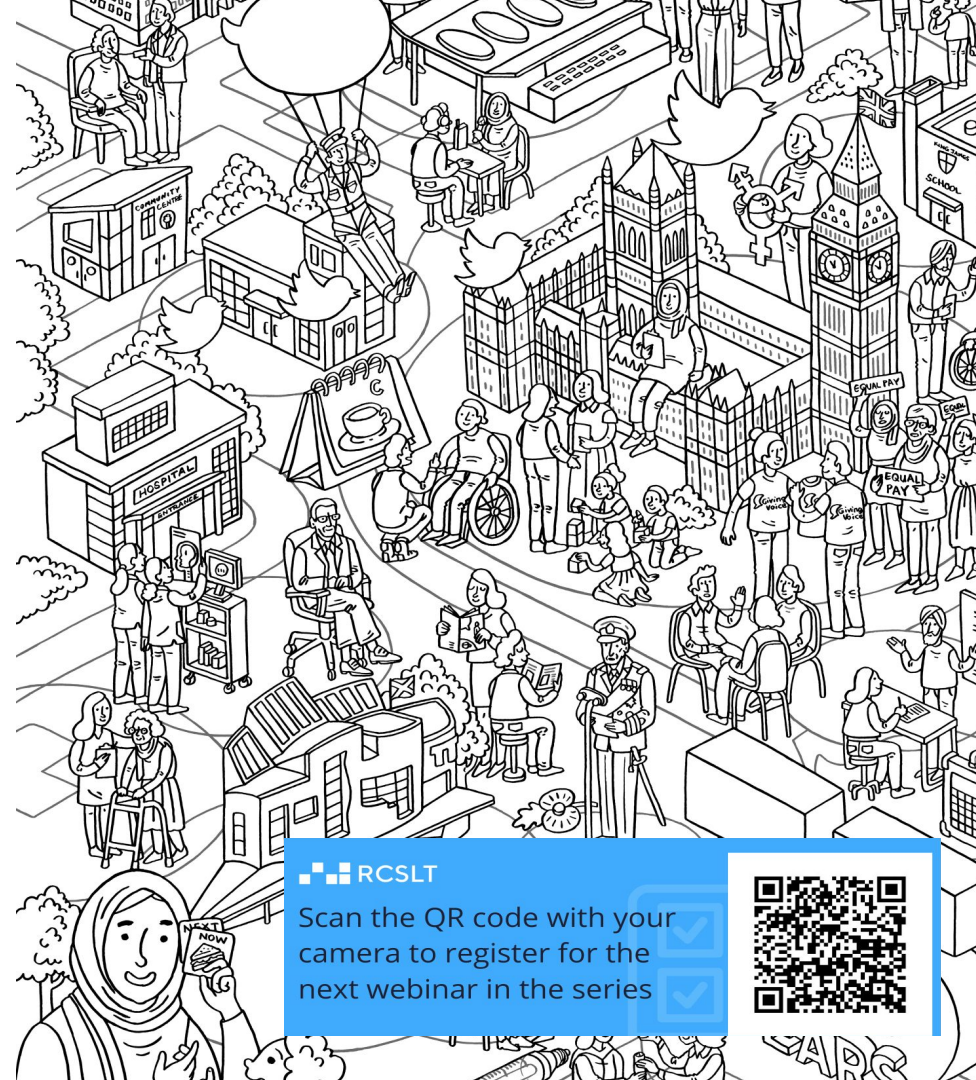Scan the QR code with your camera to register for the next webinar in the series