Transferable Role Template

Career Framework Level 6

Speech and Language Therapist
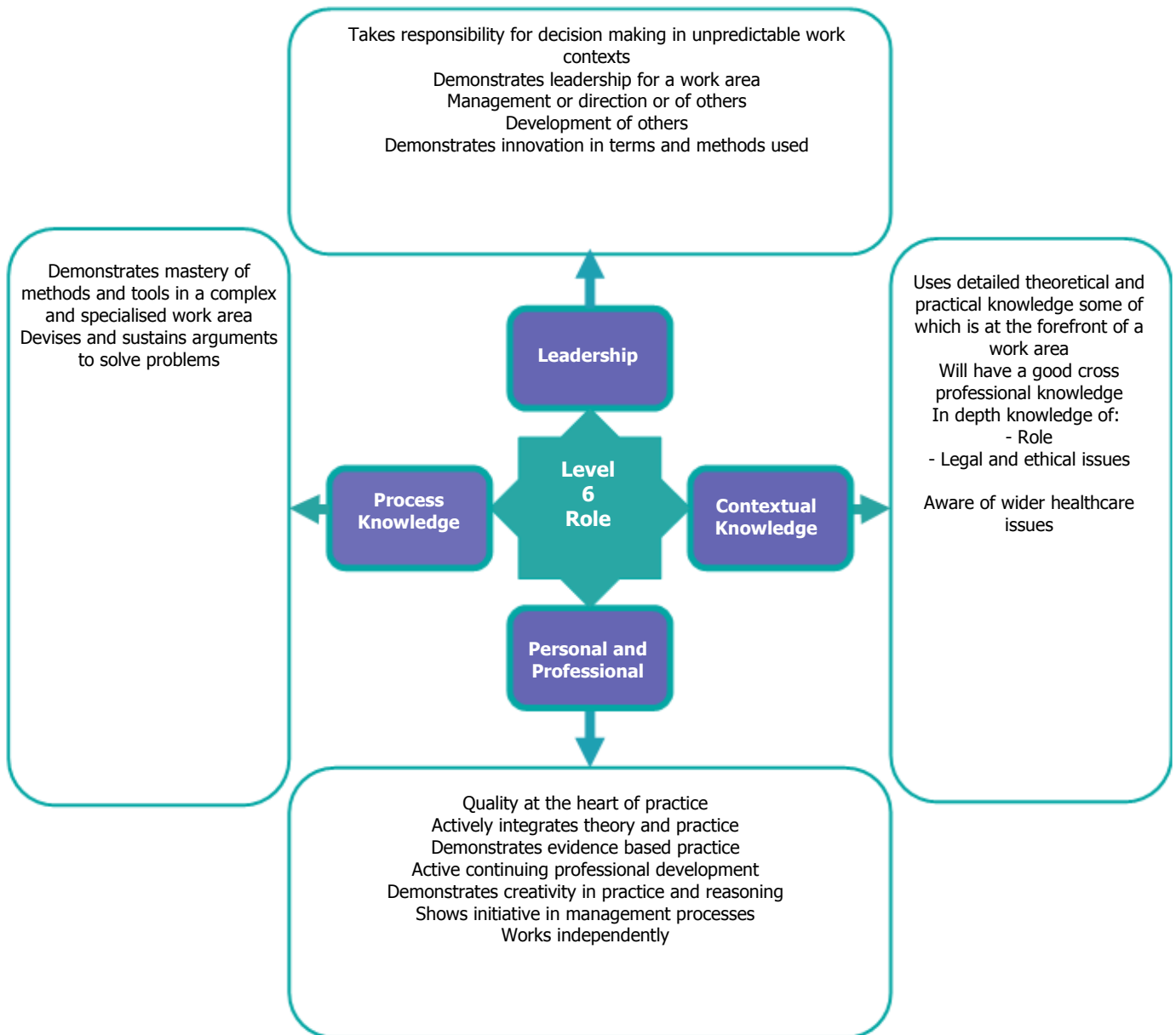
Level Descriptors
Key characteristics of a Level 6 Role

Takes responsibility for decision making in unpredictable work contexts
Demonstrates leadership for a work area
Management or direction or of others
Development of others
Demonstrates innovation in terms and methods used

Demonstrates mastery of methods and tools in a complex and specialised work area
Devises and sustains arguments to solve problems

Leadership

Level 6 Role

Process Knowledge

Contextual Knowledge

Personal and Professional

Uses detailed theoretical and practical knowledge some of which is at the forefront of a work area
Will have a good cross professional knowledge
In depth knowledge of:
- Role
- Legal and ethical issues

Aware of wider healthcare issues

Quality at the heart of practice
Actively integrates theory and practice
Demonstrates evidence based practice
Active continuing professional development
Demonstrates creativity in practice and reasoning
Shows initiative in management processes
Works independently

Definition of the Level 6 Role

People at level 6 require a critical understanding of detailed theoretical and practical knowledge, are specialist and/or have management and leadership responsibilities. They demonstrate initiative and are creative in finding solutions to problems. They have some responsibility for team performance and service development and they consistently undertake self-development.

Example of Role at Level 6

Specialist Practitioner:

Specialist practitioners have developed a high level of knowledge and skill in a specific area of practice. They have a depth of knowledge and understanding which enables them to perform at a high level of practice, take a leadership role, use and develop evidence to inform their practice, and deal with complex, unpredictable environments. They will have their own caseload or work area responsibilities.

The characteristics of a specialist practitioner have been developed by Skills for Health through working with employers and practitioners. They are intended to be broad descriptors which can be interpreted or contextualised at a local level.

Basic Information:

Named Role	**Speech And Language Therapist**
Area of work	Community NHS Or Local Authority Or Independent, Hospital NHS Or Independent
Role Family	AHPs
Experience required	N/A
Career Framework Level	6

Summary of Role

Assess, diagnose and manage communication, feeding and swallowing difficulties, in appropriate locations.

Scope of the Role

Assess, diagnose and manage communication, feeding and swallowing difficulties, in appropriate locations.

Maintain accurate case notes and records in accordance with organisational standards.

Provide written reports to clients, carers and other professionals, as required, including under relevant Education Acts.

Work as a member of inter-disciplinary and inter agency teams as appropriate to the location.

Liaise with other professionals, including those in Social Services, Education and voluntary Sectors.

Maintain up-to-date knowledge of speech and language therapy issues, assessments, treatment procedures and new technology through a variety of Continuing Professional Development activities (CPD).

Provide advice and support to relatives and carers.

Organise own caseload and identify needs, bringing to the attention of the Clinical Leader or appropriate Team Leader, issues relating to service development.

Support clients through communicative situations which cause them significant difficulties.

Organise and supervise the work of assistants and volunteers.

Cover for colleagues absences, as directed by the Clinical Leader.

Observe departmental and wider organisational policies.

Attend in-service training as agreed with the Clinical Leader to meet the needs of Personal Development Plans.

Raise public awareness through Health Promotion activities in agreement with the Clinical Leader.

Collect and record statistical information.

Liaise regularly with colleagues and take part in Clinical Supervision.

To represent the Department at Trust-wide level following negotiation or election by colleagues as appropriate.

Allow other professionals and pre-undergraduate students to observe sessions as requested by the Clinical Leader.

Be a lead Clinician for undergraduate Speech and Language Therapy students.

Provide training on communication and/or feeding and swallowing difficulties to other professional groups at the request of the Clinical Leader.

Take responsibility for delegated areas of research at the request of the Clinical Leader.

Provide support, advice and second opinions to other therapists as appropriate.

Keep colleagues informed of developments in assessment, diagnosis and management in the area of Special Educational Needs

Provide in-service training to colleagues.

Attend Regional and National groups

Carry a caseload of complex clients.

Have a high level of clinical expertise, acting as a resource for the Department and other groups, including providing specialist second opinions.

In conjunction with Clinical Leader and Team Leader, take an active role in issues relating to service delivery and developments.

Provide mentoring and supervision to less experienced staff, as required.

Carry out any other duties of a similar nature consistent with the responsibilities of the post at the request of the Clinical Leader.

Level 6 Core Competences / National Occupational Standards:

Underpinning Principle	Reference Function		Competence
1. COMMUNICATION	1.2	Communicate effectively	GEN97 Communicate effectively in a healthcare environment http://tools.skillsforhealth.org.uk/competence/show/html/id/3001
2. PERSONAL & PEOPLE DEVELOPMENT	2.1.1	Develop your own practice	GEN13 Synthesise new knowledge into the development of your own practice http://tools.skillsforhealth.org.uk/competence/show/html/id/376
			CFAM&LAA3 Develop and maintain your professional networks http://tools.skillsforhealth.org.uk/competence/show/html/id/3770
	2.1.2	Reflect on your own practice	GEN23 Monitor your own work practices http://tools.skillsforhealth.org.uk/competence/show/html/id/2051
			SCDHSC0033 Develop your practice through reflection and learning http://tools.skillsforhealth.org.uk/competence/show/html/id/3415
	2.2.1	Support the development of the knowledge and practice of individuals	SCDHSC0043 Take responsibility for the continuing professional development of yourself and others http://tools.skillsforhealth.org.uk/competence/show/html/id/3481
3. HEALTH SAFETY & SECURITY	3.5.1	Ensure your own actions reduce risks to health and safety	IPC2.2012 Perform hand hygiene to prevent the spread of infection http://tools.skillsforhealth.org.uk/competence/show/html/id/3309
			PROHSS1 Make sure your own actions reduce risks to health and safety http://tools.skillsforhealth.org.uk/competence/show/html/id/3327
			PMWRV1 Make sure your actions contribute to a positive and safe working culture http://tools.skillsforhealth.org.uk/competence/show/html/id/4027
	3.5.2	Protect individuals from abuse	SCDHSC0024 Support the safeguarding of individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3518
4. SERVICE IMPROVEMENT	4.6	Promote service improvement	CFAM&LCA1 Identify and evaluate opportunities for innovation and improvement http://tools.skillsforhealth.org.uk/competence/show/html/id/3783
5. QUALITY	5.1.1	Act within the limits of your competence and authority	GEN63 Act within the limits of your competence and authority http://tools.skillsforhealth.org.uk/competence/show/html/id/85
	5.1.2	Manage and organise your own time and activities	HT4 Manage and organise your own time and activities http://tools.skillsforhealth.org.uk/competence/show/html/id/2501

6. EQUALITY & DIVERSITY	6.1	Ensure your own actions support equality of opportunity and diversity	SCDHSC0234 Uphold the rights of individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3506
	6.2	Promote equality of opportunity and diversity	SCDHSC3111 Promote the rights and diversity of individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3540
B. HEALTH INTERVENTION	B2.1	Obtain information from individuals about their health status and needs	CHS169 Comply with legal requirements for maintaining confidentiality in healthcare http://tools.skillsforhealth.org.uk/competence/show/html/id/2820
D. INFORMATION MANAGEMENT / INFORMATION AND COMMUNICATION TECHNOLOGY	D2.4	Maintain information / record systems	CFA_BAD332 Store and retrieve information using a filing system http://tools.skillsforhealth.org.uk/competence/show/html/id/4104
H. MANAGEMENT & ADMINISTRATION	H1.3.1	Contribute to the effectiveness of teams	SCDHSC0241 Contribute to the effectiveness of teams http://tools.skillsforhealth.org.uk/competence/show/html/id/3509
	H1.3.2	Develop relationships with individuals	CFAM&LDD1 Develop and sustain productive working relationships with colleagues http://tools.skillsforhealth.org.uk/competence/show/html/id/3787
	H2.6	Receive and pass on messages and information	ESKITU020 Use digital communications http://tools.skillsforhealth.org.uk/competence/show/html/id/4150

Role Specific Competences / National Occupational Standards:

Underpinning Principle	Reference Function		Competence
1. COMMUNICATION	1.3	Support individuals to communicate	SCDHSC0021 Support effective communication http://tools.skillsforhealth.org.uk/competence/show/html/id/3515
	1.5	Provide information, advice and guidance	GEN14 Provide advice and information to individuals on how to manage their own condition http://tools.skillsforhealth.org.uk/competence/show/html/id/377
2. PERSONAL & PEOPLE DEVELOPMENT	2.2.1	Support the development of the knowledge and practice of individuals	GEN35 Provide supervision to other individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/2295
			CFAM&LDC2 Support individuals' learning and development http://tools.skillsforhealth.org.uk/competence/show/html/id/3793
3. HEALTH SAFETY & SECURITY	3.5.1	Ensure your own actions reduce risks to health and safety	GEN96 Maintain health, safety and security practices within a health setting http://tools.skillsforhealth.org.uk/competence/show/html/id/2859

			IPC3.2012 Clean, disinfect and remove spillages of blood and other body fluids to minimise the risk of infection http://tools.skillsforhealth.org.uk/competence/show/html/id/3362
			IPC4.2012 Minimise the risk of spreading infection by cleaning, disinfection and storing care equipment http://tools.skillsforhealth.org.uk/competence/show/html/id/3363
			IPC5.2012 Minimise the risk of exposure to blood and body fluids while providing care http://tools.skillsforhealth.org.uk/competence/show/html/id/3364
			IPC6.2012 Use personal protective equipment to prevent the spread of infection http://tools.skillsforhealth.org.uk/competence/show/html/id/3365
	3.5.1	(Contd..) Ensure your own actions reduce risks to health and safety	IPC7.2012 Safely dispose of healthcare waste, including sharps, to prevent the spread of infection http://tools.skillsforhealth.org.uk/competence/show/html/id/3366
			IPC12.2012 Minimise the risk of spreading infection when storing and using clean linen http://tools.skillsforhealth.org.uk/competence/show/html/id/3368
			IPC9.2012 Minimise the risk of spreading infection when removing used linen http://tools.skillsforhealth.org.uk/competence/show/html/id/3371
6. EQUALITY & DIVERSITY	6.2	Promote equality of opportunity and diversity	CFAM&LBA7 Promote equality of opportunity, diversity and inclusion http://tools.skillsforhealth.org.uk/competence/show/html/id/3782
A. ASSESSMENT	A2.1	Plan assessment of an individual's health status	CHS38 Plan assessment of an individual's health status http://tools.skillsforhealth.org.uk/competence/show/html/id/1040
	A2.3	Assess an individual with a suspected health condition	CHS40 Establish a diagnosis of an individual's health condition http://tools.skillsforhealth.org.uk/competence/show/html/id/220
			CHS39 Assess an individual's health status http://tools.skillsforhealth.org.uk/competence/show/html/id/221
	A2.5	Agree courses of action following assessment	CHS45 Agree courses of action following assessment to address health and wellbeing needs of individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/2219
	A2.7	Undertake a risk assessment in relation to a defined health need	CHS46 Assess risks associated with health conditions http://tools.skillsforhealth.org.uk/competence/show/html/id/2214

B. HEALTH INTERVENTION	B3.1.1	Plan activities, interventions or treatments to achieve specified health goals	CHS41 Determine a treatment plan for an individual http://tools.skillsforhealth.org.uk/competence/show/html/id/219
	B3.1.2	Enable individuals to make health choices and decisions	PE1 Enable individuals to make informed health choices and decisions http://tools.skillsforhealth.org.uk/competence/show/html/id/2101
	B3.3.2	Prepare individuals for health care actions	GEN4 Prepare individuals for healthcare activities http://tools.skillsforhealth.org.uk/competence/show/html/id/386
	B3.3.3	Move and position individuals	CHS6.2012 Move and position individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3396
	B3.4.1	Receive and direct requests for health care assistance using protocols and guidelines	CHS59 Respond to referrals of individuals with health conditions http://tools.skillsforhealth.org.uk/competence/show/html/id/2235
	B3.5.1	Prepare a discharge plan	CHS122 Prepare a discharge plan with individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/414
	B10.2	Provide first aid to an individual	CHS36 Provide basic life support http://tools.skillsforhealth.org.uk/competence/show/html/id/906
	B15.6	Administer medication to individuals	CHS78 Administer oxygen safely and effectively http://tools.skillsforhealth.org.uk/competence/show/html/id/2597
	B15.8	Support individuals to self-medicate	CHS71 Help individuals to use nebulised medication safely and effectively http://tools.skillsforhealth.org.uk/competence/show/html/id/2588
	B16.4	Support individuals to retain, regain and develop the skills to manage their lives and environment	SCDHSC0351 Implement development activities to meet individuals' goals, preferences and needs http://tools.skillsforhealth.org.uk/competence/show/html/id/3455
F. EDUCATION LEARNING & RESEARCH	F1.1.2	Design learning and development programmes	LSILADD03 Plan and prepare learning and development programmes http://tools.skillsforhealth.org.uk/competence/show/html/id/3169
H. MANAGEMENT & ADMINISTRATION	H1.1.5	Provide leadership	CFAM&LBA3 Lead your team http://tools.skillsforhealth.org.uk/competence/show/html/id/3776
			CFAM&LBB4 Ensure compliance with legal, regulatory, ethical and social requirements http://tools.skillsforhealth.org.uk/competence/show/html/id/3779

	H1.3.1	Contribute to the effectiveness of teams	CFAM&LDB2 Allocate work to team members http://tools.skillsforhealth.org.uk/competence/show/html/id/3791

Facets of Role (National Occupational Standards):

Underpinning Principle	Reference Function		Competence
		None Assigned	

Locality Specific Competences / National Occupational Standards:

Underpinning Principle	Reference Function	Competence
	None Assigned	

Indicative Learning and Development

Transferable role	**Speech and Language Therapist**
Formal endorsed learning	
Informal learning	
Summary of learning and development including aims and objectives	
Duration	
National Occupational Standards used	
Credits (including framework used)	
Accreditation	
APEL and progression	
Programme structure	
Continuous Professional Development	NOT SPECIFIED
Resources required, e.g. placement learning, preceptors, accredited assessors etc	
Quality Assurance	
Policies included in learning programme documentation	
Funding	
Leading to registration or membership with:	

References & Further Information:

N/A