

Te Whatu Ora | Health New Zealand

Draft Guidelines for Expectations of Professional Practice for Allied Health Scientific & Technical Professionals (GEPP)

September 2023

Replaces all other Versions

Applies to Allied Health Scientific & Technical Professions employed at Te Whatu Ora | Health New Zealand

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Introduction & Background

As part of ethical and best practice, Allied Health, Scientific and Technical (AHS&T) Professionals are accountable for demonstrating ongoing professional growth and competence of themselves and their respective service, commensurate with their level of experience. Guidelines for Expectations of Professional Practice, (GEPP), supports individuals' growth and development, as they advance their careers by building on transferable competency-based knowledge and skills that meet patient and service need. GEPP recognises that AHS&T professionals demonstrate clinical leadership and clinical expertise in their area of practice for improved patient care across the continuum.

Professional growth and ongoing competence is recognised through engagement in upwardly spiralling developmental activities within identified clinical and professional practice domains, resulting in demonstration of mastery, expertise, excellence, and leadership over time. Examples of activities may include:

- Undertaking lifelong learning to add to knowledge
- Continually developing clinical/technical skills
- Growing the breadth and depth of individual knowledge and skills of self and others
- Increasing knowledge through the application of critical thinking, analysis evaluation and research
- Commitment to quality and safety improvement
- Extending clinical practice to work at the top of one's scope
- Contributing to and influencing the wider system
- Undertaking additional or advanced qualifications

The original Guidelines for Expectations of Professional Practice, (GEPP), have been in existence within district health boards for a number of years. With the shift to a single employer Te Whatu Ora | Health New Zealand there is a need to have a consistent and transparent approach across the motu.

What is the GEPP?

The GEPP is a tool used to provide guidance on the expectations of practice for allied health, scientific & technical professionals at various stages of development or levels of experience. It describes the broad range of knowledge, skills, competencies and practice standards and responsibilities expected of an AHS&T professional.

GEPP is a guideline and was developed:

- a) Provide a shared understanding and common foundation for performance conversations

- b) As a management tool to support clear, consistent and transparent minimum expectations of AHS&T professionals, that broadly aligns to stages of development and/or years of experience.

These competencies, skills and practice expectations are grouped into the following two domains: core functional and professional practice competencies.

Core Functional Competencies	Professional Practice Competencies
Communication Personal and People Health, Safety and Security/Risk Management Te Tiriti O Waitangi, Bicultural Safety and Equity Inclusiveness, Diversity & Cultural Safety	Professional Practice and Clinical Teaching and Learning Evaluation and Research Leadership and Management Quality and Service Improvement

It is important to note that the expectations of clinical and professional practice as laid out in this document are developed to guide expectations for all parties.

Purpose

This document is to be used when setting objective and development plans and in conjunction with performance conversations. The tables outline key exemplars/descriptors of the types of expected professional practice behaviours and activities on a developmental continuum. Indicative stages of development have been used in the tables as this document covers professional groups on various collective employment agreements. GEPP is a practical management tool that identifies expectations AHS&T professionals at various stages of development and is not related to any union or employment agreement.

The GEPP table (Page 10-32) outlines exemplars/descriptors of the types of practice behaviours, expectation of professional practice and developmental activities that AHS&T professionals are encouraged to engage in and maintain. The GEPP will be used by AHS&T professionals and managers to:

- to provide a consistent and transparent set of expectations
- identify learning needs
- guide continuing professional development and ongoing competence
- assist with setting objectives and development plans within the performance development
- communicate role expectations to AHS&T professionals and organisational stakeholders

Whilst most of the activities will be relevant across Te Whatu Ora | Health New Zealand, some activities will only be relevant to certain practice contexts. In addition, it is acknowledged not all settings/services will afford all of the opportunities provided as examples, nor require all of the activities to be undertaken. These expectations must be contextualised within the scope of the individual's role expectations (based on their Position Description), the performance requirements of the role, the work setting, and the parameters of the service in which they work.

How to use the GEPP

The shaded area on the table indicates the beginning level for expectations of professional practice for ASH&T professionals in each practice domain. It is important to note that some individuals will engage in some activities sooner, others may need to engage in some activities at a later date in areas where such opportunities are clearly not available and/or not required within the scope of the role or service requirements. A flexible approach should be adopted to take account for these variations. In addition, opportunities and activities will be subject to contextual factors including but not limited to factors such as skill mix, discipline needs, team and service needs.

All staff are expected to maintain clinical and professional practice at the level of practice commensurate with the salary step of their respective employment agreement, and a range of other similar level activities may be used to evidence this.

Please note that the GEPP Practice Domain tables provide a *guide*.

Principles

At all times all parties will operate with fairness, transparency, and consistency in the application of these guidelines. Managers and their staff will ensure open and honest discussions when setting performance and salary progression objectives; these will be commensurate with the individual's level of experience, as well as service requirements.

All parties will:

- Fulfil Te Whatu Ora | Health New Zealand Position Description requirements, including alignment with regulatory and professional standards as appropriate
- Ensure timely, open, and honest communication
- Demonstrate commitment to Te Tiriti O Waitangi principles to reduce inequalities as much as possible, improve services and health outcomes for Māori
- Understand organisational and professional responsibilities and accountabilities, including modelling organisational values
- Engage in periodic reviews of objectives in line with the Te Whatu Ora | Health New Zealand performance conversations process
- Demonstrate commitment to the growth and disciplined application of evidence-based practice principles to guide and inform the workforce to effectively carry out roles and functions
- Work to the Te Whatu Ora | Health New Zealand Clinical Quality & Professional Governance Model

The GEPP tables (page 10-32) link the competencies and practice expectations across the nine professional practice domains to the expectations of clinical roles. For each Professional Practice domain, the level of practice is represented broadly by five “growth rings” (Diagram 1). High level summary descriptions of professional practice expectations, skills, knowledge, and competencies for each “growth ring” are provided in Diagram 2. Expectations for domains within the Core Functional Competencies (Diagram 3) are expected to be achieved within the earlier part of the career path.

Diagram 1 Growth Rings

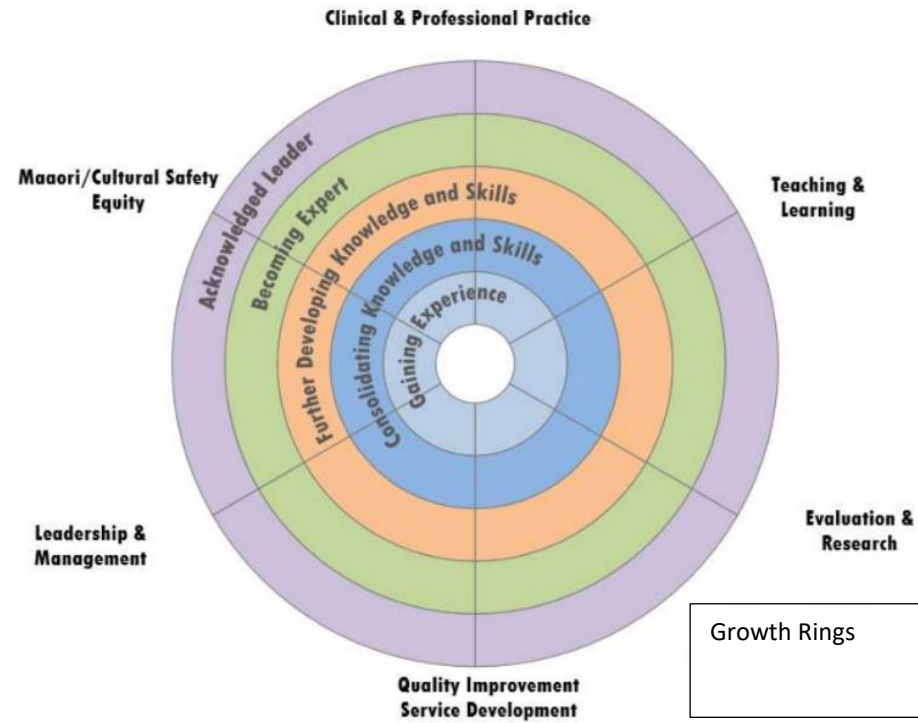


Diagram 2 - Professional Practice Domains and Growth Rings – Summary Descriptor of Expectations for each Growth Ring

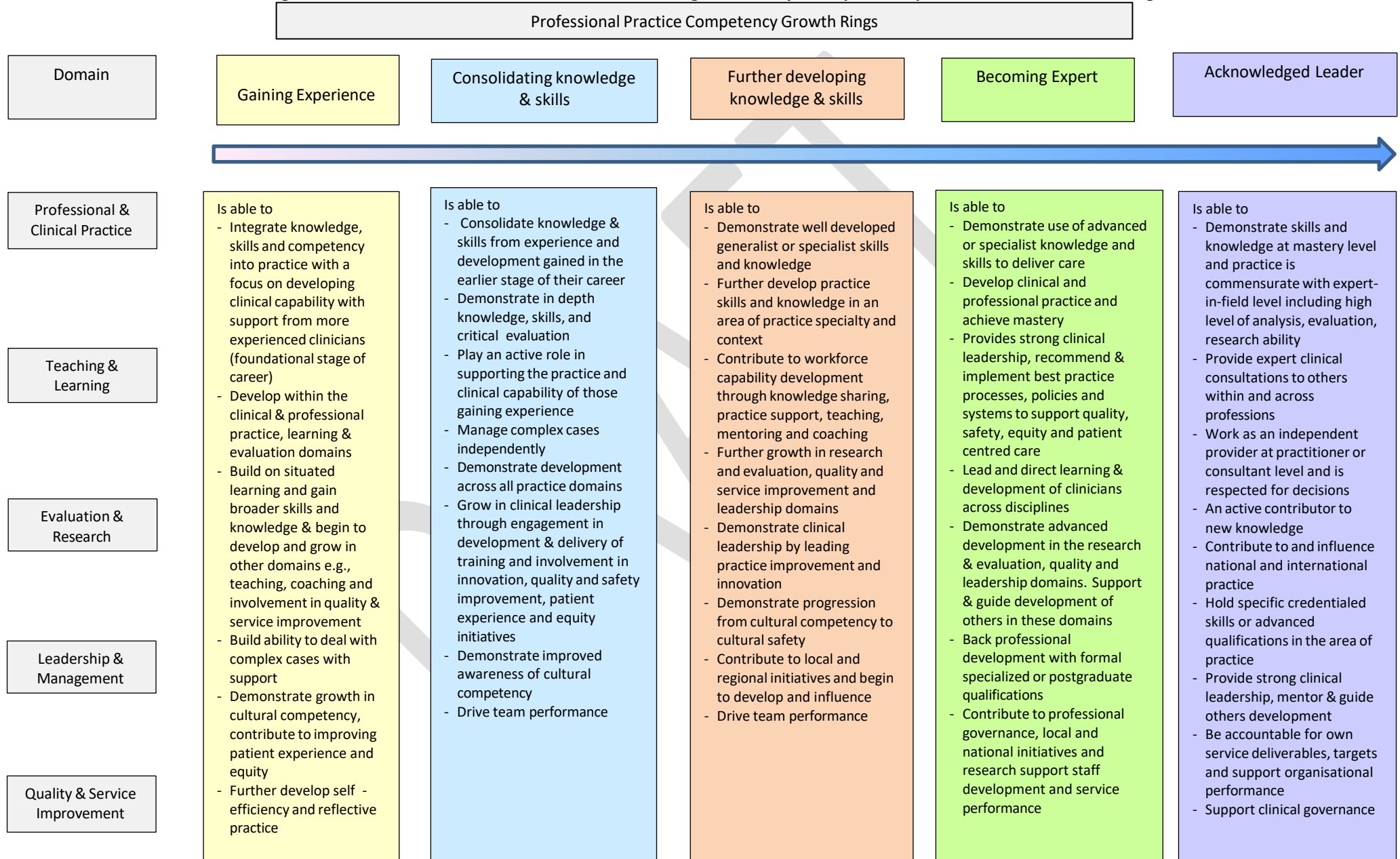
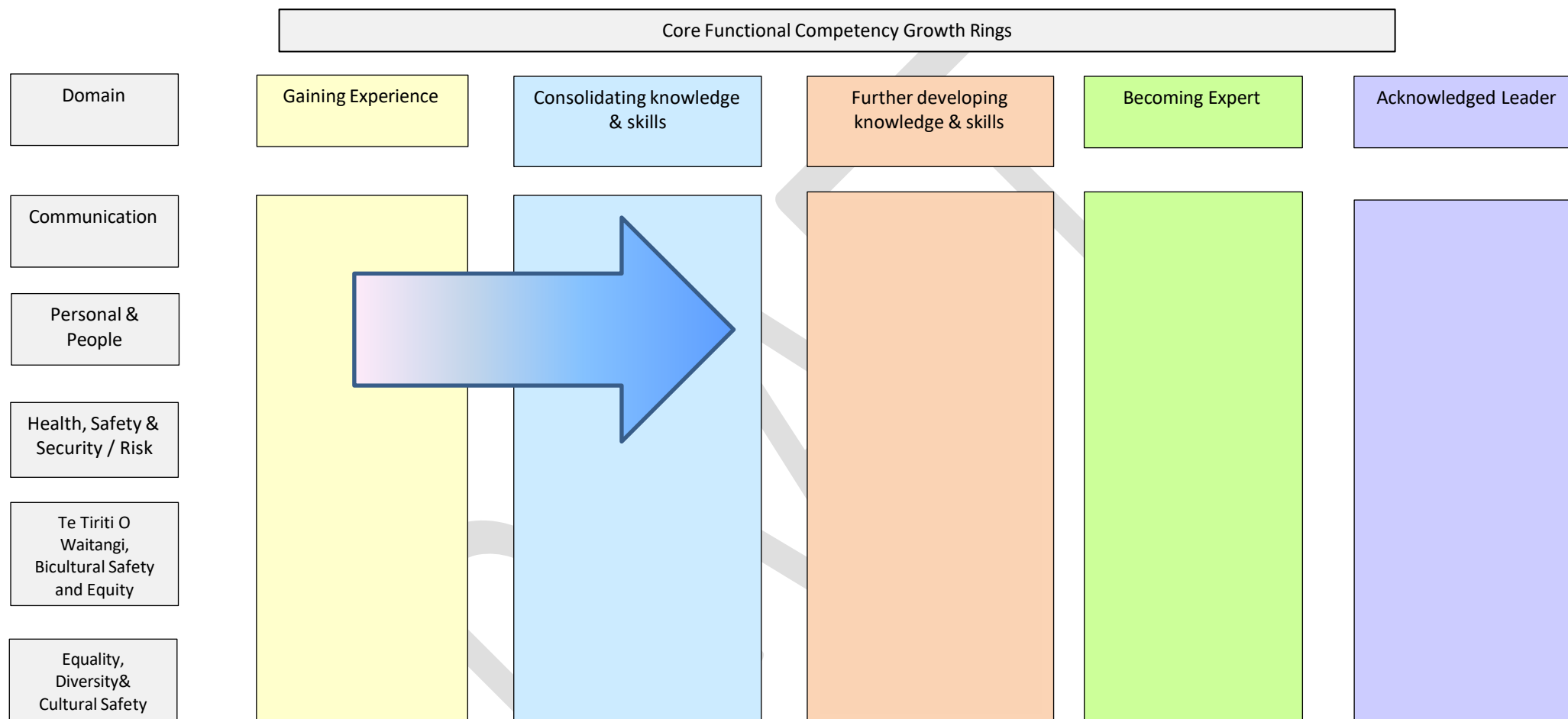


Diagram 3 Expectations for domains within the Core Functional Competencies



Note the domains within the Core Functional competencies are expected to be achieved in the earlier part of the career.

It is important to acknowledge that while the growth rings are shown in distinct boxes, in practice, growth in domains is likely to occur more as a continuum and in some situations, for some of the domains, clinicians may possess skills reflective of a higher growth ring within a domain than expected for the role they are employed in.

GEPP Process

The shaded areas on the tables that follow indicate the minimum level for expectations of professional practice for each domain. This level of practice will need to be maintained going forwards. The minimum levels are a rough guide only – some staff may develop skills sooner (or occasionally later) depending on experiences and opportunities. For all domains, there should be scope to recognise local/service/team requirements and the range and scope of available teaching and learning opportunities.

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Core Functional Competencies	Stages of Development				
Expectations of Core Functional Competencies	Gaining Experience	Consolidating knowledge & skills	Further Developing Knowledge & Skills	Becoming Expert	Acknowledged Leader
Communication					
Communicate with a limited range of people on day-to-day matters					
Actively listens and asks questions to understand needs					
Checks information for accuracy					
Shares and disseminates information ensuring confidentiality where required					
Keeps relevant people informed of progress					
Presents a positive image of self and the service					
Maintains the highest standards of integrity when communicating with patients and the wider public					
Keeps relevant and up to date records of communication					
Adapts communication to take account of others' culture, background and preferred way of communicating					
Shares and engages thinking with others					
Develops and practices advanced communication skills to manage complex matters, issues					
Improves communication through communication skills and adapts communication to situation					
Communicate with a range of people on a range of matters using a range of channels to build relationships					
Manages people's expectations					
Manages barriers to effective communication					

Core Functional Competencies		Stages of Development				
Expectations of Core Functional Competencies		Gaining Experience	Consolidating knowledge & skills	Further Developing Knowledge & Skills	Becoming Expert	Acknowledged Leader
Communication contd.						
Provides feedback to others on their communication where appropriate						
Develops partnerships and actively maintains them						
Encourages effective communication between all involved						
Anticipates barriers and adapts communication effectively in challenging situations						
Is proactive in utilising different styles and methods of communication to achieve successful coaching for development (emotional intelligence displayed)						
Develops and maintains communication with people on complex matters, issues and ideas and/or in complex situations						
Is persuasive in putting forward professional view and that of the organisation						
Articulates a vision for service/organisation focus which generates enthusiasm and commitment from both employees and patients/wider public						
Personal & People						
Develops own skills and knowledge and takes responsibility for own personal development						
Prepares for and actively participates in own performance conversations						
Identifies own learning needs and creates personal development plan						
Understands own role, its scope and limitations						
Demonstrates effective teamwork						
Prioritises own workload and manages own time to ensure priorities are met and quality is not compromised						

Core Functional Competencies		Stages of Development				
Expectations of Core Functional Competencies		Gaining Experience	Consolidating knowledge & skills	Further Developing Knowledge & Skills	Becoming Expert	Acknowledged Leader
Personal & People contd.						
Implements and completes personal development plan, evaluates effectiveness of plan and adapts accordingly						
Identifies areas of development needs for career development						
Offers feedback in a timely manner						
Reviews effectiveness of own team and promotes teamwork						
Provides information and supports others to help their development						
Sets stretching and challenging goals in area of practice						
Works effectively in a high pressured complex environment						
Identifies and provides learning and development opportunities to others to support emerging work demands and future career aspiration						
Uses a coaching approach to encourage others to develop						
Enables opportunities for others to apply their developing knowledge and skills						
Health, Safety & Security / Risk Management						
Assists in maintaining own and others' health, safety and security						
Follows Te Whatu Ora Health New Zealand policies, procedures and risk assessments to keep self and others safe at work						
Helps keep a healthy, safe and secure workplace for everyone						
Knows what to do in an emergency at work, knows how to get help and acts immediately to get help						

Core Functional Competencies	Stages of Development				
Expectations of Core Functional Competencies	Gaining Experience	Consolidating knowledge & skills	Further Developing Knowledge & Skills	Becoming Expert	Acknowledged Leader
Health, Safety & Security / Risk Management contd.					
Reports any issues at work that may put self or others at a health, safety or security risk					
Works in a way that reduces risks to health, safety and security					
Takes action to manage an emergency, calling for help immediately when appropriate					
Works in a way that complies with legislation and trust policies and procedures on health, safety and risk management					
Monitor and maintain health, safety and security of self and others					
Looks for potential risks to self and others in work activities and processes					
Suggests solutions actual or potential problems that may put health, safety or security at risk					
Supports and challenges others in maintaining health, safety and security at work					
Finds ways of improving health, safety and security in own area					
Identifies and manages risk at work and helps others to do the same					
Promotes, monitors and maintains best practice in health, safety and security					
Makes sure others work in a way that complies with legislation and trust policies and procedures on health, safety and risk management					
Carries out, or makes sure others carry out risk assessments in own area.					
Regularly assesses risks and uses the results to make improvements and promote best practice					
Investigates any actual or potential health, safety or security incidents and takes the required action					

Core Functional Competencies	Stages of Development				
Expectations of Core Functional Competencies	Gaining Experience	Consolidating knowledge & skills	Further Developing Knowledge & Skills	Becoming Expert	Acknowledged Leader
Health, Safety & Security / Risk Management contd.					
Evaluates the impact of H&S policies, procedures and legislation across Te Whatu Ora Health New Zealand locally line managers in own sphere of activity					
Te Tiriti O Waitangi, Bicultural Safety and Equity					
Understands the concept of equity					
Reflects on and recognises own level of cultural safety and identifies when to consult / refers on					
Demonstrates awareness of Māori cultural diversity that represent Te Whatu Ora Health New Zealand populations					
Completes Tikanga on-line assessment and attends Te Tiriti O Waitangi and Tikanga in Practice study days					
Integrates bicultural practice into clinical and professional practice					
Acknowledges and engages in whakawhanuanatanga, (the process of establishing relationships and relating well to others)					
Demonstrates and articulates an understanding of Māori concepts of health and wellbeing in practice e.g., wairua, te reo, whakawhanaunga, tuakiri, manaaki, and ngakau Māori					
Integrates Māori concepts of health and wellbeing into practice e.g., wairua, te reo, whakawhanaunga, tuakiri, manaaki, and ngakau Māori					
Acknowledges the significance and use of Te Reo Māori and can communicate using basic greetings with appropriate pronunciation					
Supports equity of health outcomes by incorporating processes into practice that reduce inequities					
Supports less experienced peers to develop their level of bicultural competency and safety by recognising this and providing direction					
Uses skills and knowledge developed in bicultural responsiveness in mentoring supervision and training of others					

Core Functional Competencies		Stages of Development				
Expectations of Core Functional Competencies		Gaining Experience	Consolidating knowledge & skills	Further Developing Knowledge & Skills	Becoming Expert	Acknowledged Leader
Te Tiriti O Waitangi, Bicultural Safety and Equity contd.						
Uses data, information and evidence of health inequities in informing practice quality improvement						
Measures and monitors equity outcomes in own practice						
Leads an aspect of bicultural responsiveness within own service area						
Undertakes audits, benchmarking or research to identify gaps in Māori responsiveness and inequity						
Accesses Māori consultation for design and development of services						
Measures and monitors equity outcomes in own service area						
Supports resolution of complaints and incidents related to bicultural safety and leads improvement systems						
Ensures recruitment practices reflects Te Whatu Ora New Zealand policy on bicultural safety						
Inclusiveness, Diversity and Cultural Safety						
Understands own culture and cultural norms						
Demonstrates awareness of diversity including the range of different cultural groups that represent Te Whatu Ora Health New Zealand populations e.g., ethnic groups, disability, and Rainbow communities						
Acts in accordance with legislation, policies, procedures and good practice						
Treats everyone with dignity and respect						
Allows others to express their views even when different from one's own						

Core Functional Competencies	Stages of Development				
Expectations of Core Functional Competencies	Gaining Experience	Consolidating knowledge & skills	Further Developing Knowledge & Skills	Becoming Expert	Acknowledged Leader
Inclusiveness, Diversity and Cultural Safety contd.					
Does not discriminate because of others' differences or different viewpoints.					
Uses plain language when carrying out duties					
Aware of the impact of own behaviour on others.					
Demonstrates understanding of inequalities in health					
Completes training in Disability Responsiveness, Rainbow diversity and Building Cultural Competency (CALD)					
Recognises bias, prejudice and intolerance and brings it to the attention of a manager					
Demonstrates an understanding of Pasifika models of health and wellbeing					
Promotes equality and diversity in own area and ensures policies adherence					
Actively acts as a role model in own behaviour and fosters a non-discriminatory culture					
Aligns practice with Pasifika cultural views of health and wellbeing					
Questions bias, prejudice, discrimination and unacceptable behaviour					
Supports less experienced peers to develop their level of cultural competency and safety by recognising this and providing direction					
Applies knowledge of health inequalities and uses this to change and/or develop practice					
Leads an aspect of cultural responsiveness within own service area					
Uses data, information and evidence of health inequalities in informing practice					

Core Functional Competencies	Stages of Development				
Expectations of Core Functional Competencies	Gaining Experience	Consolidating knowledge & skills	Further Developing Knowledge & Skills	Becoming Expert	Acknowledged Leader
Inclusiveness, Diversity and Cultural Safety contd.					
Undertakes audits, benchmarking or research to identify gaps in cultural responsiveness and inequality					
Manages people and applies internal processes in a fair and equal way.					
Measures and monitors equity outcomes in own service area					
Develops a culture that promotes equality and values diversity					
Ensures reasonable environmental and or technical solutions are provided enabling employees to do their jobs and fully participate					
Ensures the workplace is a safe space that values diversity					
Manages complaints around equality and diversity as delegated					
Accepts delegated responsibility to lead cultural initiatives at Te Whatu Ora Health New Zealand locally, regionally and nationally when required.					
Promote recruitment practices result in a workforce that reflects the diverse community we serve					
Opportunities to develop new skills are made available to all staff and necessary environmental and or technical solutions are provided					
Supports resolution of complaints and incidents related to cultural safety and leads improvement systems					
Accesses accessibility, rainbow and other under-represented networks for consultation in the design and development of services					

Professional Practice Competencies	Stages of Development				
Expectations of Professional Practice	Gaining Experience	Consolidating Knowledge & Skills	Further Developing Knowledge & Skills	Becoming Expert	Acknowledged Leader
Professional & Clinical Practice					
Understands the role of own profession's professional and regulatory bodies					
Undertakes peer review					
Engages in formal regular supervision of practice					
Understands own limitations (e.g., practice/knowledge/skills/interpersonal) and seeks guidance from senior staff appropriately					
Manages own identified workload under guidance and applies clinical reasoning					
Prioritises work effectively and applies effective time management principles					
Further develops skills as a reflective practitioner					
Manages own identified workload independently, further develops skills in supervision and seeking guidance as appropriate					
Consolidates and demonstrates independence in clinical reasoning across a range of clinical practice areas and aligned to best practice evidence					
Actively supports and develops the clinical knowledge and practice of others					
Develops own regional professional networks					
Undertakes preceptor/buddy role with designated staff member (same profession)					
Builds knowledge and skills to support complex case management					
Applies clinical reasoning skills broadly within quality projects, recommended best practice (RBPs), and policies within Te Whatu Ora Health New Zealand					
Reviews and develops evidence based regional guidelines and standards of practice					

Professional Practice Competencies	Stages of Development				
Expectations of Professional Practice	Gaining Experience	Consolidating Knowledge & Skills	Further Developing Knowledge & Skills	Becoming Expert	Acknowledged Leader
Professional & Clinical Practice contd.					
Considers community and population health issues					
Engages in own national professional networks					
Reviews and develops evidence based national guidelines and standards of practice					
Supports clinical reasoning and application to practice of others across professions					
Takes on delegated trainer role in specific AHS&T Portfolios, e.g., Supervisee training, Portfolio training, CS/PS training, Risk Assessment, Groups Skills training					
Manages complex situations with effective clinical/technical reasoning					
Provides clinical/technical consultations at an advanced level to others					
Uses expert knowledge to guide clinical practice					
Mentors' others' clinical practice in own and across professions across Te Whatu Ora Health New Zealand locally and regionally					
Works across the wider organisation and health system to inform practice					
Influences community and population health issues					
Participates in advisory committees or other relevant advisory or governance roles					
Articulates a vision for service or organisation					
Recognised and respected for expert professional contributions, knowledge and skills					
Contributes to national practice standards development					

Professional Practice Competencies	Stages of Development				
Expectations of Professional Practice	Gaining Experience	Consolidating Knowledge & Skills	Further Developing Knowledge & Skills	Becoming Expert	Acknowledged Leader
Professional & Clinical Practice contd.					
Contributes to international clinical knowledge and practice development					
Reviewer of national or international guidelines					
Provides support and peer review of other experts					
Participates in international networks of experts					
Teaching & Learning					
Completes orientation to role and mandatory training					
Undertakes learning and training relevant to skill and knowledge required to practice with guidance and support					
Attends in-service training in profession specific areas					
Is responsive to feedback from others and makes changes to practice					
Takes responsibility for identifying and meeting own development needs					
Contributes to / assists with student programmes in own work area					
Provides Inservice teaching in profession specific areas					
Takes individual responsibility for students/trainees as agreed with line manager					
Provides preceptoring to newly qualified AHS&T professionals and assistants to enable safe transition into the workplace					

Professional Practice Competencies	Stages of Development				
Expectations of Professional Practice	Gaining Experience	Consolidating Knowledge & Skills	Further Developing Knowledge & Skills	Becoming Expert	Acknowledged Leader
Teaching & Learning contd.					
Provides inter-professional teaching in <i>own work area</i>					
Presents at local forums					
Undertakes formal training to increase knowledge and skills such as short courses, postgraduate papers					
Contributes to the evaluation of others' learning/development opportunities					
Identifies gaps in own knowledge and skills to support complex case management					
Mentors and supports the development of entry level and less experienced clinicians					
Provides Te Whatu Ora Health New Zealand teaching locally <i>within profession</i>					
Provides Te Whatu Ora Health New Zealand teaching locally across professions e.g., Grand Round					
Provides professional supervision for others within own profession					
Coordinates students/trainees within own setting and develops student/trainee information packages					
Helps development of learning goals for others and participates in local learning and teaching programmes					
Presents at regional forums					
Acts as a Mentor / coach's staff taking students					
Submits abstracts to national <i>profession-specific</i> conferences (and presents)					
Completes post qualification higher education e.g., PG Diploma, Masters					
Undertakes profession-specific teaching activities at recognised training institute for entry qualification					

Professional Practice Competencies	Stages of Development				
Expectations of Professional Practice	Gaining Experience	Consolidating Knowledge & Skills	Further Developing Knowledge & Skills	Becoming Expert	Acknowledged Leader
Teaching & Learning contd.					
Submits abstracts to AHS&T conferences (Aotearoa New Zealand or overseas)					
Undertakes <i>profession-specific</i> teaching activities at recognised training institute post qualification					
Submits abstracts to <i>international</i> conferences (and presents)					
Undertakes <i>inter-professional</i> post-graduate teaching activities					
Credentialed via professional body or local organisational level to provide expertise in an advisory capacity					
Completes post qualification higher education to PhD level					
Accepts delegated responsibility from Professional Leader (PL)					
Recognised Subject Matter Expert and undertakes <i>international</i> teaching activities					
Contributes to national or international expert knowledge e.g., panels					
Evaluation & Research					
Seeks and uses current best available evidence to inform practice decisions					
Demonstrates critical thinking about interventions and actions					
Engages in assessment and uses appropriate outcome measures					
Uses reflection, peer review, supervision and mentoring to become an evidence-based practitioner					
Demonstrates ability to use evidence-based data bases / sources to support practice					

Professional Practice Competencies	Stages of Development				
Expectations of Professional Practice	Gaining Experience	Consolidating Knowledge & Skills	Further Developing Knowledge & Skills	Becoming Expert	Acknowledged Leader
Evaluation & Research contd.					
Critically evaluates current research literature to guide practice and shares this information with others					
Participates in evaluation and outcome measurement projects; incorporates recommendations into practice					
Evaluates own practice performance against quality and productivity measures					
Assists others to become evidence-based practitioners through application of reflection, supervision, and mentoring processes					
Contributes to and participates in programmes, interventions and/or strategies that may lead to improvements in practice, operational service delivery, or wider community health outcomes					
Assists and promotes development of an evidence-based culture within profession/team/workplace					
Participates in or undertakes relevant research or quality improvement project as agreed with Line Manager & Professional Leader or equivalent					
Initiates and/or leads ideas/programmes/interventions and/or strategies that may lead to improvements in practice, operational service delivery, or wider community health outcomes					
Completes critical literature review to effect change in practice implementation and/or service					
Leads projects or programmes to generate learning about clinical/professional practice					
Guides less experienced clinicians through research and evaluation projects					
Develops and supports a culture of research and evaluation					
Submits a research activity/paper for publication					

Professional Practice Competencies	Stages of Development				
Expectations of Professional Practice	Gaining Experience	Consolidating Knowledge & Skills	Further Developing Knowledge & Skills	Becoming Expert	Acknowledged Leader
Evaluation & Research contd.					
Accepts delegated responsibility to represent profession / AHS&T locally, regionally and nationally, as agreed by TL & PL / service lead					
Leads research in any domains					
Reviews research protocols at local, regional or national level					
Acts as a peer reviewer for international journal					
Principal investigator for national or international studies					
Recognised and respected in research and academia for research and evaluation contribution and skills					
Leadership & Management					
Demonstrates awareness of and supports service priorities & objectives in line with Te Whatu Ora Health New Zealand goals					
Demonstrates professional and personal conduct that is consistent with the Te Whatu Ora Health New Zealand Te Mauri o Rongo Health Charter and Codes of Conduct					
Role models ethical behaviours					
Consistently demonstrates Te Whatu Ora Health New Zealand values					
Makes effective clinical decisions based on all available information					
Participates in team, multidisciplinary and ward huddles					
Demonstrates progressive confidence with clinical and practice decision making					

Seeks, accepts and actions feedback with a mature attitude					
Responsive and flexible when involved in team discussions					

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Professional Practice Competencies	Stages of Development				
Expectations of Professional Practice	Gaining Experience	Consolidating Knowledge & Skills	Further Developing Knowledge & Skills	Becoming Expert	Acknowledged Leader
Leadership & Management contd.					
Takes ownership of own work and prepared to be held accountable					
Contributes to development of team objectives, sharing responsibility for team outcomes					
Supports less experienced staff on an informal basis					
Provides direction to students on clinical placement					
Advocates for the needs of consumers					
Supports the Professional Lead/Practice Supervisor to promote clinical, quality and professional standards in a designated area and to coordinate workloads where applicable					
Identifies and contributes to solutions to improve efficiency in service delivery in own work area					
Evaluates own and others' work when needed					
Enables and encourages others to aim high, share good practice, and be reflective and open to change					
Delegated participation in recruitment and interview activities in partnership with the Line Manager / Professional Lead or delegate e.g. development of interview questions					
Leads the implementation of solutions to improve efficiency in service delivery in own work area					
Establishes a culture of teamwork and collaboration					
Manages a small team and leads by example					
Develops and clearly communicates standards and expected levels of performance					

Professional Practice Competencies	Stages of Development				
Expectations of Professional Practice	Gaining Experience	Consolidating Knowledge & Skills	Further Developing Knowledge & Skills	Becoming Expert	Acknowledged Leader
Leadership & Management contd.					
Accepts delegated responsibility to <i>represent</i> profession / AHS&T service as agreed by Line Manager / Professional Leader					
Supports Line Manager in ensuring team members have annual appraisals and personal development plans in place and comply with mandatory training					
Supports and works with others to help them understand the need for change and to engage with change initiatives					
Constructively identifies where new ways of working, policies or strategies have been introduced and are having a negative impact on the service					
Represents AHS&T at Interdisciplinary Team (IDT) Leadership and Management forums					
In partnership, participates in annual service / professional planning processes					
Accepts delegated responsibility to <i>lead</i> identified profession / AHS&T <i>project</i> as agreed by manager and professional leader					
Identifies, leads, implements and evaluates governance systems and service/practice solutions to support organisational strategic initiatives					
Leads practitioners to integrate Te Whatu Ora Health New Zealand Vision, Values and organisational Goals into practice					
Quality & Service Improvement					
Works within the limits of own competence and area of responsibility and accountability; refers any issues that arise beyond these limits to the relevant people and asks for help if necessary					
Completes individual statistics and required data collection in an accurate and timely manner					
Completes core clinical forms and clinical documentation and adheres to documentation audits, peer review, supervision, and professional objectives					
Reports any problems, issues or errors made with work immediately to line manager and helps to solve or rectify the situation.					

Professional Practice Competencies	Stages of Development				
Expectations of Professional Practice	Gaining Experience	Consolidating Knowledge & Skills	Further Developing Knowledge & Skills	Becoming Expert	Acknowledged Leader
Quality & Service Improvement contd.					
Uses Te Whatu Ora Health New Zealand resources efficiently and effectively thinking of cost and environmental issues					
Identifies and participates in quality projects					
Engages and supports quality initiatives in own area					
Contributes to and understands Te Whatu Ora Health New Zealand audit programme and risk management processes					
Contributes to improving quality and helps evaluate the service when asked to do so					
Leads the development of new standards of practice, policies, guidelines					
Represents AHS&T at interdisciplinary quality forums (delegated role)					
Assists with the development of new standards and audit tools					
Leads clinical audit within work area and presents outcomes					
Implements change of practice resulting from audit and/or review projects within work area					
Leads agreed discipline specific local audits and implement changes					
Enables others to understand, identify and deal with risks to quality					
Works with others to develop and maintain high quality services; actively promotes quality in all areas					
Leads an agreed quality project for work area / profession					
Supports and coaches' others leading quality projects					

Professional Practice Competencies	Stages of Development				
Expectations of Professional Practice	Gaining Experience	Consolidating Knowledge & Skills	Further Developing Knowledge & Skills	Becoming Expert	Acknowledged Leader
Quality & Service Improvement contd.					
Leads wider local and regional audits and benchmarking					
Identifies, implements and evaluates potential improvements to the service					
Evaluates draft policies and strategies and feeds back on impacts on users and the public					
Involves and engages users of the service and others in discussions about service direction, improvements and the values on which they are based					
Leads wider regional and national audits and benchmarking					
Has delegated responsibility to represent profession / AHS&T service regionally					
Has delegated responsibility to represent profession / AHS&T service nationally					
Leads the development of business cases on service development, quality initiatives and risk management solutions					
Recognised as a thought leader or expert in quality and safety in practice (either specialised area or generally) nationally or internationally					