Modernising Allied Health Professions' Careers in Wales

A post registration framework

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Foreword

In Wales we have ambitious plans for improvements to the health and well-being of the population. The Well-being of Future Generations Act vision is a society in which people's physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood. Responding to this challenge will require a flexible and responsive healthcare workforce which is patient centred.

The Allied Health Professions (AHP) have a vital role to play in the transformation of the health and social care that we wish to see for the public, patients, clients and their families. Children, older adults and people of all ages who experience illness, disease and disability or have special needs value the particular contribution that AHPs make to their treatment, recovery and quality of life. The skills, knowledge and expertise of AHPs are not only essential for the modernisation of services but are valuable resources for patients and the wider healthcare team. All the AHPs share a commitment to improving services for patients and developing a better evidence base to underpin their interventions. This *Post Registration Framework* is a major contribution to achieving that goal.

The *Post Registration Framework* is not intended as a detailed blueprint for an individual's future, but rather it sets our ambitions and expectations for the AHP workforce. Following the principles set out in this framework will deliver real benefits for the people of Wales by improving the outcomes, skills and working practices of the professionals delivering those services.

I have great pleasure in endorsing this framework and I expect it to be a key reference document for AHPs. It contributes to what is already happening within the AHP workforce, describes both the development of AHPs and their increasing role at the centre of service delivery and change. This document supports and encourages their leadership in promoting aspirational thinking and challenging assumptions about how health care should be delivered.

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Cabinet Secretary for Health, Wellbeing and Sport

Introduction

The post registration framework has been developed to provide guidance for Allied Health Professionals (AHPs) working across the NHS in Wales. It will assist in meeting the career needs of AHPs and shaping future AHP careers in Wales, in order to maximise the impact of the AHP workforce in their delivery of health and care services. It will facilitate AHP professional, clinical and management development to ensure skills are maximised and services are effective.

Background

AHPs account for 25% of the clinical workforce of NHS Wales and make a valuable contribution to service delivery through the diversity of roles in which they are employed. This Framework relates to the following AHP groups:

- Dietetics
- Occupational Therapy (OT)
- Physiotherapy
- Podiatry and Orthotics
- Speech and Language Therapy (SLT)
- Orthoptics
- Arts Therapies
- Radiography
- Operating Department Practitioners (ODP)
- Clinical Psychologists
- Paramedics

The policy context over the past few years has highlighted that the NHS can no longer continue to deliver services in the same way. The skills and working practices of staff will need to evolve to support the aging population, changes in technology, increases in demand and changing context for care as it is increasingly provided in the community setting. This highlights the importance of creating a flexible and sustainable workforce that will be well educated and trained, thereby contributing to the health of the population and also the economic and social fabric of Welsh Society.

Changes to how and where health and social care services are delivered in the future will mean that employers are increasingly developing their AHP workforce to meet current and future service, financial and workforce challenges. The role that AHPs have to play in service redesign, delivery, strategic planning and leadership is well recognised.

Employees can frequently feel hindered and disengaged from an organisation when development opportunities seem limited. The solution is for organisations to put in place realistic development and career-advancement pathways that are actively managed, and offer clear and genuine development opportunities for the workforce whilst, at the same time, ensuring that the development undertaken meets the future service demands. This framework will work in alliance with existing processes e.g. Personal Appraisal Development Review (PADR) to ensure that Health Boards and Trusts can make more informed links between individual's aspirations and developments and the organisational workforce plans.

Structure of the Framework

The Framework has two key parts **Levels of Practice** and **Pillars of Practice**.

1. Levels of Practice:

This Career Development framework is based on levels 5-9 of the career framework for health (Skills for Health, 2006; Scottish Government, 2009). The purpose is to aid workforce flexibility, providing a common currency to map employees' competence portfolios, and to identify areas of transferability to other job roles. This allows progression in directions which may not have been identified through traditional routes and may allow development into the next level prior to, or even without, attainment of higher Agenda for Change banding. The **overview** of each level provides a description of the attributes expected and suggests the qualifications levels that should be undertaken to support the development. Each level of practice builds on the one before so as to avoid repetition.

2. Pillars of Practice:

The four pillars of practice are:

- Clinical Practice
- Facilitation of Learning (Education)
- Leadership
- Evidence, research and development

The proportion and expertise associated with each pillar will vary according to the role and level.
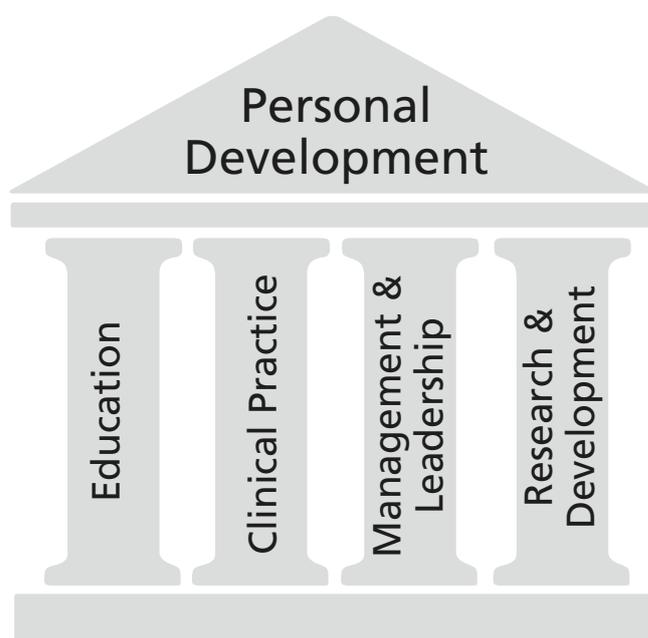
Each of the pillars of practice is divided into aspects of practice:

Pillar of Practice	Aspects of Practice
Clinical Practice	Safe, effective and person centred care Professional Judgement and Decision Making
Facilitation of Learning	Learning, teaching and assessment Creation of the learning environment
Leadership	Team work and development Professional and organisational leadership
Evidence, research and development	Evidence into practice

Within this Framework sphere of responsibility, key knowledge, skills and behaviours and opportunities for educational and professional development have been outlined for each aspect of practice.

For AHPs working at any of the levels within the Framework it is important that their role contains an element of all of the Pillars of Practice. As an individual's career progresses the proportion of their role for each Pillar will change. Some thought will therefore need to be given by organisations and managers as to how individuals can be developed across all 4 pillars and so facilitate the development of career pathways away from the more traditional routes and towards future areas of practice that will meet the future healthcare needs.

Benefits

The Post Registration Career Framework for AHPs will benefit both the organisation and its employees. Evidence shows the link between staff engagement, including training and development and improved quality of care and outcomes. It must fit with the culture of the organisations; set realistic expectations for employees and help individuals develop their required competences for safe practice. The Framework will:

- Support AHPs in developing and evidencing they have the necessary knowledge and skills to respond to peoples' evolving healthcare needs
- Outline professional development that provides assurance of up to date, effective and safe practice regardless of care setting
- Supports the development of AHPs across all four pillars
- Provide robust and consistent guidance for education and training to ensure future resources are targeted and utilised in line with the prudent healthcare agenda and meet future service needs more effectively.
- Help organisations to understand where the workforce talent is concentrated: how prepared, or ill prepared, they are to meet future needs and challenges
- Ensure talent management and succession planning is maximised.
- Demonstrate how AHPs can be developed and retained while simultaneously improving the performance of the organisation.
- Support managers as they seek to workforce plan to meet future service delivery
- Better articulate the education requirements of individuals at a local level
- Better articulate wholesale workforce development and changes that can both inform planning colleagues in relation to existing plans and help guide and underpin new service plans (i.e. ensure workforce plans are integrated)

Aligning the Framework

An AHP career should be seen as a continuum from the point of entering pre-registration education to the point the individual ceases being registered with the HCPC. Post registration AHP careers therefore build from the initial preparation that leads to registration and should not be seen in isolation from it.

The Framework will continue to evolve and be influenced by changes in legislation, government policy and professional standards and codes of practice.

Terminology and Definition

Practitioners working with a 'Specialist' title contribute in important ways to healthcare provision in NHS Wales. However, it is recognised that there is not a shared understanding of the 'Specialist' role amongst stakeholders, and this may reduce the impact and effectiveness of such roles. The terminology issues around 'Specialist' practice titles continue to create difficulties and confusion for the public, service leads and practitioners themselves.

Considerable debate has focused on whether 'Specialist' practice is at a lower level than 'Advanced'. It is increasingly widely accepted that 'Specialist' should be considered as one pole of the 'Specialist - Generalist' continuum (as illustrated in **Figure 1**) rather than on the developmental continuum from novice to expert. This approach defines 'Specialist' practice as that which is particular to a specific context, be it a client group, a skill set or an organisational context.

In this document 'Advanced' practice is a particular stage on a continuum between 'Novice' and 'Expert' practice. The 'Advanced' role profile is characterised by high levels of clinical and research skills, competence, autonomous decision-making alongside a leadership and educational element to the role and reflects a particular benchmark on the career development ladder as exemplified in the Career Framework for Health.

The NHS Career Framework differentiates the level between practitioner level and advanced level using the term 'Senior'. This helps remove the ambiguity over the specialist title. For this reason the terms 'Senior' and 'Advanced' will be used in this Framework when describing benchmarked developmental levels, and the term 'Specialist' will be used if required to define specific contextually-focused role types. This is not to devalue 'Specialist' knowledge or skills, but to recognise that such skills, in themselves, do not characterise an advanced level of practice.

Figure 1

Expert Practice

■ Advanced Specialist

Specialist Practice ⬅ ⬛⬛⬛ ➡ Generalist Practice

Junior Specialist ■

Novice Practice

Career Framework Level 5

Registered practitioners consolidating pre-registration experience and patient centred care and getting ready for a higher level of functioning. The Level 5 Practitioner is on a journey from novice, when initially registered, to practitioner.

People at level 5 will have a comprehensive, specialised, factual and theoretical knowledge within a field of work and an awareness of the boundaries of that knowledge. They are able to use knowledge to solve problems creatively, make judgements which require analysis and interpretation, and actively contribute to service and self development. They may have responsibility for supervision of staff or training (©Skills for Health).

Practitioners will have a broad knowledge base in a particular field of practice which enables them to work with a considerable degree of autonomy. They may have line management responsibilities but will not be responsible for service delivery. They actively use research findings to enhance and underpin their practice. A practitioner is competent in their area of practice and will seek opportunities to improve the service they offer (Skills for Health).

Pillar of Practice	Characteristics	Role Responsibility	Key Knowledge, Skills and Behaviours	Educational development
Clinical Practice • **Safe, Effective and Person Centred Care** • **Professional Judgement and Decision Making**	Continues to develop competence in meeting the holistic needs of patients/ clients and the wider public Uses comprehensive specialised factual and theoretical knowledge in order to solve problems, with an awareness of limits of their knowledge base Evaluates own practice and identifies own development	Effectively manages a designated caseload for a delegated area of practice Performs a broad range of clinical, technical, managerial or scientific procedures Reviews and develops performance of self and others	Demonstrates an awareness of own values and beliefs Facilitates health enhancing and behaviour change activities Facilitates shared ownership of decision making and supports the delivery of care	Blended learning Will have completed accredited training programme for student supervision Fully comply with all Mandatory Training requirements Meet professional re-registration needs
	Has a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems Makes judgements requiring analysis interpretation and comparison of options Assesses risk and acts on findings to ensure patient safety Works autonomously within scope of practice to exercise judgement about actions while accepting professional accountability and responsibility Consolidates own knowledge, skills and attitudes through mentoring and reflective practice	Shares information effectively and concisely for a range of situations and contexts to ensure patient safety and continuity of care Develops effective relationships to gather information and deliver care in partnership with patients, clients and carers Draws on a range of sources in making judgements guided as necessary by senior colleagues regarding management and delegation to others	Assesses situations and contributes to the identification of the root cause of a problem Develops and implements reflective skills and evidences changes to practice to improve outcomes for clients, service, profession or organisation Evidences the continued use and development of the skills and behaviours of dignity, compassion and respect in all aspects of care and interactions with others Uses critical thinking, analysis and evaluation in making clinical judgements	Professional Competency Frameworks Professional Codes of Conduct Shadowing

Career Framework Level 5

Pillar of Practice	Characteristics	Role Responsibility	Key Knowledge, Skills and Behaviours	Educational development
Leadership/ Management • Team Work and Development • Professional and Organisational Leadership	Acts as a positive role model Promotes good health and well being Works independently, planning organising and prioritising own work, activities and more complex tasks Can work effectively in teams and understands the roles of other members of the team Can communicate clearly and effectively and translate complex professional issues in a lucid way. Consolidates own performance and contributes effectively to the delivery of the service Identifies priorities, manages time and resources effectively to ensure that the quality of care is maintained or enhanced Recognises own accountability to act where the performance and practice of self and others should be improved Develop and maintain communication with people about difficult matters and/ or in difficult situations Recognises early signs of poor performance and take appropriate measures Contributes proactively to the aims and organisation of a team Responds autonomously and confidently to complex planned and uncertain situations, managing self and others confidently Emotional resilience	Actively engage in the clinical supervision and appraisal of self and others e.g. Healthcare Support Workers Has a responsibility to contribute to administration and management of processes and policies of work area or department Understands the basic concept of leadership and followership Works independently as well as in teams to coordinate, delegate and supervise care for a designated group of individuals Works effectively across professional and agency boundaries, actively involving and respecting the contribution of others Responsible for aspects of clinical effectiveness and management of resources Identifies unacceptable or unfair treatment of self or colleagues and acts to inform senior colleagues Engages in any required change management Participates in monitoring the effectiveness and impacts of change Builds professional networks, promoting exchange of knowledge, skills and resources in relation to work and health Works within Codes f Practice and Professional Guidelines Alerts managers to resource issues which affect learning, development and performance	Contributes to the improvement of services Understands own role in identifying and escalating concerns re patient care and dignity Develops clinical leadership behaviours and skills Gives and receives feedback in an open, honest and constructive manner Develops skills in: • Negotiation • Influencing • Organisation • Problem solving • Resource management Consolidates: • Critical thinking skills • Analytical skills • Evaluation skills • Interpersonal skills Blends personal objectives with organisational objectives Understands the organisational employment policies in relation to team performance at work Demonstrates independent critical judgement and an ability to take a leading role in developing critical thinking in others	Management Certificate as new graduates they should be involved in the training and assessing of Health Care Support Workers

Pillar of Practice	Characteristics	Role Responsibility	Key Knowledge, Skills and Behaviours	Educational development
Education (facilitation of learning) • Learning, Teaching and Assessment • Creation of the Learning Environment	Participates and contributes to in-service CPD Is responsible and accountable for keeping up to date through continuing personal and professional development and engagement with clinical supervision and mentorship Able to facilitate and evidence self-directed learning and problem solving skills Can evidence understanding of theory and practical application of team working skills and professional and organisational leadership Supports learning networks	Supports the training of others and contribute to team performance Facilitates students and others to develop their knowledge and competence, using a range of professional and personal development skills Provides education to clients and families to ensure active involvement in their care Conducts a fair, objective and timely assessment of learners. Contributes to the creation of an effective learning environment ensuring facilitation opportunities for students Participates in educational audit Demonstrates application of learning theories that are appropriate for adult	Presentation skilws Consolidates understanding of basic learning principles Learns from experience through supervision, feedback, reflective practice techniques and evaluation Motivates, stimulates and encourages others to facilitate the learning process Applies core skills in practice assessment/teaching/facilitation techniques Develops educational materials Understands improvement approaches such as learning audit and appreciative enquiry Uses models of supervision/mentorship Collaboration with relevant Higher Education Institutes for student's learning experience and assessment Demonstrates knowledge and application of curriculum requirements and learning outcomes	Reading of Professional Journals Participating in in-service training and presentation
Research • Evidence into Practice	Able to formulate research hypotheses Assesses practice Evaluates research outcomes Undertakes desktop research Analyses basic research data Assesses own practice and interventions against person-centred outcomes Consolidates understanding and application of different research approaches Demonstrates a critical awareness of the role of research and an ability to describe and comment on particular aspects of current research	Evaluates equipment techniques and procedures and make recommendations Active involvement in clinical audit/surveys Assists in the development of clinical trials or R&D projects Accesses databases on research and evidence and use to underpin own practice Identifies ideas for research/ development activity from own practice Contributes to data gathering activities such as audit and evaluations	Evidence of research activity Uses research findings to demonstrate the development of practice Maintains and develops research skills Ability to search databases and apply information literacy skills Accesses and applies research to support practice Evidences the development and/or maintenance of basic research skills by applying theory into practice Ability to demonstrate knowledge of: • Local processes that contribute to quality improvement • Research governance – ethics, data protection, confidentiality Consults with an experienced researcher in relationship to research design and data analysis	Contribute to service evaluation (audit, research, review)

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 (Skills for Health).

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 (Skills for Health).

Level 6 Practitioners have a higher degree of autonomy and responsibility than a Level 5 Practitioner in the clinical area. The focus of the role is on the development of the more specialised aspects of their profession, while starting to consider career choices and undertaking development opportunities to underpin those career aspirations.

Pillar of Practice	Characteristics	Role Responsibility	Key Knowledge, Skills and Behaviours	Educational development
Clinical Practice • **Safe, Effective and Person Centred Care** • **Professional Judgement and Decision Making**	Further develops competence and innovation in the management and delivery of care and interventions appropriate to client need Demonstrates mastery and innovation in methods and tools used in a complex and specialised work area. Makes judgements involving a range of facts, options, analysis and interpretation Draws on a range of sources in making judgements	Assumes accountability and responsibility for specific elements of service delivery Works independently, leads work activities of a team or others Works autonomously with freedom to exercise judgement about actions guided by professional accountability and responsibility Provides specialist clinical, technical, managerial or scientific services and advice	Uses detailed theoretical and practical knowledge of a work area involving a critical understanding of theories and concepts Evaluates own practice and identifies development needs within a complex environment Uses the ability to devise and sustain arguments to solve problems and implement solutions	Evidence of development that includes advanced clinical reasoning and decision making Commences Level 7 education Basic level of skills evidenced in extended scope practice and/or complex care Self and professional development
	Manages a team and resources in environments that are unpredictable taking responsibility for decision making in unpredictable work or study contexts. Exhibits the skills of advanced clinical decision making Escalates concerns/clinical risk issues appropriately (attribution of risk) Provides evidence that specialist interventions are based on current research Manages complex ethical issues, dilemmas and conflicts	Implements policy and guidance, proposes changes to working practices or procedures Plans complex activities involving liaison with others and/or over a long time periods Takes responsibility for the purchasing/maintenance of assets, equipment and/or resources Understands the limits of their professional practice Supports others to incorporate quality improvement processes into practice Incorporates clinical governance into own practice and supports others to do so	Uses ability to conduct interventions, to discharge and to refer on as appropriate Has understanding of and can evidence partnership working Applies specialist knowledge, skills and behaviours appropriate to a specific area of practice Contributes to the development and review of policies and procedures for own area Appraises and identifies significant aspects in conversations with others and responds appropriately Reflects in practice on own values and beliefs and supports others in ethical decision making Uses critical thinking to explore and analyse evidence, cases and situations in clinical practice	

Pillar of Practice	Characteristics	Role Responsibility	Key Knowledge, Skills and Behaviours	Educational development
Leadership/ Management • Team Work and Development • Professional and Organisational Leadership	Demonstrates leadership for a work area taking responsibility for managing professional development of individuals and groups Leads work activities of a team or others Promotes teamwork within a defined area of responsibility Encourages staff to contribute ideas and solutions for quality improvement and innovation Actively contributes to a variety of professional networks e.g. managed knowledge networks, professional learning Provides leadership, direction and motivation to achieve the vision and objectives for the area of responsibility Acts to promote a positive climate, good morale and co-operation within the team	Manages others and/or elements of a service area Able to develop and implement effective ways of working in networks across organisation and professional boundaries Develops a wider understanding of organisational and political issues and priorities Understands the wider hierarchy and organisation structures affecting their workplace Contributes to and manages other members of a team by sharing information and expertise Engages in clinical supervision/ preceptorship Brings team conflict out into the open and encourages or facilitates a beneficial resolution by responding in a transparent and structured way Engages in the recruitment of professional staff and support workers Engages in professional supervision and reviews profession specific performance	Develops innovative solutions to service improvement imperatives Takes initiative for instituting small scale service improvement Ability to organise and implement change Supports others to improve and enhance practice Displays creativity and innovation in exploring and implementing possible solutions to problems and evaluate their effectiveness Leads, persuades and influences others effectively Contributes to effective management of a budget in conjunction with others Ability to effectively manage others Is receptive to the contribution of others Implements suggestions for own improvement and that of others Demonstrates clear self-management strategies Supports others in understanding the need for and making agreed changes Demonstrates active engagement in developing policy and procedure for own area	Understanding of Management of Change Understanding of Leadership skills All Wales Managers Passport Development of team members

Career Framework Level 6

Pillar of Practice	Characteristics	Role Responsibility	Key Knowledge, Skills and Behaviours	Educational development
Education (facilitation of learning) • Learning, Teaching and Assessment • Creation of the Learning Environment	Identifies and supports the achievement of the learning needs of individuals/team in response to service need and personal development planning Consolidates own assessment skills and supports others in making assessment judgements Creates an effective learning environment that ensures learning opportunities for staff and students Identifies personal learning needs and articulates these to ensure they are met Understands the principles of professional education and development	Plans, organises and delivers learning events Facilitates workshops, conferences, events Evaluates the effectiveness of educational interventions Participates in uni/multi-disciplinary teaching and student selection in HEIs and/or other education organisations Leads/participates in educational audit and learning needs analysis Develops and supports learning networks Facilitates learning and assesses the practice of students and mentors and supports students and/or colleagues Demonstrates active involvement in training programmes, personal tutoring and assessment of undergraduate students and clinical supervision of more junior staff Evaluates the planning and implementation of specific modules	Actively involved in action learning/research and/or academic research Involved in research papers, posters and publications Consolidates skills to support workplace learning Reflects on practice and support reflection in others Demonstrates a high level of skill in facilitation, support, supervision and developing learning needs analysis Uses a range of information to review/evaluate the learning environment Demonstrates development and support of a learning culture within the organisation Demonstrates involvement in presentations and seminars with colleagues for shared development	Development of skills in the facilitation of teaching and learning Undertake appropriate clinical education training

Pillar of Practice	Characteristics	Role Responsibility	Key Knowledge, Skills and Behaviours	Educational development
Research • Evidence into Practice	Uses reflective practice Identifies and uses skills and knowledge of staff to support or undertake research related activity such as audit, evaluation and wider research for the benefit of the organisation Contributes to the development of guidelines and policy at a local and where appropriate at a regional and national level Shares research activity findings through local bulletins, team meetings, professional journals Develops a basic understanding of securing grants and college awards Provides evidence that specialist interventions are based on current research Continues to develop own skills by reading others' approach to critique/others' research	Undertakes clinical trials and research projects where this activity is a significant part of the job description. Uses research related approaches to assess how evidence is being used to inform the quality of care of individuals by self and others Observes and records data using appropriate methods, tools and technology for complex audits or clinical trials or projects Participates in research related activity including analysis of information Identifies and disseminates information on NHS Board/University programmes of research, forums, special interest groups, networks relevant to area of practice Demonstrates involvement in developing and implementing new methods of teaching to reflect changes in research	Ability to understand different research approaches, methods and analysis Adheres to research governance for self and others Supports others to understand audit/evaluation and quality improvement approaches Assists others to access, use and apply evidence from databases relevant to area of practice Demonstrates ability to critically appraise journal articles Demonstrates an ability to submit an abstract/poster for local/national conference Offer contribution to a peer reviewed journal Applies ethical principles in their own behaviour, treatment of human subjects, and in data reporting	Contribute to/lead service evaluation (audit, research, review)

Career Framework Level 7

People at level 7 of the career framework will be experienced clinical practitioners with a high level of skill and theoretical knowledge, they will make high level clinical decisions and manage their own workload. They will be performing in a highly complex role and continuously developing their practice within a defined field and/or having management responsibilities for a section/small department (Skills for Health).

They will 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 (Skills for Health).

Advanced practice should be viewed as a 'level of practice' rather than a specific role and it is not exclusively characterised by the clinical domain but may also include those working in research, education, management/leadership roles (see Framework for Advanced Nursing, Midwifery and Allied Health Professional Practice in Wales for specific advice about the Advanced Practitioner role).

Pillar of Practice	Characteristics	Role Responsibility	Key Knowledge, Skills and Behaviours	Educational development
Clinical Practice • **Safe, Effective and Person Centred Care** • **Professional Judgement and Decision Making**	Develops advanced competence, innovation and leadership in the management and delivery of care interventions appropriate to client Demonstrates critical awareness of knowledge issues in the work area and at the interface between different work areas Demonstrates independence in the direction of practice responding appropriately to social, scientific, clinical and ethical issues encountered	Provides specialist clinical, technical, managerial and/or scientific services across a work area involving complex judgements Takes responsibility for a work area, specialist services or clinical pathways. Assesses, diagnoses, refers and discharges Assesses situations, identifies the root causes of a complex problem and takes a lead in clinical governance in specific areas of practice	Uses highly specialised theoretical and practical knowledge some of which is at the forefront of knowledge in the work area covering a range of procedures and underpinned by relevant broad based knowledge, experience and competence. This knowledge forms the basis for originality in development and/or applying ideas. Decision making/clinical judgement and problem solving	Develops new skills in response to emerging knowledge and techniques Evidences knowledge to Masters Level qualification in subject area or is working towards one Masters/ CQFW level 7 education must underpin all Advanced Practitioner role developments in Wales
	Clinical governance Promotes respect and support others to consider the dignity, wishes and beliefs of all clients involving them in shared decision making Understands the structure of health organisations and policy influencing health and social care Practices autonomously and as part of a team, using advanced knowledge, skills, critical thinking and evidence Developing confidence	Leads/participates in a wide range of effective healthcare interventions including assessment and problem solving to manage actual or potential risk Promotes and influences others to incorporate values based care into practice Contributes to the development of organisational objectives and create opportunities to involve other practitioners Identifies and shares more complex information effectively and concisely for a range of situations and context to ensure patient safety and continuity of care	Quickly analyses complex situations, identifying important aspects and taking appropriate action Demonstrates independent critical judgement and an ability to take a leading role in developing critical thinking in others Uses information to take critical decisions Manages complexity Higher level communication skills High level influencing skills Develops advanced psychomotor skills Utilises decision making mechanisms e.g. committees Involved in clinical networks, communities of practice Applies advanced skills, knowledge and behaviours relevant to specific area of practice	Achievement at this level may be demonstrated either by academic award, credit, or through mapping portfolio outcomes against the level Non-medical prescribing Evidences CPD in Evidenced Based Learning

Career Framework Level 7

Pillar of Practice	Characteristics	Role Responsibility	Key Knowledge, Skills and Behaviours	Educational development
Clinical Practice • **Safe, Effective and Person Centred Care** • **Professional Judgement and Decision Making**	Demonstrates high levels of reflective and reflexive practice Acts on feedback from patients, clients, the wider public to inform and improve practice Supports and challenges practitioners on specific aspects of their practice	Works as part of a team with other services and across multi-agency boundaries to access hard to reach groups Identifies trends and changes in the needs of a population and the effectiveness of meeting those needs	Assesses, diagnoses, plans, implements and directs care, interventions and evaluates effectiveness Develops and supports the implementation of policies, protocols and standard operating procedures to reflect national policy and legislation Leads on implementation of organisational clinical governance framework in own area of practice and support others to use it	
Leadership/ Management • **Team Work and Development** • **Professional and Organisational Leadership**	Demonstrates leadership and innovation in work contexts that are complex and unpredictable and require new strategic approaches Solves problems by integrating complex knowledge sources that are sometimes incomplete and in new and unfamiliar contexts. They will make complex judgements Understanding of self and others Creates a culture of support and empowerment for the team Critically reviews team performance and uses results to enhance person centred care Leads and monitors clinical effectiveness and efficiency to enhance the management of resources Identifies poor performance and takes responsibility for ensuring appropriate development opportunities are available to address concerns Ensures that organisational goals are reflected in personal and team objectives Takes an active and prominent role in providing direction to staff and others	Demonstrates experience of managing change within a complex environment Proposes changes to practices or procedures which impact beyond own work area Manages staff and/or services ranging in size and complexity, reviewing and prioritising work activities as necessary Plans and/or organises a broad range of complex activities or programmes with formulation of strategies Identifies the need for change, leading innovation and managing change, including service development and promoting the involvement of others and impact of the change Monitors the delivery of high quality person centred care by the team and act on the results Provides timely feedback to the team that recognises good performance and identifies areas for improvement	Makes judgements based on incomplete or limited information Negotiation and influencing skills Can demonstrate high levels of skills in collaboration and communication in teams Applies models of team building and group working Applies workforce and workload assessment tools to build a business case and present evidence for team workforce development Creativity and innovation in exploring and implementing possible solutions Management and leadership skills that contribute to successful change Ability to demonstrate partnership working Shows awareness of the effects of own behaviour on others Develops and implements operational plans for area of responsibility Present complex information effectively in written and oral reports Assists the organisation to develop and implement policies	Managing teams and complex care Can demonstrate an understanding of Health Economics Can demonstrate an understanding of Public Health issues.

Career Framework Level 7

Pillar of Practice	Characteristics	Role Responsibility	Key Knowledge, Skills and Behaviours	Educational development
Leadership/ Management • Team Work and Development • Professional and Organisational Leadership	Is proactive and uses initiative when problems arise or progress is slow Demonstrates provision of opportunities for staff to extend and develop their management skills and to undertake appropriate professional development Identifies patterns between current and past situations, points out patterns, trends or missing information to others	Participates and influences local (and where appropriate national) policy and strategy development by supporting and developing lateral thinking in self and others Involvement in developments in professional practice, and transforming service delivery Provides leadership for a multi professional team providing direction, motivation and co-ordination to support members to achieve both team and personal work objectives Engages in supervision and management of staff Identifies and evaluates areas for potential service improvement Appraises draft policies and strategies for their effect on users and the public and makes recommendations for improvement Demonstrates capability in financial and equipment management	Provides direction to people to enable, inspire, motivate and support them to achieve what the organisation has set out to do and apply different styles of leadership appropriate to different people and situations Facilitates discussions effectively to achieve clear outcomes Shows resilience under pressure and does not let setbacks affect performance Evidences the appraisal of or manages the appraisal of staff performance Demonstrates originality in the application of knowledge Demonstrates an ability to develop and implement effective ways of working in networks across organisation and professional boundaries	

Pillar of Practice	Characteristics	Role Responsibility	Key Knowledge, Skills and Behaviours	Educational development
Education (facilitation of learning) • Learning, Teaching and Assessment • Creation of the Learning Environment	Principles of teaching and learning Develops service user/carer education materials Builds capability and capacity to support learning in practice settings Creates a positive learning culture through assuring and improving the quality of educational opportunities within the work environment Demonstrates active involvement in training programmes for specialist area Demonstrates active involvement in personal tutoring of undergraduate and postgraduate students	Designs, plans, implements and evaluates learning and development programmes Provides advice and support to other practitioners to develop knowledge and skills Coaching Engages with education providers to contribute to curriculum development and delivery and evaluation Takes a lead role in ensuring the application of standards and guidelines that underpin a quality learning experience Analyses the range of factors which influence learning and take account of these when planning and managing learning experiences	Acts as an experienced mentor, clinical coach, supervisor Role model, encourages and supports teaching, supervision and mentorship skills in others Acts on intelligence from educational audits to strengthen the workplace as a positive learning environment Understands principles of the learning environment and complex organisations Acts as an experienced work based learning educator/ assessor Develops and facilitates the use of educational materials for students, staff and service users Role model skills in assessment of competence Demonstrates continued involvement and contributions to associated developments in practice	Facilitating staff development and promotion of the student learning environment
	Contributes and assists in curriculum development and in reviewing and reforming modules, subjects and programmes at university department and cross university department level Demonstrates development of assessment to meet the level of requirement and effectively utilising theories of teaching and learning Evidence of effective use of marking strategies at all levels of undergraduate study Demonstrates active involvement in developing others and enables others to develop and apply their knowledge and skills in practice	Advises service/education providers on capability and capacity for student experience in placements Contributes to the development of postgraduate and CPD provision Demonstrates awareness of current educational and social issues Design programmes to meet training needs of staff Enables others to develop and apply their knowledge and skills Gives specific feedback, positive and corrective, and assesses competency of others so as to delegate full responsibility when they are ready	Demonstrates collaborative links outside the university with industrial, commercial and public organisations Demonstrates advanced knowledge and application of curriculum requirements and learning objectives Evidences provision of academic support to students both informally and formally through the system of progress reviews and the provision of appropriate and timely feedback on assessments Actively promotes the workplace as a learning environment encouraging everyone to learn from each other and from external good practice Encourages others to make realistic self-assessments of their application of knowledge and skills, challenging complacency and actions which are not in the interest of the public and/or users of services	

Pillar of Practice	Characteristics	Role Responsibility	Key Knowledge, Skills and Behaviours	Educational development
Research • Evidence into Practice	Ability to access research/ use information systems Be a role model for the wider team by promoting a positive research culture Identifies, promotes and embeds evidence and identifies impact measures, using findings to enhance future activity Educates others re. critical appraisal to reinforce/ clarify own skills Communicates own viewpoint succinctly and defends it appropriately Demonstrates active involvement in supervision of undergraduate research activity Provides evidence of peer reviewed published research and participation at professional conferences and seminars	Horizon scanning Building of the evidence base Contributes to the wider research agenda through initiating or supporting research activity Collates evidence based reports to inform service improvement Uses the specialised problem solving skills required in research and/or innovation to develop new knowledge and procedures and to integrate knowledge from different fields Design audit in a specialist field Undertakes ethically approved research Seeks/increases collaboration with other researchers, both within and beyond own area of research interest, in UK and beyond Writes research proposals directed at small funding resources Identifies trends and changes in the needs of a population and the effectiveness of meeting those needs Provides mentorship for novice researchers Teaches or guides others about the implications of research for practice Undertakes personal research projects and actively contributes to the institution's research profile	Demonstrates understanding of research proposal application development, ethical approval process and funding sources Use of understanding of research and information governance to support others in the research processes Critically evaluate data and information with accuracy and perception, and is able to synthesise and use data drawn from a variety of different methods appropriately Ability to implement research findings into practice - including use of and development of policies/ protocols and guidelines Further enhance knowledge of research approaches including advanced evaluation methods Demonstrates a comprehensive understanding of techniques applicable to own research Demonstrates successful contribution to a peer reviewed journal Demonstrates successful submission of an abstract/ poster for local/national conference Demonstrates knowledge of the major codes, statements of ethical principles, and laws/ regulations that prescribe responsible conduct in research Offers contribution to a peer reviewed journal Presents research-based reports or summaries at regional and national conferences	Conference presentations Publications Collaborate with HE on research

People at level 8 of the career framework require highly specialised knowledge, some of which is at the forefront of knowledge in a field of work, which they use as the 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 of commissioning role (Skills for Health).

The Consultant practitioner is an expert practitioner with a high level of responsibility and delivery of services. There is a strong element of research within the role. They will carry out research, and may have overall responsibility for the coordination of R&D programmes as well as ensuring that current research findings are used by all staff to inform their practice. The consultant practitioners 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 side range of clinical, scientific, technical and/or management functions (Skills for Health).

The Consultant Practitioner is an expert in clinical practice, bringing innovation and influence to clinical leadership as well as strategic direction in a particular field for the benefit of patients/clients. The Consultant Practitioner would not normally be undertaking day to day operational management of services. A Consultant Practitioner will exercise the highest degree of professional autonomy and decision making and will work beyond the level of practice of Clinical Specialists and others with extended or enhanced roles.

The Consultant Practitioner will play a pivotal role in the integration of research evidence into clinical practice. Exceptional skills and advanced levels of clinical judgment, knowledge and experience will underpin their expertise and ability to promote delivery of the clinical governance agenda. They will do so by enhancing quality in all areas of assessment, diagnosis, management and evaluation, delivering improved outcomes for patients/clients and extending the parameters of their field of practice.

Consultant Practitioners will work strategically across a range of models of service delivery and are expected to influence policy and decision making where the impact is on patient/client outcomes.

While Consultant Practitioners are autonomous professionals, they must work within ethical, legal and professional frameworks and remain liable for their actions and omissions as registered practitioners. It is vital that the boundaries of responsibility, autonomy, authority and accountability of the post are clearly defined in any submission for approval (All Wales Guidance for the development of Consultant Practitioner roles).

Staff working at a very high level of expertise and/or have responsibility for planning services.

Pillar of Practice	Characteristics	Role Responsibility	Key Knowledge, Skills and Behaviours	Educational development
Clinical Practice • Safe, Effective and Person Centred Care • Professional Judgement and Decision Making	Communicates with authority through engaging in critical dialogue with peers in a specialist community Extends and redefines knowledge and/or professional practice within a work area or at the interface between work areas The primary function of expert advanced practice will be central to the role of the Consultant Practitioner and should involve a minimum of 50% of the Consultant's time focused on provision of direct care	Be expert in one or more service areas Responsibility for management of a complex caseload that must include providing and managing an expert clinical advisory service Responsibility for delivering a whole system patient/client focused approach that incorporates the principles of co-production and shared decision-making. Responsibility for ensuring there is adherence to the ethical and moral dimensions of practice	Uses specialised knowledge to critically analyse, evaluate and synthesise new and complex ideas at the most advanced frontier of their work area Depth and breadth of knowledge, skills and expertise within their sphere of practice Promotes and demonstrates best practice Facilitates integration of research evidence into practice Understands and applies new and emerging guidance and legislation	The nature of a Consultant Practitioner post requires a portfolio of career long learning and development. A Consultant Practitioner must have a minimum of a Masters Degree. In addition they should either have published research or have, or be working towards a doctorate

Pillar of Practice	Characteristics	Role Responsibility	Key Knowledge, Skills and Behaviours	Educational development
Clinical Practice • Safe, Effective and Person Centred Care • Professional Judgement and Decision Making	The expert advanced practice element will involve the Consultant Practitioner working with patients, clients and/or communities to provide an exceptionally high level of clinical expertise. They will be able to make critical clinical judgements and decisions in circumstances where a precedent may not exist Manages work of less experienced colleagues and students Mentoring of senior professionals Challenges strategies and practice in order to promote service users' and carers' rights and participation in line with goals of choice, independence and empowerment	Exercises the highest level of professional autonomy involving complex situations that require analysis and interpretation of information and making decisions where a precedent may not exist Creates and develops protocols and care pathways with the aim of providing best practice examples to others Ensures that local policies/practice/standards are evidence based to reflect the best available practice Uses a variety of mechanisms to critically examine and evaluate their own practice and performance, including self reflection and validation by patients/clients, carers and colleagues Fulfils a role in clinical governance, providing expert input and working to secure quality improvement across a wide spectrum of care provision	Uses specialised knowledge to critically analyse, evaluate and synthesise new and complex ideas at the most advanced frontier of their work area Depth and breadth of knowledge, skills and expertise within their sphere of practice Promotes and demonstrates best practice Facilitates integration of research evidence into practice Understands and applies new and emerging guidance and legislation Models and promotes expert level critical thinking to explore and analyse evidence, cases and situations enabling a high level of judgement and decision making across a range of clinical, service delivery and developmental issues Uses the principles of clinical governance, clinical supervision and clinical audit to lead, manage, and develop the legal and ethical aspects of service development and delivery Exercises expert levels of clinical, operational and strategic decision making Influences other professions and the wider organisation, including working across organisational boundaries and engaging in inter agency collaboration Demonstrate visionary thinking and originality in the application of knowledge Interprets national professional policies in terms of specialist area	

Pillar of Practice	Characteristics	Role Responsibility	Key Knowledge, Skills and Behaviours	Educational development
Leadership/ Management • Team Work and Development • Professional and Organisational Leadership	Demonstrates substantial leadership, innovation and independence in work contexts that are groundbreaking and require the solving of problems that involve many interacting factors Exercises a high degree of professional autonomy and acting as an expert resource Influences the development of organisational structures and processes to best suit the needs of patients/ clients Facilitates the development of leadership qualities and management skills in others Provides leadership to influence strategic direction and effective ways of working across professional and organisational teams and boundaries	Ensures all staff within their area of responsibility deliver to the highest standards Is accountable for delivery of one or more services Holds a budget for one or more services Makes and receives direct patient/client referrals; undertaking an assessment of individual need and drawing on appropriate interagency and cross-boundary collaboration and expertise to best meet the needs of the patient/client Acts as an advocate for patient/client/community involvement, co-production and empowerment Provides effective leadership and an example that inspires and sustains commitment of colleagues and facilitates empowerment of others	Scrutinises and reflects on social norms and relationships and leads action to change them Able to challenge existing structures and identify organisational and professional barriers that limit/inhibit services and provide solutions to overcome these Acts as a coach and mentor to a wide range of staff Advanced project planning and management Financial management Impact assessment Development of an outcomes focused business case Reports effectively for a range of complex situations and contexts Readily use highly specialised theoretical and practice knowledge to think, gain and share information, solve problems and make decisions	Service evaluation (audit, research, review)
	Supports teams in their development by establishing and maintaining networks and sharing information Provides strong and effective leadership across professional and organisational boundaries with a focus on quality improvement and service excellence Monitors and demonstrates how organisational goals are reflected in own and others objectives Initiates communities of practice/networks to disseminate resources and practice initiatives Demonstrates an ability to manage own workload and that of others within the service area	Acts as an expert resource for patient care and decision making Contributes to the strategic review of clinical effectiveness and management of resources Works collaboratively across boundaries to develop and raise awareness of relevant policies, guidelines and strategies and influence change at a local and national level Identifies and acts on opportunities to influence and develop policy and guidelines at national level Co-ordinates and delegates work and reviews people's performance Plans, develops, monitors and reviews the recruitment, deployment and management of people	Assesses situations and identifies the root cause of a complex problem in environments that are unfamiliar, complex and unpredictable and have many interacting factors Leads and implements local, national and professional strategy and policy Interpret health information, statistics and research data Undertakes a lead responsibility for managing key aspects of complex change processes Challenges policies, practice and failures in the system Demonstrates application of knowledge and which areas of knowledge need to be transferred to others in order to achieve organisational goals Priorities and manages the ongoing work of services and/or projects	

Pillar of Practice	Characteristics	Role Responsibility	Key Knowledge, Skills and Behaviours	Educational development
Education (facilitation of learning) • Learning, Teaching and Assessment • Creation of the Learning Environment	Contributes to the strategic development of education for students, staff and service users at a local and national level Improves health care practice through evidence based educational and curriculum development and delivery Promotes motivational ways to influence and optimise learning Uses innovative ways to gather consolidate and share information, acting as a resource across the organisation Evaluates the impact of educational/training interventions Demonstrates evidence of sustained, successful performance in a major academic, professional or administrative area of responsibility	Is responsible for overall delivery of teaching or training programmes Contributes to the development, delivery and evaluation of educational programmes, working collaboratively to ensure appropriate learning opportunities in the clinical environment Leads planning, implementation and evaluation of educational interventions at a local, regional and national level in response to policy and strategy Communicates scholarly activity, research and new developments to support the integration of evidence based practice within the learning environment	Uses and promotes in others, assessment skills, critical analysis and synthesis of knowledge to enhance care delivery Creates opportunities for motivating others to learn and develops their teaching and assessment skills across the organisation Influences organisational structures and culture to ensure delivery of continuous education and training for mentors and assessors Promotes and facilitates an active and positive learning environment to enable others to achieve their potential, particularly by encouraging and supporting reflective practice Initiates and provides skilled supervision/coaching of others	Leadership and management in complex organisations Development of others
	Provides evidence that specialist educational interventions are based on current research	Responsibility for facilitating and promoting a learning culture within the organisation, enabling others to develop to their full potential Demonstrates involvement with professional body at a local, regional or national level	Influences and implements organisational learning and development strategy in partnership with key stakeholders Evidence of effective use of marking strategies for undergraduate and postgraduate study	

Pillar of Practice	Characteristics	Role Responsibility	Key Knowledge, Skills and Behaviours	Educational development
Research • Evidence into Practice	Creates and interprets new knowledge through original research or other advanced scholarship of a quality to satisfy review by peers Supports and encourages the dissemination of good practice, leading by example by seeking to have work published and supporting others in the publication and dissemination of project work results to enhance the service for users and to promote the service Contributes to the development and implementation of a local AHP research strategy Acts as a role model to develop a positive research culture within the AHP community Recognised as a scholar by others through citation	Researches, conceives, designs and implements projects that lead to new knowledge and new procedural solutions Influences local and national guidelines for clinical practice, based on best evidence/research Promotes the development of theory from practice and practice from theory Ensures that high quality patient/client services are based on the best available evidence Identifies gaps in the evidence base and communicates findings to appropriate clinical policy and research communities Collaborates with appropriate research partners and builds strategic links with leads for Research Forums and University programmes of research	Generates research ideas relevant to practice and influences the organisations research and development agenda Understands and supports the use of advanced research methods Understands the responsibilities of a Principal Investigator including the functions and processes of ethical and research committees Writes critically, including analysis, synthesis and interpretation of the evidence base to underpin practice Establishes appropriate policies and ensure support for clinical research activity and adherence to research governance Initiates/co-ordinates local/regional/international research programmes	Research to support organisational development
	Demonstrates effective award winning research proposals Seeks opportunities to create research assistant posts or PhD studentships Demonstrates the pursuit of opportunities for research, publication and funded consultancy Demonstrates the pursuit of opportunities for research, publication and funded consultancy	Initiates, facilitates or undertakes appropriate high quality research acting as a principal investigator where appropriate Engagement in complex audit Undertake research designed to address issues or problems in the context of professional practice Secures external funding to support research activities Writes research proposals directed at major funding sources	Demonstrate successful presentation at local/regional/international conferences Demonstrates national/international profile as key note speaker Publishes research-based reports in major journals Contributes to the development of theory within own area of study Provides supervision for PhD students Acts as an independent investigator or engages in scholarly activities that will contribute to the development of a body of knowledge relevant to their profession	

Pillar of Practice	Characteristics	Role Responsibility	Key Knowledge, Skills and Behaviours	Educational development
Strategic Service Development	Makes strategic decisions based on new and complex idea Carries out operational interactions with strategic decision making capacity within a complex environment Leads and collaborates on the development of evidence-based protocols Takes the lead in initiating and developing cross-disciplinary services and inter-agency working that contribute to multi-professional standards, guidelines and audit Develops a culture that improves quality Thinks in strategic terms when evaluating own strategic actions against organisation's strategic goals	Develops and influences policy and service developments Directs and influences commissioning/service provision Contributes to strategic planning and leading local implementation of relevant national policies and strategies Evaluates the provision of clinical services to determine needs, leading to development of new services and/or redesign if indicated Collates and presents statistical information for the purpose of audit and using audit information to inform service developments	Critically analyses evaluates and synthesises new and complex ideas and strategic decision making based on these processes Communicates specialist information on a range of service developments within the organisation and across other providers Engages with service planning and implementation for specialist service Reviews and enhances the organisation's strategic position Establishes strategies to guide the work of the organisation Promotes the organisation and its services to stakeholders	Research to support strategic professional and strategic organisational development
		Uses the principles of prudent medicine, explores opportunities to improve clinical and cost effectiveness of services, working collaboratively to influence allocation of resources to best meet service needs Active involvement in implementing change/s in accordance with new evidence and/or strategic intent	Maintains and sustains direction, policies and strategies until they are firmly embedded in the culture inspiring others with values and a vision of the future while acknowledging traditions and background	

People at Level 9 apply advanced and highly developed theoretical and practical knowledge over a wide range of clinical, scientific technical and/or management functions. They are the staff with the ultimate responsibility for decision making and full on call accountability

They are accountable for ensuring all staff within their area of responsibility have the required skills and knowledge to deliver products of the highest standard and facilitate effective knowledge management to ensure evidence based practice and quality assurance

People working at Level 9 require knowledge at the most advanced frontier of the field of work and at the interface between fields. They will have responsibility for the development and delivery of a service to a population at the highest level of the organisation (Skills for Health)

Pillar of Practice	Characteristics	Role Responsibility	Key Knowledge, Skills and Behaviours	Educational development
Clinical Practice • Safe, Effective and Person Centred Care • Professional Judgement and Decision Making	Communicates the vision across the organisation, motivating and inspiring others Provides guidance to others on governance issues relating to ethical and legal issues	Provides professional, clinical leadership across the organisation to reduce risk and minimise the potential for adverse events Takes the professional lead for the organisation within the context of the current professional and legal frameworks while remaining accountable for own practice	Ability to translate and lead the implementation of strategy into practice, demonstrating creativity and a vision for the future Acts as a role model and create a culture that promotes values based, person centred care Demonstrates knowledge of the role that communities and others play in improving population health and wellbeing and reducing inequalities Ability to interpret and lead implementation of new and current guidance and legislation that governs legal and ethical aspects of the service Uses expert knowledge of clinical governance, legal and ethical issues and professional codes of conduct to make complex organisational decisions	Professional Doctorate Wales/UK Groups and Fora Executive Team Development Peer Group Meetings

Pillar of Practice	Characteristics	Role Responsibility	Key Knowledge, Skills and Behaviours	Educational development
Leadership/ Management • Team Work and Development • Professional and Organisational Leadership	Operates independently, manages department, develops and interprets organisational policies and impact of team performance using workforce intelligence Provides executive level leadership across the organisation Contributes to the setting of organisational goals which are reflected in own, others and departmental objectives Works collaboratively across organisational boundaries leading on development, implementation and awareness raising of relevant policies, guidelines and strategies Influences change at a local and national level Identifies and acts on opportunities to influence and develop policy and guidelines Shares NHS AHP expertise with non NHS organisations	Maximises the potential of the team through the use of recognised workforce planning methodologies and skill mix Leads on the strategic reviews of the clinical effectiveness of services Develops and leads AHP audit and problem solving in an ethical, reflective and evidence based manner Ensures delivery of a clinically excellent high quality service in own work and across health services Accountable for: • Clinical and corporate governance • Operational and workforce planning • Developing effective organisational communication systems Leads and manages change at an organisational level Monitors the effectiveness and impacts of change	Ability to strategically manage teams by sharing information and expertise Uses strategic organisational approaches to increase team effectiveness and outputs Responds and reports effectively for a range of complex situations and contexts Proactively anticipates and manages risk Demonstrates creativity and vision Interprets health information, statistics and research data at an advanced level Writes for publication nationally and internationally Demonstrates expert skills in: • Change management • Leadership • Influencing and political lobbying • Communication and interpersonal relationships Presentation of information to wide ranging audiences	
Education (facilitation of learning) • Learning, Teaching and Assessment • Creation of the Learning Environment	Generates and operationalise ideas for enhancing the educational direction of the organisation Creates an ethos in the organisation which creates and values a positive learning environment	Provides strategic influence/ guidance to support organisational learning and assessment Responsible for organisation adherence to the application of standards and guidelines	Ability to apply standards for ensuring the quality of the educational experience Transforms health care practice through evidence based educational and curriculum development and delivery Initiates and leads on collaborative working with education providers Leads strategically to create a culture of learning within the organisation	

Pillar of Practice	Characteristics	Role Responsibility	Key Knowledge, Skills and Behaviours	Educational development
Research • **Evidence into Practice**	Contributes the AHP perspective to the development of the organisation wide strategy for research and development Provides opportunities for appropriate members of the workforce to participate in programmes of research relevant to practice	Monitors the impact of the AHP research strategy Works with senior colleagues from partner Universities to develop shared funding application for research linked to national priorities and programmes of work	Applies advanced knowledge of research governance Develops a research culture within the AHP community by acting as a role model, establishing appropriate policies and ensuring support for clinical and person centred research activity across the organisation	

Appendix

Steering group membership

Adrian Thomas – Health Board Representative

Alison Clarke – WTAC Representative

Dr Alison Strode – Welsh Government and Joint Chair

Alyson Davies – Health Board Representative

Dr Amanda Smith – Health Board Representative and Joint Chair

Andy Williams – Trust Representative

Angie Oliver – Health Board Representative

Chris Kalinka – WSAC Representative

Clive Morgan – Health Board Representative

David Murphy – Health Board Representative

Dr. Teena Clouston – CYNGOR Representative

Helen Tyler – Trust Representative

Kevin Tucker – Partnership Forum Representative

Liz Hargest – Shared Services Partnership Representative

Martin West – CYNGOR Representative

Sue Bailey – National Imaging Programme Board Representative

Will Oliver – Health Board Representative

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