

**SKILLS FRAMEWORK FOR HEALTHCARE  
SKILLS MAP - PRINCIPAL SPEECH THERAPY EDUCATOR**

<b>Sector</b>	Healthcare					
<b>Track</b>	Speech Therapy					
<b>Sub-track</b>	Education					
<b>Occupation</b>	Speech Therapist					
<b>Job Role</b>	Principal Speech Therapy Educator					
<b>Job Role Description</b>	<p>A Principal Speech Therapy Educator is responsible for designing training activities as well as providing clinical and professional education and training. S/He also needs to manage quality of training and development activities.</p> <p>S/He may work in various settings such as public and private institutions, integrated and long-term care facilities as well as in the community setting. S/He may work as part of collaborative and interdisciplinary teams.</p> <p>S/He should be creative, insightful, practical and adaptable.</p>					
<b>Critical Work Functions and Key Tasks / Performance Expectations</b>	<b>Critical Work Functions</b>	<b>Key Tasks</b>	<b>Performance Expectations (For legislated / regulated occupations)</b>			
				Develop training and development strategy	Set strategic direction for clinical training and development	In accordance with:  • Allied Health Professions Act (Chapter 6B)
					Identify training needs of therapists	
					Plan continuing education programmes for therapists	
	Plan clinical attachment programmes					
	Design training frameworks and curriculum	Develop clinical training frameworks and curriculum				
		Review clinical training frameworks and curriculum				
		Develop and promote inter-professional training programmes				
		Support development of accredited training programmes				
		Promote collaborative inter-professional education programmes				
		Develop assessment methods to evaluate clinical competencies				
	Deliver training and development activities	Deliver training to therapists and other health professionals				
		Lead the delivery of professional development programmes and public educational initiatives at institution level				
Promote a culture for lifelong learning	Establish frameworks for participation in continuous professional development by therapists in setting					

		Create opportunities for co-learning across institutions or settings to advance students' and staff's learning		
		Develop strategies and initiatives to drive a strong culture of lifelong learning		
		Create opportunities for capability development		
	Manage quality of training and development activities	Audit training quality standards		
		Develop assessment methods and tools to evaluate effectiveness of training programmes or providers		
		Review evaluation findings of training programmes or clinical educators		
		Supervise staff in conducting talks and workshops to professionals and the public		
		Provide feedback on curriculum to educational institutions		
	Evaluate student attachment curriculum against educational institutions' standards			
<b>Skills and Competencies</b>	<b>Technical Skills and Competencies</b>		<b>Generic Skills and Competencies</b>	
	Change Management	Level 5	Communication	Advanced
	Clinical Governance	Level 5	Problem Solving	Intermediate
	Clinical Teaching and Supervision	Level 5	Interpersonal Skills	Advanced
	Continuous Improvement Management	Level 5	Decision Making	Intermediate
	Health Promotion	Level 5	Developing People	Advanced
	Individual and Cultural Diversity	Level 5		
	Inter-professional Collaboration	Level 5		
	Learning Needs Analysis	Level 5		
	Management of Stakeholders	Level 5		
	People Management	Level 5		
	Professional, Legal and Ethical Healthcare Practice	Level 5		
	Programme Delivery	Level 5		
	Programme Design	Level 5		
Programme Evaluation	Level 5			

	Reflective Practice	Level 5		
	Strategy Development	Level 5		
	Strategy Execution	Level 5		
<b>Programme Listing</b>	For a list of Training Programmes available for the Healthcare sector, please visit: <a href="http://www.skillsfuture.sg/skills-framework/hc">www.skillsfuture.sg/skills-framework/hc</a>			