**CPD@RCOT Reflective scenario**

**“I can do that” - Challenging an advanced practice job description**

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| Your name: Click or tap here to enter text.Date: Click or tap here to enter text. |

About this learning resource

This Reflective Scenario is designed to help you consider applying for an advanced practice NHS role by taking you through a structured reflective process. It will help you to clarify your thoughts, deepen your understanding and support you to plan what actions and further learning you may want to take.

This resourcesupports the Leadership Pillar of the RCOT [Career Development Framework](http://www.rcot.co.uk/cpd-rcot). It is designed for occupational therapy personnel at Career Levels 6-7. Personnel at Career Levels 8 and above who wish to reflect on the topic may also find it helpful, as part of supporting workforce development.

You can use this resource in different ways. You can complete it on your own. You may want to make use of it as part of your supervision or in a group setting. You can also adopt a blended learning approach. This means you first complete the reflection on your own, and then meet with a group to share each other’s outcomes, enriching your learning experiences.

As you work through the Reflective Scenario, keep in mind that there are no right or wrong answers. The aim of this learning resource is to support you to reflect, learn and apply your learning within your own professional context. That is why there are no answers provided. Don’t rush through – you do not need to get through the resource at one sitting. You might want to return to some sections several times before going on to the next. There is no set time this should take you to complete.

Developed with:

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Stephanie Tempest Consultancy Ltd

Date: May 2021

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| **The CPD@RCOT Reflective Scenario resource is based on materials developed by the Royal College of Speech and Language Therapists. We are grateful to them for sharing with us.** |

Scenario

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| You see a job advert for an Advanced Practitioner on the NHS jobs website. It is identified for the nursing and midwifery staff group and, the person specifications state registration with the Royal College of Nursing is essential. When you read the rest of the job description, you judge that you have all required capabilities. You want to apply and demonstrate what you can bring to the role. You discuss this with the current post holder, who tells you an AHP would be able to do the job and would bring in a different but equally relevant set of knowledge and skills.  |

Initial thoughts

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| Capture your initial thoughts on this scenario. What is your first reaction? Do you have ideas about what you should do? Remember, there are no right or wrong answers, just record what occurs to you. |
| Click or tap here to enter text. |

Reflective questions

Consider the following questions and record your answers. Refer to the resources on page 8 if you need to. If you are working through this on paper, add as many extra sheets as you need. You might want to come back to these questions more than once before going on to the next stage. Remember that the list is not exhaustive.

1. Why do you think the job was advertised on the NHS jobs website under the nursing and midwifery staff group? Why might this have happened?
2. What frameworks, guidance and policy documents can you draw upon, within the local and national contexts of the UK country you work in?
3. How should you consider equity, equality, diversity and inclusion?
4. Are there any confidentiality/consent considerations?
5. What should you bear in mind when thinking about applying for the job?
6. Who could you ask for support when considering whether and how to apply?
7. What are the pros and cons of using the application process to articulate why you can do the job, compared to an informal conversation with organisation decision makers prior to application?
8. If you successfully apply for the post, what are the benefits to you, to the profession and to service users?
9. How would the system benefit if the job were advertised more broadly?
10. How will you manage your response, if you are not successful in your application or endeavours to challenge the advert despite your best efforts?

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| My answers |
| Click or tap here to enter text. |

Revisiting your initial thoughts

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| Now look at your initial response in relation to your answers to the reflective questions. What gaps have you identified? Have your thoughts changed on what you feel are the priorities? What have you learned through reflection about your practice? You will have a chance to record a scenario action plan on the following page. |
| Click or tap here to enter text. |

Action planning

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| If you were involved in such a scenario, what would you do? |
| Click or tap here to enter text. |

Plan your learning

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| As a result of your reflection, have you identified any knowledge gaps? How will you go on to develop your knowledge and skills? When will you do it? What support will you need?See page 8 for suggestions on further information and support. |
| Click or tap here to enter text. |

Further thoughts and actions

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| Use this page if you have further thoughts or to take discussion notes. |
| Click or tap here to enter text. |

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Recommended: Review your learning

Set a date when you will come back to this resource and think about the impact it has had on your practice. Set enough time to allow you to engage in any further learning you have identified that you want to take, and to give you time to apply your reflections into your practice. When completed, you may wish to store this page in your CPD Portfolio.

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| Date that I am reviewing my learning: |
| Click or tap here to enter text. |

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| Further learning I have engaged in to deepen my skills and knowledge on this professional topic: |
| Click or tap here to enter text. |

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| Situations and ways in which I have applied my learning in practice: |
| Click or tap here to enter text. |

Feedback

**Found broken links? Let us know and we’ll fix them: prof.dev@rcot.co.uk**

Your views are important to us! Please send us your feedback about this Reflective Scenario so that we can make improvements for future participants. Or, tell us this resource worked well for you! Get in touch in any of the following ways -

* Click to fill out our [feedback form](https://forms.office.com/Pages/ResponsePage.aspx?id=7-ghQ1rN2Eadr3VQBbQNOS0NYIramYdIkgmDOs0DjRVUMTRIMVZQMzE3VU1YNjROMDc5UTBRSEdOUy4u)

* Find the feedback form at <https://bit.ly/3yC3e26>

* Get to the feedback form through the QR Code.
* Email your suggestions, or any problems you encountered, to Prof.Dev@rcot.co.uk.

Further information and support

**FURTHER INFORMATION**

Broughton W, Harris G eds (2019) *Principles for continuing professional development and lifelong learning in health and social care,* The Interprofessional CPD and Lifelong Learning UK Working Group. Bridgwater: College of Paramedics. Available at: <https://www.unison.org.uk/content/uploads/2019/01/14.12.18_CPD_Principles_FINAL_Jan_2019-1.pdf> Accessed on 29.06.21

* Can support continuing professional development, including moving into different job roles

Royal College of Occupational Therapists *Advancing practice*. Available at: <https://www.rcot.co.uk/advancing-practice> Accessed on 4.08.21

* Provides links to resources across the UK and for specific UK countries

Royal College of Occupational Therapists (2021a) *Career Development Framework*, London: RCOT. Available through the RCOT website at: <https://www.rcot.co.uk/publications/career-development-framework> Accessed on 28.06.21

Royal College of Occupational Therapists (2021b) *Informed view: Advancing practice*, London: RCOT. Available through the RCOT website at: <https://www.rcot.co.uk/about-occupational-therapy/rcot-informed-views> Accessed on 4.08.21

Royal College of Occupational Therapists *Leadership and management*. Available at: <https://www.rcot.co.uk/practice-resources/occupational-therapy-topics/leadership-and-management> Accessed on 4.08.21

Royal College of Occupational Therapists (2021c) *Professional standards for occupational therapy practice, conduct and ethics*, London: RCOT. Available through the RCOT website at: <https://www.rcot.co.uk/publications/professional-standards-occupational-therapy-practice-conduct-and-ethics> Accessed on 28.06.21

Royal College of Occupational Therapists *Scope of practice*. Available at: <https://www.rcot.co.uk/practice-resources/occupational-therapy-topics/scope-practice> Accessed on 4.08.21

**SOURCES OF SUPPORT**

[RCOT Professional Practice Enquiries Service](https://www.rcot.co.uk/practice-resources/professional-practice-enquiries-service/about-professional-practice-enquiries-service)