

**SKILLS FRAMEWORK FOR HEALTHCARE
TECHNICAL SKILLS AND COMPETENCIES (TSC) REFERENCE DOCUMENT**

TSC Category	People Development					
TSC	Clinical Teaching and Supervision					
TSC Description	Provide clinical teaching and supervision to develop capabilities and competencies of students and professionals					
TSC Proficiency Description	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
			HCE-PDV-3043-1.1	HCE-PDV-4043-1.1	HCE-PDV-5043-1.1	
			Support supervision of students and junior staff in developing their clinical skills, knowledge and competencies	Supervise staff in developing their clinical skills, knowledge and competencies	Oversee clinical supervision guidelines for the department	
Knowledge			<ul style="list-style-type: none"> Assessment methods to determine students' or support care staff's competencies in performing delegated tasks Curriculum requirements and learning outcomes defined by training institutions Organisation's code of practice for support care staff Guidelines and procedures on clinical teaching and/or on-the-job training Clinical practice standards Definition of clinical supervision Stages in clinical supervision 	<ul style="list-style-type: none"> Clinical teaching and supervision methods Professional code of practice and relevant supervisory framework requirements and guidelines Effective communication techniques and barriers to communication Curriculum requirements and learning outcomes defined by Institutes of Higher Learning (IHLs) Professional framework requirements and guidelines Professional code of practice and clinical standards Models and methods for evaluating clinical performance of the juniors Learning preferences and teaching methods appropriate for each learning style Important elements of clinical supervision Methods of giving feedback 	<ul style="list-style-type: none"> Best practices in clinical supervision Supervision and mentoring models, theories and modalities Specialty areas in clinical practice, advanced assessments and interventions for complex or atypical conditions Integration of research evidence into practice Characteristics of effective clinical learning environments Code of professional conduct in the area of practice Supervision structures in different clinical practices 	

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				<ul style="list-style-type: none"> • Adult learning and learning transfer principles 		
Abilities			<ul style="list-style-type: none"> • Give feedback to support learning • Assess, facilitate and teach students and support care staff in clinical areas • Recognise professional limitations and seek supervisors' feedback • Apply clinical teaching methods to facilitate learning • Seek support or flag up learners' issues to their supervisors • Recognise professional limitations and seek external guidance in domains or fields outside of professional practice or capacity 	<ul style="list-style-type: none"> • Conduct on-the-job training programmes and clinical attachment programmes for students and staff • Establish clear learning expectations and goals • Provide feedback and performance reviews to support clinical learning • Guide clinical instructors or educators in developing clinical education programmes /staff in the department • Assess competencies of students/ staff • Apply differentiated instructional and presentational learning tools to engage different types of learners • Support the integration of evidence-based practice within the learning environments • Improve clinical learning environments • Contribute to development of competency-based assessments for clinical practice 	<ul style="list-style-type: none"> • Develop clinical supervision guidelines for the department • Maintain a mentoring culture in the department and/or organisation • Provide resources and support to facilitate the development of students' and staff's clinical skills • Adopt clinical practice guidelines or clinical protocols to provide guidance to staff • Review clinical supervision frameworks for the department • Ensure adoption of best practices in clinical supervision • Appraise and implement overall supervision structures and/or guidelines 	