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Speech and Language Therapist Competencies

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Competence

Bossers et al (2002:11) describe professional competency as “the behavioural definition of the knowledge, skills, values and personal qualities that underlie the adequate performance of professional activities”.

This document outlines both the professional and generic competencies for Speech and Language Therapists in Ireland. The entry level competencies represent the knowledge, skills and abilities that a graduate Occupational Therapist will have attained on completion of an educational programme and on entry to the workforce. The competencies for Senior and Clinical Specialist therapists are presented as a continuum from the entry level competencies with an expectation of greater depth and complexity of responsibility at each of the grades. Taken together, the overall sets of competencies offer Occupational Therapists a developmental framework which can be built on through learning and experience after graduation as it is acknowledged that ‘initial competence does not assure continuing competence’ (Youngstrom, 1998:717). Competence taken as the overall integration of knowledge, skills and abilities into professional practice is not static but dynamic and demands that therapists ‘keep abreast with change’ in order to maintain and continually develop competencies (Alsop & Ryan, 1996:187). In this respect, the framework offers guidance and structure for continuing professional development over the varied stages and changing demands of one’s career.

This document outlines a set of competencies that have been developed for Speech and Language Therapists in Ireland at each of the three grades of

- 1) Graduate/Entry level Therapist
- 2) Senior Therapist
- 3) Clinical Specialist Therapist

The competencies are the outcome of one of the projects undertaken by the 2008 HSE Therapy Project Office which aimed to develop a framework identifying professional competencies of therapists across the three professions of Occupational Therapy, Physiotherapy and Speech and Language Therapy.

The SLT Competency Framework

The purpose of this framework is to provide therapists with a reference for

- Identifying learning and development needs
- Guiding continuing professional development
- Assisting in career progression and personal development

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At each professional grade there may be additional competencies specific to the context of individual work settings. These should be identified by individual therapists in conjunction with their line managers and considered in addition to these competencies.

While there are commonalities across the three grades in areas of competence expected, it is accepted that the balance between the different elements of a therapist's workload will vary considerably from one grade to another.

Evidence of the development and achievement of competence should be recorded within a personal portfolio.

The purpose of the graduate/ entry level competencies includes the following:

- To present a common set of competencies for all Speech and Language Therapy graduates across the four university courses
- To clarify for service providers and students what are the common areas of competence of an Irish graduate Speech and Language Therapist.

Although competencies at Senior and Clinical Specialist level have broadly the same headings, it is accepted that at a Clinical Specialist level there would be a greater level of proficiency and there would be greater depth and complexity as to how these competencies are demonstrated.

NB: The senior and clinical specialist competencies within this framework are developmental competencies and are NOT considered to be baseline competencies at the indicated level.

This competency framework was NOT devised as an audit or appraisal tool.

Navigation

This competency framework is comprised of sets of competencies at each of the three clinical grades for Speech and Language Therapy. The competencies for each of the grades have been clustered under three broad categories:

- 1) Professional Practice
- 2) Providing a Quality Service
- 3) Education & Development

Therapists may use this framework to develop their skills at the appropriate grade

Competencies at Senior and Clinical Specialist grade are divided into two groups;

- *Core competencies* which are considered essential for therapists at senior/clinical specialist grade and which can be applied, regardless of the area of work/speciality.
- *Additional competencies* which a Senior/Clinical Specialist therapist may need time and support to develop to a proficient level or Competencies which may not apply to all senior/clinical therapists depending on their work context.

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Although competencies at Senior and Clinical Specialist level have the same headings, it is accepted that at a Clinical Specialist level there would be a greater level of proficiency and greater depth and complexity as to how these competencies are demonstrated.

The ratio of clinical work to service development, education and research and the balance of time given to these different elements of a therapist's role will differ depending on the clinical grade. Competencies at Senior level are divided into two groups – core and additional.



Graduate/ Entry Level Competencies

A: Expectations of a Speech and Language Therapist in Providing Patient/Client Services

1. Professional Autonomy and Accountability Of The Speech and Language Therapist

- 1.1 Conforms to the standards required by the IASLT and detailed in the RCSLT publications 'Communicating Quality'.
- 1.2 Is informed by guidelines for best practice and develops and disseminates evidence based practice within professional contexts.
- 1.3 Adheres to the IASLT code of ethics
- 1.4 Exercises a professional duty of care to patients/clients.
- 1.5 Understands the legal, ethical and safety responsibilities of professional practice.
- 1.6 Upholds the principles and practice of clinical governance.

2. Personal and Professional Skills

- 2.1 Demonstrates sensitivity to personal frameworks and an ability to recognise prejudice.
- 2.2 Assesses personal abilities realistically.
- 2.3 Recognizes personal and emotional needs of self and takes the responsibility for own health, wellbeing and work / life balance.
- 2.4 Identifies and manages stress effectively in the clinical context.
- 2.5 Acts in ways that acknowledges people's rights to make their own decisions.
- 2.6 Acts in ways that are non-discriminatory and respectful of others' beliefs and perspectives.
- 2.7 Recognizes the need within practice to respect and respond to culturally diverse communities (e.g., use of appropriate materials, contexts, access to interpreters etc.).
- 2.8 Communicates with people in a manner that is consistent with their level of understanding, culture, background and preferred ways of communicating in order to sustain positive working relationships and enable constructive outcomes to be achieved.
- 2.9 Understands and recognizes limits of own competencies and recognise the need to consult with supervisor in a timely and appropriate manner.
- 2.10 Acknowledges the life-long need for continuing supervision.
- 2.11 Identifies personal development needs and engages in continuous self-directed learning to promote professional development and quality of practice.



2.12 Takes on appropriate responsibility for professional and clinical actions

2.13 Shows an understanding of the role of empowerment in the therapeutic process.

2.14 Regularly monitors the quality of work.

3. Professional Relationships

3.1 Gains informed consent.

3.2 Maintains all aspects of patient/client confidentiality.

3.3 Promotes a culture of involvement and consultation.

3.4 Recognizes the profession's Scope of Practice and makes referrals where appropriate.

3.5 Develops and maintains effective working relationships across the range of individuals and agencies, as appropriate.

3.6 Participates effectively in a variety of multi-, inter-, and intra-professional teams, keeping the rights and needs of the client central to such participation.

3.7 Takes cognisance of professional and support staff boundaries and roles.

4. Professional and Employer Context

4.1 Shows awareness of the structure and function of the education, social and health care services, and an understanding of current developments.

4.2 Shows an understanding of health education and how it relates to communication and swallowing.

4.3 Cooperates respectfully with the wider organization in the interest of a user centred service.

4.4 Develops and maintains a broad knowledge of the health service, understands how Speech and Language Therapy can best contribute to a model of holistic service provision and works to promote the profile of Speech and Language Therapy within the service.

4.5 Demonstrates an ability to use research, statistical and epidemiological data.

4.6 Continuously challenges the standards of quality and efficiency in service provision and strives to find ways in which the standard of care can be improved.

4.7 Champions initiatives that will modernise professional practices.

B: Speech & Language Therapy Competencies

5. Identification and Assessment of Communication and Assessment Needs

5.1 Establishes rapport and facilitates participation in the speech and language intervention process.

5.2 Analyses and interprets assessment data.



5.3 Identifies gaps required to understand the client's communication issues and seeks information to fill those gaps.

5.4 Makes a clinical judgment or diagnosis in relation to the nature and extent of speech, language and communication difficulties, and proposes possible outcomes.

5.5 Reports on the analysis and interpretation of assessment information, providing a differential description of patients/clients assessed, showing an ability to relate theory to practice.

5.6 Provides feedback on interpretation of assessment results to the client, significant others, refers and discusses management of identified difficulties.

5.7 Uses published and self-generated assessments (including discussion with clients and carers), instrumentation and transcription where appropriate to describe, identify, analyze, and evaluate developmental and acquired phonetic, phonological, semantic, syntactic, pragmatic, fluency and voice disorders.

5.8 Identifies the influence of situation context on communication.

5.9 Recognise and evaluates the effect of communication difficulty on the psychosocial well-being of the client and significant communication partners.

5.10 Recognizes possible contributing factors to communication difficulty, whether social, psychological, cognitive or medical.

5.11 Evaluates interaction between medical, social, cognitive, educational and communication need.

5.12 Understands and recognizes the need to refer to other professionals in a timely and appropriate manner.

5.13 Identifies presence of dysphagia and makes appropriate onward referral.

6. Formulation of Plans for Meeting Communication, Eating, Drinking and Swallowing Needs

6.1. Generates hypotheses from the analysis and integration of case history and assessment findings in relation to communication impairments.

6.2 Sets communication goals based on assessment and communicative need through use of integrated and interpreted information from various relevant sources.

6.3 Discusses long-term outcomes and decides in consultation with the client whether Speech and Language Therapy is appropriate or required. Includes key people in these discussions.

6.4 Selects and plans appropriate and effective therapy interventions involving key people in the client's environment.

6.5 Defines and agrees upon roles and responsibilities for the Speech and Language Therapist, the client, and significant others in the planned intervention.

6.6 Documents intervention plans and decisions taken.



- 6.7 Uses current critically appraised research to inform practice.
- 6.8 Understands the rationales and principles that underlie therapy.
- 6.9 Produces intervention plans in the context of multidisciplinary provision, demonstrating understanding of the role of other members of the team.
- 6.10 Takes account of available service delivery options.
- 6.11 Selects the appropriate role/s of assessor, educator, counsellor, advocate, researcher, trainer facilitator and consultant, and is aware of boundaries.
- 6.12 Uses therapy techniques appropriate to a range of communication difficulties.
- 6.13 Uses therapy techniques appropriate to a range of eating, drinking and swallowing difficulties, under direct supervision.
- 6.14 Liaises and communicates effectively with other professionals, clients, relatives/carers and appreciates their potential contributions to the management process.
- 6.15 Is able to make appropriate onward referral.

7. Intervention

- 7.1 Implements the Speech and Language Therapy intervention programme based on assessment, interpretation and planning.
- 7.2 Undertakes continuous evaluation and modification of aspects of the therapy management plan to be carried out by key agent(s) of change, taking into account their knowledge and abilities.
- 7.3 Continuously evaluates the efficacy of the therapy management plan and modifies it as appropriate.
- 7.4 Documents progress and changes in Speech and Language Therapy intervention and participates in administration processes.
- 7.5 Prepares a client for discharge appropriately, agreeing a point of closure with the client/carer, following relevant agency discharge procedures.
- 7.6 Practises in a manner that promotes well-being and protects the safety of all parties.
- 7.8 Demonstrates supportive and therapeutic interaction skills, which include the adaptation of strategies for optimum communication with clients or others.
- 7.9 Modifies linguistic and interpersonal behaviour to ensure the client understands and expresses him/herself as fully as possible.
- 7.10 Accesses support from mentors or specialists.
- 7.11 Manages time effectively within clinical sessions, related clinical work and balances clinical and administrative responsibilities.



7.12 Keeps accurate contemporaneous records in accordance with professional and legal requirements.

7.13 Demonstrates awareness of and adherence to current legislation as detailed in policy and procedures of health service agencies.

8. Planning, Maintaining and Evaluating Services

8.1 Uses and maintains an efficient information management system, including the use of information technology.

8.2. Manages caseload effectively including prioritization, time management and efficient use of service delivery models.

8.3. Participates in evaluation of the Speech and Language Therapy service.

8.4. Demonstrates critical reflection skills as a foundation for ongoing professional development.

8.5. Makes use of current research, by evaluating and applying it, where appropriate in clinical practice.

8.6. Understands the principles of research and research methodology which underpin an analytical approach to clinical practice and is familiar with statistical packages.

8.7. Collaborates in research initiated or supported by others.

8.8. Evaluates the range of formal and informal assessment tools and therapeutic resources, and processes in relation to current research. Makes suggestions for developing or acquiring new resources.

8.9. Communicates and consults with professional groups and services e.g. through line management and professional networks.

8.10. Responds to relevant government legislation and workplace policies and their implications for Speech and Language Therapy.

9. Professional Development

9.1 Participates in continuous professional development. This can be achieved in a variety of ways including attendance at conferences, independent study, and participation in research, teaching or presenting, developing specialist clinical skills etc.

9.2 Makes use of formal and informal networks for professional development.

9.3 Develops personal growth as an SLT through insight into current skills and further development of a range of interpersonal and communication skills.



C: Knowledge and Understanding

The education of Speech and Language Therapists is characterized by the integration of theory and clinical practice.

Disorders of communication and swallowing

A graduate Speech & Language Therapist is expected to demonstrate a critically evaluated and integrated knowledge and understanding of the core discipline of human communication disorders and related disorders. In addition, the theoretical frameworks underlying the principles of assessing, treating and managing people with the following disorders must be evident:

- Developmental speech and language disorders
- Acquired speech and language disorders
- Voice disorders
- Disorders of fluency
- Disorders of eating, drinking and swallowing
- Developmental and acquired cognitive disorders

Teaching of the core discipline will be supported by study in:

- Linguistics
 - Normal processing at a sub-lexical, lexical, grammatical, discourse and conversational levels.
 - The relevant aspects of linguistics, including phonetics and the application of such knowledge to normal and impaired communication at both theoretical and practical analytical levels.
 - Sociolinguistics – knowledge of how language and communication are used in social contexts.
 - Psycholinguistics – normal development and processes in the perception, comprehension and production of spoken, written and gestured messages in both monolingual and multilingual communication.
- Human Biological sciences
 - The relevant aspects of biomedical and medical sciences including the anatomy and physiology of body systems relevant to the development of, and maintenance of, communication and swallowing. This includes disruptions to the functions of these systems.
- Audiology
 - The principles of audiological science, the causes, measurement and effects of hearing impairment. The relationship between the science of hearing and its place in the communication process.

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- Psychology
 - The relevant aspects of psychology (cognitive, neuro-psychology, social, health developmental, clinical, learning theory) and the application of such knowledge to normal and impaired communication.
 - The impact of communicative need on the psychological and social well-being of the person and his/her relationships.
- Sociology
 - The person in society, including education, health, disability, workplace and multicultural society.
- Education
 - Language and literacy
 - Educational philosophy and practice
- Research
 - Knowledge and understanding of the principles of research methods and culture as they pertain to the profession of Speech and Language Therapy.
- Context of professional practice
 - Speech and Language Therapy therapeutic contexts, models and processes, including service delivery.
 - Professional standards, best practice guidelines and clinical governance.
 - The legal and ethical context of Speech and Language Therapy programme services, with reference to client confidentiality, child protection, health and safety, education, equality and professional registration.
 - Understanding of the professional roles and boundaries of a speech and language therapist



Senior Level Competencies

A: Professional Practice

1. Behaving in a Professional Manner

Core

- 1.1. Demonstrating professional conduct and behaviours by adhering to legal, ethical and professional practice standards in all aspects of practice.
- 1.2. Exercising a professional duty of care to, promoting self advocacy in and acting as an advocate for clients where appropriate.
- 1.3. Representing their profession confidently within their own service area and own organisation.
- 1.4. Promoting initiatives that will ensure professional practice and uniformity of standards.
- 1.5. Maintaining knowledge of ongoing work being done within the Professional Body and Irish healthcare and applying same to practice as appropriate.
- 1.6. Demonstrating effective planning / preparation for meetings, case conferences, in-services training.
- 1.7. Understanding and respecting own scope of practice and the roles of all members of the MDT.
- 1.8. Recognizing when it is appropriate to ask for support, include others in decision making or refer decisions to others.
- 1.9. Managing own work life balance and supporting relevant others in the management of same.

2. Communicating effectively with others

Core

- 2.1. Communicating oral and written information in a clear, concise and well structured manner appropriate to the content and the target audience.
- 2.2. Managing communications in a professional manner.
- 2.3. Facilitating and maintaining communication within own department and across multi-disciplinary teams.
- 2.4. Promoting and improving communication in their area of responsibility.

Additional

- 2.5. Negotiating effectively with relevant others.

3. Managing a Caseload

Core



- 3.1. Assessing, developing and implementing programmes of care and treatment for clients with routine and/ or complex needs using service delivery models in line with local service and professional guidelines.
- 3.2. Prioritizing caseload according to clinical need in the context of service policy.
- 3.3. Delegating clinical caseload appropriately for service area.
- 3.4. Demonstrating effective team working in a client centred framework as a component of efficient case management to ensure an optimum service is provided for all service users.
- 3.5. Recording client related information in accordance with local service and professional standards.
- 3.6. Balancing clinical demands with other responsibilities (e.g. departmental responsibilities, CPD, organisational, service development) through effective time management and organisational skills.

Additional

- 3.7. Developing and applying advanced clinical knowledge and skills in a defined clinical area.

B: Providing a Quality Service

4. Planning, Maintaining and Evaluating a Quality Service

Core

- 4.1. Understanding the role of their service area and their department within the larger organisation.
- 4.2. Developing and monitoring adherence to local policies, procedures and guidelines.
- 4.3. Promoting quality by reviewing and evaluating the service regularly and striving to find ways in which standards of quality and efficiency can be improved within their service area.
- 4.4. Communicating service development needs and changes in a clear and comprehensive manner.
- 4.5. Optimizing the use of available resources to achieve effective outcomes when planning and delivering a flexible service that meets the needs of all service users.
- 4.6. Developing and implementing service / business plans, quality initiatives, audits etc and reporting on outcomes in collaboration with line manager.

Additional

- 4.7. Identifying and availing of opportunities to contribute to operational service developments and strategic planning.

5. Driving and Participating in Evidence Based Practice

Core

- 5.1. Reviewing and critically evaluating available evidence based information and literature and integrating into clinical practice.



5.2. Monitoring and evaluating effectiveness of interventions through the use of evidence based practice and outcome measures and modifying practice accordingly in consultation with service users.

Additional

5.3. Developing and updating clinical guidelines for own areas of practice in accordance with evidence and professional body guidelines.

6. Understanding and participating in Research

Core

6.1. Understanding the principles of research and research methodologies which underpin an analytical approach to clinical practice.

6.2. Identifying potential research projects to address service needs.

6.3. Demonstrating research skills as appropriate to Speech and Language Therapy Practice.

Additional

6.4. Initiating and/or collaborating in research to inform evidence based practice.

6.5. Engaging with all relevant stakeholders in respect of research issues (e.g. Health Research Board, Ethics Board, Service Users etc).

6.6. Presenting/publishing or contributing to the presentation/publication of research projects.

C: Education and Development

7. Maintaining Continuing Professional Development

Core

7.1. Identifying own personal and professional development needs and putting structures in place to meet these in collaboration with line manager.

7.2. Identifying and availing of appropriate formal and/or informal learning opportunities within SLT and multidisciplinary contexts to remain informed on contemporary clinical best practice.

7.3. Analysing and applying learning from formal and informal CPD activities and applying same to practice.

8. Educating and Developing Others

Core

8.1. Promoting the importance of CPD within their team.

8.2. Planning, delivering and evaluating education and training as appropriate.

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8.3. Managing, participating and playing a key role in the practice education of student therapists.

8.4. Assisting basic grade staff in identifying own development needs and facilitating resolution of same through planned learning and professional support as required.

Additional

8.5. Planning, delivering and evaluating health promotion activities as appropriate.

9. Supervising and Coaching Others

Core

9.1. Providing support for other staff including mentoring, coaching and formal development training.

9.2. Acting as a positive and supportive team leader in their own area.

9.3. Identifying performance problems within the department in a timely manner and dealing with same in collaboration with manager.

Additional

9.4. Empowering staff by appropriately delegating responsibility and authority.

9.5 Demonstrating adaptability / flexibility in managing others.

10. Acting As A Clinical Resource

Core

10.1. Acting as a clinical resource to colleagues and students within their own organisation.

Additional

10.2. Acting as an advanced clinical resource to colleagues, MDT and students in own organisation.



Clinical Specialist Level Competencies

A: Professional Practice

1. Behaving in a Professional Manner

- 1.1. Demonstrating professional conduct and behaviours by adhering to legal, ethical and professional practice standards in all aspects of practice.
- 1.2. Exercising a professional duty of care to, promoting self advocacy in and acting as an advocate for clients where appropriate.
- 1.3. Representing their profession confidently within their own service area and across multiple service areas within own organisation, larger health service and with all other relevant stakeholders.
- 1.4. Promoting and instigating initiatives that will ensure professional practice and advancement of standards.
- 1.5. Maintaining knowledge of ongoing work being done by the Professional Body, the Irish healthcare services and relevant developments internationally and applying same to practice as appropriate.
- 1.6. Understanding the implications of current legislation as it applies to their specific area of practice.
- 1.7. Demonstrating effective planning / preparation for meetings, case conferences, in-services training.
- 1.8. Understanding and respecting own scope of practice and that of all members of the MDT.
- 1.9. Knowing and asking for support, including others in decisions or referring decisions to others when appropriate.
- 1.10. Managing own work life balance and supporting relevant others in the management of same.
- 1.11. Acting as an advocate for colleagues within the profession.

2. Communicating Effectively with Others

- 2.1. Managing working relationships in a professional manner.
- 2.2. Managing communications in a professional manner.
- 2.3. Negotiating effectively with relevant others when appropriate.
- 2.4. Promoting and improving multidisciplinary and interagency communication in their area of responsibility.
- 2.5. Contributing to clinical teams at expert level ensuring a well co-ordinated care plan.
- 2.6. Demonstrating excellent formal presentation skills.



3. Managing a Caseload

- 3.1. Maintaining and developing high standards of clinical practice and knowledge within their specialist area.
- 3.2. Assessing, developing and implementing highly specialised programmes of care and treatment to meet the needs and priorities of clients in accordance with local service and professional guidelines.
- 3.3. Prioritizing caseload according to clinical need in the context of service policy.
- 3.4. Delegating clinical caseload appropriately for service area.
- 3.5. Demonstrating effective team working in a client centred framework as a component of efficient case management to ensure an optimum service is provided for all service users within their area of specialism.
- 3.6. Recording client related information in accordance with local service and professional standards.
- 3.7. Promoting team working by participating in teams, communicating, providing leadership and keeping the rights and needs of the client central to such participation.
- 3.8. Balancing clinical demands with other responsibilities (e.g. departmental responsibilities, CPD, organisational, service development, research and training development) through effective time management and organisational skills.

B: Providing a Quality Service

4. Planning, Maintaining and Evaluating a Quality Service

- 4.1. Understanding the role of their service area and their department within the larger organisation.
- 4.2. Developing and monitoring adherence to local and international policies, procedures, guidelines and care pathways.
- 4.3. Promoting quality by reviewing and evaluating the service regularly and striving to find ways in which standard of quality and efficiency can be improved within their service area.
- 4.4. Optimizing the use of available resources to achieve effective outcomes when planning and delivering a flexible service that meets the needs of all service users.
- 4.5. Identifying and availing of opportunities to contribute to operational service developments, strategic planning, development of policies and reviewing of service delivery in clinical specialism.
- 4.6. Driving the development and provision of cross- disciplinary services.
- 4.7. Ensuring that high quality patient centred services are based on the best available evidence.
- 4.8. Developing and implementing service/ business plans, quality initiatives audits etc and reporting on outcomes in collaboration with line manager.



5. Driving and Participating in Evidence Based Practice

- 5.1. Maintaining knowledge of and critically analysing current literature and available evidence relevant to specialism and integrating same into practice.
- 5.2. Monitoring and evaluating effectiveness of intervention through the use of evidence based practice and outcome measures and modifying practice accordingly in consultation with service users.
- 5.3. Developing and updating clinical guidelines for own areas of practice in accordance with evidence and professional body guidelines.
- 5.4. Demonstrating evidence based practice in clinical specialism through the process of clinical reasoning and decision making, allowing knowledge to be applied to complex/ different situations.

6. Understanding and Participating in Research

- 6.1. Identifying the need for research on issues related to Speech and Language Therapy and formulating relevant research questions.
- 6.2. Understanding and selecting appropriate research designs and methods.
- 6.3. Engaging appropriately with all relevant stakeholders in respect of research issues (e.g. Health Research Board, Ethics Board, Service Users etc).
- 6.4. Undertaking and/or facilitating research and development programmes, particularly in their area of expertise, which enhance the evidence base.
- 6.5. Demonstrating skills in independent searching, critical examination and integration of literature/ research and other relevant information.
- 6.6. Interpreting, analysing, synthesizing and critiquing research findings.
- 6.7. Presenting/ publishing or contributing to the presentation/publication of research.
- 6.8. Acting as a peer reviewer of publications by other authors in the area of clinical specialism.

C: Education and Development

7. Maintaining Continuing Professional Development

- 7.1. Identifying own personal and professional development needs and putting formal and informal structures in place to meet those needs in collaboration with line manager.
- 7.2. Identifying and availing of formal and/ or informal learning opportunities within SLT and multidisciplinary contexts to remain informed on contemporary clinical best practice.
- 7.3. Analysing and applying learning from formal and informal CPD activities relevant to practice.

8. Educating and Developing Others



- 8.1. Promoting the importance of CPD within the team.
- 8.2. Encouraging and supporting others in the use of reflective practice so that the service is demonstrably one which continually improves and develops.
- 8.3. Planning, delivering and evaluating education, training and health promotion activities as appropriate.
- 8.4. Contributing to educational policy for both pre and post qualifying practitioners
- 8.5. Participating in the practice education of student therapists.

9. Supervising and Coaching Others

- 9.1. Providing support for other staff including mentoring, coaching and formal development training as appropriate.
- 9.2. Acting as a positive and supportive specialist team leader in their own area.
- 9.3. Identifying stressors and performance problems within the department in a timely manner and dealing with same in collaboration with manager.
- 9.4. Coaching assigned staff in their area of specialism including facilitating regular meetings with them to identify performance issues and development needs including CPD needs.
- 9.5. Facilitating the development of others in problem solving/ negotiation skills within peer review/ support context.
- 9.6. Empowering staff by appropriately delegating responsibility and authority.
- 9.7. Demonstrating adaptability / flexibility in managing others.

10. Acting As A Clinical Resource

- 10.1. Acting as a clinical advisor to colleagues, students and other health professionals.
- 10.2. Providing clinical expertise on a regional and national basis based on their specialist knowledge and skills in a defined clinical area.
- 10.3. Contributing professional expertise to wider organisation initiatives / committees / steering groups.
- 10.4. Disseminating specialist knowledge and evidence based practice through presentations and publications.