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Education and Training Committee, 13 September 2012

## HCPC position statement on the NHS Clinical Leadership Competency Framework (CLCF)

### Executive summary and recommendations

#### **Introduction**

The NHS Clinical Leadership Competency Framework (CLCF) is a framework for leadership development within the National Health Service (NHS).

At its meeting on 8 March 2012, the Committee considered a paper about the framework and its links with the standards of proficiency. The Committee agreed that a position statement should be produced to set-out the Committee's position on the CLCF; the CLCF's links to HCPC's standards; and what the CLCF might mean for education providers.

#### **Decision**

The Committee is invited to discuss the attached draft position statement and (subject to any changes agreed at this meeting) approve it for publication on the HCPC website.

#### **Background information**

Leadership, Education and Training Committee, 8 March 2012  
<http://www.hpc-uk.org/aboutus/committees/archive/index.asp?id=587>

Please note. As the review of the standards of proficiency is ongoing, the example mapping documents referred to in paragraph 3.6 will be prepared and published alongside the position statement, following Council approval of the first batch of revised standards.

#### **Resource implications**

None

#### **Financial implications**

None

#### **Appendices**

None

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**Date of paper**

3 September 2012

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## **HCPC position statement on the NHS Clinical Leadership Competency Framework (CLCF)**

### **Introduction**

- 1.1 The NHS Leadership Framework ('the Framework') is a framework for leadership competency and development in the National Health Service (NHS). There are five core domains of the framework: demonstrating personal qualities; working with others; managing services; improving services; and setting direction. The Framework sets out the competencies required for NHS staff to demonstrate leadership.
- 1.2 The NHS Clinical Leadership Competency Framework (CLCF) shares the five core domains of the Leadership Framework and is a framework for leadership development which applies to every clinician in the NHS.
- 1.3 We are supportive of the CLCF with its emphasis on the shared responsibility and accountability of all registered professionals at all levels in contributing towards good quality services and improved outcomes for service users. We consider that it is a helpful and important resource for registrants, commissioners and education providers across the breadth of the different professions we regulate.
- 1.4 This document:
  - describes the CLCF and what it aims to achieve;
  - outlines our position on the CLCF and how this relates to the HCPC's standards of proficiency and standards of education and training; and
  - provides some information about what the CLCF might mean for HCPC approved education providers.
- 1.5 In this document 'we' and 'our' refers to the Health and Care Professions Council (HCPC).<sup>1</sup>

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<sup>1</sup> For more about the role of the HCPC, please visit: [www.hcpc-uk.org/aboutus/](http://www.hcpc-uk.org/aboutus/)

## **2. About the CLCF**

- 2.1 The CLCF aims to provide a common language and approach to leadership development for all clinicians in the NHS (and beyond).
- 2.2 The CLCF is based on the idea of 'shared leadership'. It is based on the premise that leadership behaviours are not confined to those in senior positions, but are part of the requirements of all clinicians. The focus is on the shared responsibility of all staff for the success of an organisation and the services it delivers to the public. The CLCF aims to embed leadership capability and the skills associated with it across the whole clinical workforce, rather than focusing leadership development on a smaller number of clinicians with managerial responsibilities.
- 2.3 Five of the seven domains of the Framework make up the CLCF. Each domain has four elements which are then divided into four key descriptors. These descriptors describe the leadership behaviours that all staff are expected to demonstrate.
- 2.4 A variety of ways in which the CLCF could be used have been suggested. This includes being used by individuals to inform their personal development needs; as part of work-based appraisal; and to inform the design and commissioning of training and development programmes.

## **3. The HCPC and the CLCF**

- 3.1 We consider that the CLCF is important in helping clinicians to develop a shared understanding of what leadership is and in aiming to develop leadership behaviours at all levels of seniority. The CLCF's emphasis on shared leadership, where all members of staff are individually and collectively responsible for the services an organisation delivers, is entirely consistent with and complementary to our standards which emphasise both personal responsibility and the importance of working effectively with others. The focus on improved outcomes for service users is to be welcomed.
- 3.2 We register the members of 16 professions, many of whom work within the NHS, in social care or in other settings as part of teams. The leadership capabilities outlined in the CLCF will be particularly relevant to their work and their responsibilities as team members. However, we know that our registrants work with a variety of different people and in a diverse range of settings, not just in the NHS. These settings include working in schools, social services, prisons, private practice and in roles in industry. Some aspects of the CLCF are NHS-specific or refer to working in managed environments,

which may be less applicable to some professions and some HCPC registrants. For example, the competencies under the domain 'setting direction' refer to the legal and organisational context of the NHS. Some professions do not typically use some of the language used in the CLCF such as 'clinical', 'clinician' and 'patient' as they do not consider it accurately describes their practice. We also know that people still debate the concept of leadership and think about what it is to lead, or to follow, in lots of different ways.

- 3.3 We consider that the CLCF is a helpful approach in articulating a way of looking at leadership by identifying the underpinning knowledge, skills, behaviours and attitudes behind the use of the term. We consider that the majority of the elements and descriptors included in the CLCF are generic and are clearly applicable across all the different professions we regulate.
- 3.4 The standards of proficiency are the threshold standards for safe and practice in each of the professions we regulate and play an important role in ensuring that someone who completes an approved programme is fit to practise and eligible to become registered with us. We have considered whether to change our generic standards of proficiency, so that 'leadership' as a term is more explicitly used within them.
- 3.5 However, we have concluded that it would be more meaningful at this stage (whilst understanding of the CLCF and its definition of leadership develops), to instead ensure good coverage within our standards, where appropriate, of the specific underpinning knowledge, skills, attitudes and behaviours identified in the CLCF.
- 3.6 We consider that leadership knowledge, skills attitudes and behaviours as described in the CLCF are already well embedded throughout our standards of proficiency and are well reflected in HCPC's standards of conduct, performance and ethics. At the time of writing this position statement we were in the process of a rolling review of the profession-specific standards of proficiency for each profession we regulate, to ensure that they continue to reflect the threshold knowledge, understanding and skills required for practise in each of the professions. As the review progresses and we start to publish revised standards, we will publish example documents showing how the CLCF descriptors map across to our standards.

#### 4. What does the CLCF mean for HCPC approved education providers?

- 4.1 Education providers are not expressly required to demonstrate that their programmes deliver the CLCF in order for programmes to become or remain approved by us. However, they do need to deliver HCPC's standards of proficiency which we consider already embed many of the competencies underpinning effective leadership as outlined in the CLCF.
- 4.2 The NHS Leadership Academy has published a helpful resource for education providers (see overleaf) to assist them in integrating the CLCF into education and training programmes. This includes scenarios for students; possible learning activities linked to the CLCF; and summative and formative assessment methods.
- 4.3 The CLCF provides one helpful reference point and education providers (appropriate to their programme and profession) may wish to use the CLCF and the guidance referred to above to inform how they meet or continue to meet the standards of education and training. In particular, the CLCF and its supporting guidance may be particularly helpful to education providers reviewing their curricula. Some standards of education and training which might be particularly relevant here include the following

	<b>Standard of education and training</b>
SET 4.1	The learning outcomes must ensure that those who successfully complete the programme meet the standards of proficiency for their part of the Register
SET 4.2	The programme must reflect the philosophy, core values, skills and knowledge base as articulated in any relevant curriculum guidance.
SET 4.4	The curriculum must remain relevant to current practice
SET 4.5	The curriculum must make sure that students understand the implications of the HCPC's standards of conduct, performance and ethics
SET 4.6	The delivery of the programme must support and develop autonomous and reflective thinking.
SET 6.5	The measurement of student performance must be objective and ensure fitness to practise.

## 5. References

Health Professions Council (2007). Standards of proficiency.

<http://www.hcpc-uk.org/aboutregistration/standards/standardsofproficiency/>

Health Professions Council (2008). Standards of conduct, performance and ethics.

<http://www.hcpc-uk.org/aboutregistration/standards/standardsofconductperformanceandethics/>

Health Professions Council (2009). Standards of education and training.

<http://www.hcpc-uk.org/aboutregistration/standards/sets/>

NHS Leadership Academy (2011). Guidance for integrating the Clinical Leadership Competency Framework into education and training.

<http://www.leadershipacademy.nhs.uk/develop-your-leadership-skills/leadership-framework/supporting-tools-and-documents/lf-education-training-tools>

NHS Leadership Academy (2011). Leadership framework – A summary.

<http://www.leadershipacademy.nhs.uk/develop-your-leadership-skills/leadership-framework/supporting-tools-and-documents/documents-to-download>

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