

Transferable Role Template

Career Framework Level 8

Consultant Speech and Language Therapist -
Dysphagia

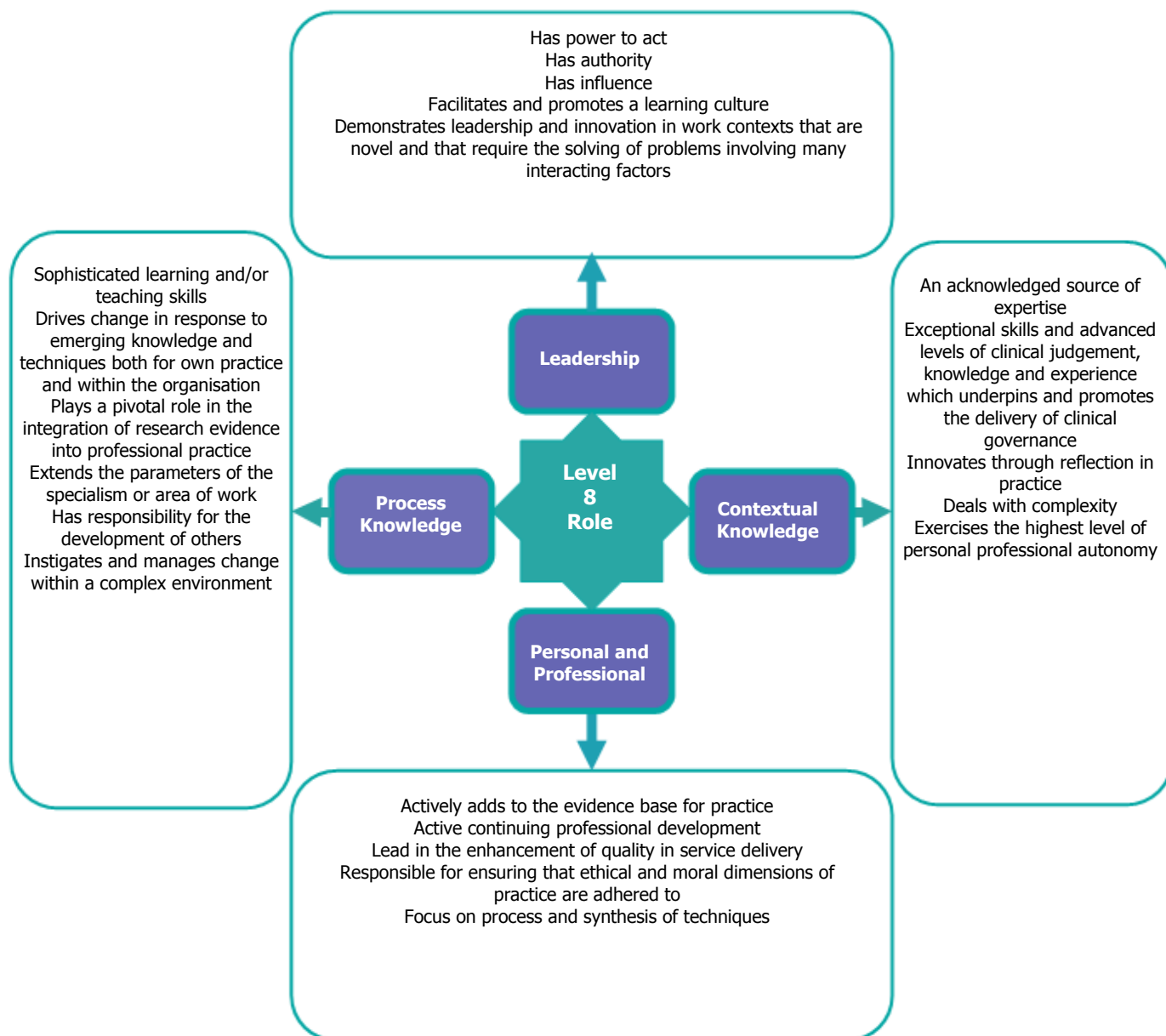
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Developers

SKILLS FOR HEALTH CAREER FRAMEWORK PROJECT

Level Descriptors

Key characteristics of a Level 8 Role



Definition of the Level 8 Role

People at level 8 of the career framework have highly specialised knowledge, some of which is at the forefront of knowledge in a field of work, which they use as a basis for original thinking and/or research. They are leaders with considerable responsibility, and the ability to research and analyse complex processes. They have responsibility for service improvement or development. They may have considerable management responsibilities and be accountable for service delivery or have a leading education or commissioning role.

Example of Role at Level 8

Non-Medical Consultant Practitioner:

The non-medical consultant practitioner is an expert practitioner with a high level of responsibility for the development and delivery of services. They are clinical experts who lead practice and spend a significant amount of time in direct patient care. There is a strong element of research within the role. They will carry out research, as well as ensuring that current research findings are used by staff to inform their practice. They may have overall responsibility for the coordination of R&D programmes. The non-medical consultant practitioner will lead by example in developing highly innovative solutions to problems based on original research and inquiry. They will apply a highly developed theoretical and practical knowledge over a wide range of clinical, scientific, technical and/or management functions.

The role is intended to operate across four key areas or functions:

- Expert practice

A key aspect focussed on specialist expert clinical work.

Normally this will be up to 50% of the consultant practitioners' time.

- Professional leadership and consultancy

They are seen within the workplace and external to the workplace as leaders and a source of expert knowledge and skill

- Education training and development

They are a resource for the service, or wider area and will regularly engage in sharing their skills and knowledge with colleagues and a wider audience.

They may have a formal link with higher education institutions through lecturing, research or other partnership activities.

- Practice and service development research and evaluation

Research and development are an integral component of the role.

Research whether original work or the work of others is used to improve quality, as a basis for innovation and service development and improvement.

All consultant practitioners are at level 8 on the Career Framework for Health.

Not all level 8 roles are consultant practitioners.

The characteristics of the level 8 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	Consultant Speech And Language Therapist - Dysphagia
Area of work	Community NHS Or Local Authority Or Independent, Hospital NHS Or Independent
Role Family	AHPs
Experience required	N/A
Career Framework Level	8

Summary of Role

To provide clinical advice for dysphagia cases in all directorates in the trust

Scope of the Role

To provide clinical advice for dysphagia cases in all directorates in the trust ensuring that all members of the clinical team have access to competency based framework for the understanding and care of clients with dysphagia through the provision of advice and consultation and dissemination of specialist knowledge, research and theory.

To assess, formulate intervention plans, treat and monitor highly complex Learning Disability dysphagia cases on a trust wide basis, referred from any LD locality team within the trust, using highly specialist knowledge and experience

Involve service users and carers where possible in the formulation of individual treatment interventions.

To evaluate intervention and outcomes systematically

To support the assessment, planning, treatment and monitoring of complex dysphagia cases on behalf of less qualified/experienced therapists

To support speech and language therapists providing dysphagia advice

To provide specialist clinical and technical skills for interpretative assessment techniques and interventions, in particular videofluoroscopy x-ray

To deliver a variety of quality training packages to carers, other clinical staff in order to support treatment programmes

To identify dysphagia training needs of SALT staff

To continue to develop own clinical skills and contribute to the development of others.

To provide advice and support to carers, families, staff and other relevant agencies enabling others to facilitate eating and drinking skills.

To mentor and joint work with less experienced/qualified therapists on dysphagia cases

To support the Trust in developing expertise in the area of speciality by contributing to pre and post graduate teaching programmes

To support service managers in planning, prioritising and development of dysphagia services

To contribute to the involvement of users and carers, in service planning and development.

To supervise, support, train and organise the work allocated SLT assistants/technical instructors, to ensure they carry out appropriate tasks and maintain therapy programmes.

To act as specialist advisor in the investigation of complaints or disciplinary action regarding interventions for dysphagia.

To maintain and support the efficient use of resources

To support recruitment processes as appropriate

To maintain and support the efficient use of physical and/or financial resources

To be responsible for the planning, developing and implementing the R & D for dysphagia within the trust with a wider impact wider, i.e. nationally and internationally.

Secure appropriate research funding for dysphagia out with the Trust.

In conjunction with service managers and audit leads plan and carry out agreed audit program, focusing on dysphagia, offering expert advice into the implementation of service change and development related to audit results.

To supervise SLTs undertaking academic study as appropriate.

Contribute to wider research and development in this area by appropriate advisory bodies such as a RCSLT advisor and participation in wider research programmes.

To ensure that evidence from research undertaken, is implemented with the trust, and incorporated within the relevant clinical governance action plans.

To contribute and take a lead within national and regional specialist interest groups relating to dysphagia.

All level 8 roles will have the following common/core competences.

All competences are national occupational standards (NOS)

Level 8 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	H1.2.4	Implement change	CFAM&LCA4 Implement change http://tools.skillsforhealth.org.uk/competence/show/html/id/3786
	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	1.4	Develop relationships with individuals	SCDHSC0233 Develop effective relationships with individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3505
	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	2.1.1	Develop your own practice	GEN31 Initiate, and participate in, networks and discussion groups http://tools.skillsforhealth.org.uk/competence/show/html/id/2290

			CFAM&LAA2 Develop your knowledge, skills and competence http://tools.skillsforhealth.org.uk/competence/show/html/id/3769
	2.1.3	Make use of supervision	GEN36 Make use of supervision http://tools.skillsforhealth.org.uk/competence/show/html/id/2296
	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
3. HEALTH SAFETY & SECURITY	3.5.1	Ensure your own actions reduce risks to health and safety	GEN1 Ensure personal fitness for work http://tools.skillsforhealth.org.uk/competence/show/html/id/372
			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
	3.5.1	(Contd..) Ensure your own actions reduce risks to health and safety	IPC6.2012 Use personal protective equipment to prevent the spread of infection http://tools.skillsforhealth.org.uk/competence/show/html/id/3365
			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
5. QUALITY	5.2.1	Ensure your organisation delivers quality services	GEN133 Manage a service which achieves the best possible outcomes for the individual http://tools.skillsforhealth.org.uk/competence/show/html/id/3926
	5.2.2	Monitor the progress and quality of work within your area of responsibility	GEN68 Monitor compliance with quality systems http://tools.skillsforhealth.org.uk/competence/show/html/id/2313
			CFAM&LDB3 Quality assure work in your team http://tools.skillsforhealth.org.uk/competence/show/html/id/3792

A. ASSESSMENT	A2.3	Assess an individual with a suspected health condition	CHS39 Assess an individual's health status http://tools.skillsforhealth.org.uk/competence/show/html/id/221
			CHS168 Obtain a patient/client history http://tools.skillsforhealth.org.uk/competence/show/html/id/2819
	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	B1.1	Obtain valid consent for interventions or investigations	CHS167 Obtain valid consent or authorisation http://tools.skillsforhealth.org.uk/competence/show/html/id/2818
	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
			CHS44 Plan activities, interventions and treatments to achieve specified health goals http://tools.skillsforhealth.org.uk/competence/show/html/id/2221
	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
	B3.2.1	Develop clinical protocols for the delivery of healthcare services	CHS170 Develop clinical protocols for delivery of services http://tools.skillsforhealth.org.uk/competence/show/html/id/140
	B3.2.2	Develop procedures for delivery of healthcare services	CHS171 Develop procedures for delivery of services http://tools.skillsforhealth.org.uk/competence/show/html/id/230
	B3.3.1	Prepare and dress for specified health care roles	GEN2 Prepare and dress for work in healthcare settings http://tools.skillsforhealth.org.uk/competence/show/html/id/383
	B3.3.5	Monitor and manage the environment and resources during and after health care actions	GEN7 Monitor and manage the environment and resources during and after clinical/therapeutic activities http://tools.skillsforhealth.org.uk/competence/show/html/id/388

	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
	B3.5.2	Carry out actions from a discharge plan	GEN28 Discharge and transfer individuals from a service or your care http://tools.skillsforhealth.org.uk/competence/show/html/id/2207
	B3.6.1	Monitor individuals following treatments	CHS47 Monitor and assess patients following treatments http://tools.skillsforhealth.org.uk/competence/show/html/id/2215
	B4.2	Evaluate the delivery of care plans to meet the needs of individuals	CHS53 Evaluate the delivery of care plans to meet the needs of individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/2230
	B7	Interpret and report on findings from investigations	CHS83 Interpret the findings of healthcare investigations http://tools.skillsforhealth.org.uk/competence/show/html/id/2249
	B14.2	Implement care plans/programmes	CHS225 Implement a treatment plan http://tools.skillsforhealth.org.uk/competence/show/html/id/2850
D. INFORMATION MANAGEMENT / INFORMATION AND COMMUNICATION TECHNOLOGY	D2.4	Maintain information / record systems	SCDHSC0434 Lead practice for managing and disseminating records and reports http://tools.skillsforhealth.org.uk/competence/show/html/id/3500
F. EDUCATION LEARNING & RESEARCH	F2.1	Deliver learning and development programmes	LSILADD07 Facilitate individual learning and development http://tools.skillsforhealth.org.uk/competence/show/html/id/3173
	F4.1	Determine the learning needs of individuals to enable management of their health & well being	PE6 Identify the learning needs of patients and carers to enable management of a defined condition http://tools.skillsforhealth.org.uk/competence/show/html/id/2106
	F5.2	Identify and recommend sources of funding for selected research and development topic	R&D2 Identify and recommend sources of funding for selected research and development topics http://tools.skillsforhealth.org.uk/competence/show/html/id/2438
	F6.1	Conduct investigations in a research and development topic	R&D7 Direct and manage research and development activities http://tools.skillsforhealth.org.uk/competence/show/html/id/2447

			R&D8 Conduct investigations in selected research and development topics http://tools.skillsforhealth.org.uk/competence/show/html/id/2448
	F6.3	Act on research and development findings	R&D14 Translate research and development findings into practice http://tools.skillsforhealth.org.uk/competence/show/html/id/2459
H. MANAGEMENT & ADMINISTRATION	H1.1.1	Manage operational plans for an area of responsibility	CFAM&LBA9 Develop operational plans http://tools.skillsforhealth.org.uk/competence/show/html/id/3771
	H1.1.1	(Contd..) Manage operational plans for an area of responsibility	CFAM&LFA2 Implement operational plans http://tools.skillsforhealth.org.uk/competence/show/html/id/3772
	H1.1.5	Provide leadership	CFAM&LBA2 Provide leadership in your area of responsibility http://tools.skillsforhealth.org.uk/competence/show/html/id/3777
	H1.3.1	Contribute to the effectiveness of teams	GEN39 Contribute to effective multidisciplinary team working http://tools.skillsforhealth.org.uk/competence/show/html/id/2212
	H1.3.5	Recruit, select and retain colleagues	CFAM&LDA2 Recruit, select and retain people http://tools.skillsforhealth.org.uk/competence/show/html/id/3789
	H1.4	Manage resources	GEN64 Ensure the availability of physical resources http://tools.skillsforhealth.org.uk/competence/show/html/id/2308
	H3.5	Administer financial management systems	CFAM&LEA3 Manage the use of financial resources http://tools.skillsforhealth.org.uk/competence/show/html/id/3795

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

THIS JOB WAS IMPORTED FROM THE CAREER FRAMEWORK TOOL AND AS SUCH DOES NOT HAVE LEARNING AND DEVELOPMENT INFORMATION SPECIFIED

Transferable role	Consultant Speech and Language Therapist - Dysphagia
Formal endorsed learning	N/A
Informal learning	N/A
Summary of learning and development including aims and objectives	N/A
Duration	N/A
National Occupational Standards used	N/A
Credits (including framework used)	N/A
Accreditation	N/A
APEL and progression	N/A
Programme structure	N/A
Continuous Professional Development	N/A
Resources required, e.g. placement learning, preceptors, accredited assessors etc	N/A
Quality Assurance	N/A
Policies included in learning programme documentation	N/A
Funding	N/A

Leading to registration or membership with:	HPC
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References & Further Information:

N/A