

**SKILLS FRAMEWORK FOR HEALTHCARE
SKILLS MAP - SENIOR PRINCIPAL PHYSIOTHERAPY EDUCATOR**

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| Sector | Healthcare | | | | |
| Track | Physiotherapy | | | | |
| Sub-track | Education | | | | |
| Occupation | Physiotherapist | | | | |
| Job Role | Senior Principal Physiotherapy Educator | | | | |
| Job Role Description | <p>A Senior Principal Physiotherapy Educator is responsible for setting the strategic directions for the education and training of physiotherapists. S/He is also responsible for monitoring the standards of educators to ensure training standards are met and aligned with the departmental needs. S/He drives quality of training and development activities.</p> <p>S/He may work in various settings such as but not limited to public and private institutions, sports teams, acute hospitals, community hospitals, rehabilitation centres, voluntary welfare organisations, schools, integrated and long-term care facilities and clients' homes and work environments. S/He may also work as part of a collaborative, interdisciplinary team which may include teachers, nurses, doctors, audiologists, psychologists, social workers, occupational therapists and speech therapists. S/He may assume a joint appointment as an lecturer in educational institutions.</p> <p>S/He should be visionary, innovative and passionate about learning and development of therapists. S/He should possess effective interpersonal, communication and team-building skills</p> | | | | |
| Critical Work Functions and Key Tasks / Performance Expectations | Critical Work Functions | Key Tasks | Performance Expectations (For legislated / regulated occupations) | | |
| | | | In accordance with: | | |
| | | | • Allied Health Professions Act (Chapter 6B) | | |
| | | | Plan training and development activities | Plan continuing education programmes and training beyond the institution level | |
| | | | | Set strategic directions for training and development beyond the institution level | |
| | | Oversee the learning and development plans for staff in the department | | | |
| | | Oversee clinical attachment programmes | | | |
| | | Develop frameworks for supervisors to identify knowledge gaps and training needs of team members | | | |
| | Design training frameworks and curriculum | Drive the development of learning curriculum for therapists | | | |
| | | Contribute to the development of student curriculum | | | |
| | | Develop training programmes for therapists and students | | | |
| | | Drive strategic directions for key training areas of focus | | | |
| Develop clinical training and mentorship frameworks | | | | | |
| Review clinical training and mentorship frameworks | | | | | |

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| | Oversee implementation of training programmes |
| | Promote inter-professional education programmes |
| | Provide consultancy services to external organisations on curriculum design |
| Promote a culture for lifelong learning | Participate in continuous professional development |
| | Oversee frameworks for participation in continuous professional development by therapists in settings |
| | Collaborate with educational institutions, clinical educators and regional facilitators to advance students' and staff's learning |
| | Create opportunities for co-learning across institutions or settings to advance students' and staff's learning |
| | Create opportunities for capability development |
| Deliver training and development activities | Deliver training to therapists and other external partners |
| | Oversee delivery of training to healthcare professionals and external partners |
| | Lead professional development initiatives and programmes regionally and internationally |
| Manage quality of training and development activities | Set and review training quality standards |
| | Develop assessment methods and tools to evaluate effectiveness of training programmes or providers |
| | Review audit results |
| | Evaluate training programmes |
| | Evaluate standards of educators |
| | Supervise staff in conducting talks and workshops to professionals and external partners |
| | Evaluate the effectiveness of student attachment curriculum against educational institutions' standards |
| | Provide feedback on curriculum to the educational institutions |
| | Evaluate learners' performance based on learning outcomes |

| | Technical Skills and Competencies | | Generic Skills and Competencies | |
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| | Skills and Competencies | Audit Management | Level 5 | Developing People |
| Change Management | | Level 6 | Transdisciplinary Thinking | Advanced |
| Clinical Teaching and Supervision | | Level 5 | Leadership | Advanced |
| Continuous Improvement Management | | Level 6 | Interpersonal Skills | Advanced |
| Individual and Cultural Diversity | | Level 5 | Decision Making | Advanced |
| Inter-professional Collaboration | | Level 6 | | |
| Learning Needs Analysis | | Level 6 | | |
| Management of Stakeholders | | Level 6 | | |
| People Management | | Level 6 | | |
| Performance Management | | Level 6 | | |
| Professional, Legal and Ethical Healthcare Practice | | Level 6 | | |
| Programme Delivery | | Level 5 | | |
| Programme Design | | Level 6 | | |
| Programme Evaluation | | Level 6 | | |
| Project Management | | Level 6 | | |
| Reflective Practice | | Level 6 | | |
| Strategy Development | | Level 6 | | |
| Strategy Execution | | Level 6 | | |
| Programme Listing | For a list of Training Programmes available for the Healthcare sector, please visit: www.skillsfuture.sg/skills-framework/hc | | | |