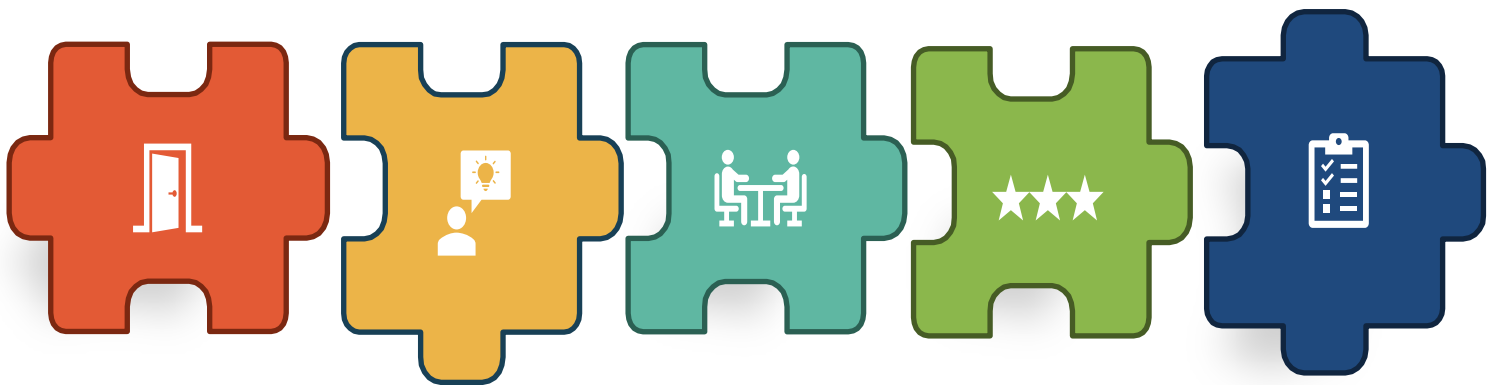

SINGAPORE ALLIED HEALTH WORKPLACE LEARNING AND SUPPORT FRAMEWORK

CONCEIVED AND DEVELOPED BY:

THE MINISTRY OF HEALTH COMMUNITY REHABILITATION
TRANSFORMATION WORKGROUP

VERSION 1: 2024



Principle 1:
Access

Principle 2:
Learning
culture

Principle 3:
Wellbeing

Principle 4:
Quality

Principle 5:
Continuous
improvement

CONTENTS

INTRODUCTION.....	3
PURPOSE OF THIS FRAMEWORK.....	4
IMPORTANCE AND BENEFIT OF WORKPLACE LEARNING AND SUPPORT	5
HOW TO USE THIS FRAMEWORK.....	6
Step 1 Become familiar with the five principles of the framework.....	7
Successful outcomes of workplace learning and support (1-4).....	8
Successful outcomes of workplace learning and support (5-8).....	9
Step 2 Form your team.....	10
Step 3 Complete the Organisational Self-Assessment Tool	11
Workplace Learning and Support Organisational Self-Assessment Tool.....	12
Step 4 Review 1-2 principles in detail.....	14
PRINCIPLE 1: ACCESS.....	15
PRINCIPLE 1: ACCESS HOW THIS COULD BE MONITORED	16
PRINCIPLE 2: LEARNING CULTURE	17
PRINCIPLE 2: LEARNING CULTURE HOW THIS COULD BE MONITORED	18
PRINCIPLE 3: WELLBEING	19
PRINCIPLE 3: WELLBEING HOW THIS COULD BE MONITORED.....	20
PRINCIPLE 4: QUALITY	21
PRINCIPLE 4: QUALITY HOW THIS COULD BE MONITORED	22
PRINCIPLE 5: CONTINUOUS IMPROVEMENT	23
PRINCIPLE 5: CONTINUOUS IMPROVEMENT HOW THIS COULD BE MONITORED	24
Step 5 Develop an action plan	25
Workplace Learning and Support Organisational Action Plan Tool	26
Step 6 Celebrate success!.....	27
REFERENCES AND PUBLISHER INFORMATION	28
ACKNOWLEDGEMENTS	29
APPENDIX A Successful outcomes of workplace learning and support (additional examples)	30
APPENDIX B Workplace Learning and Support Individual Reflective Self-Assessment Tool	33
APPENDIX C Further resources to support implementation of the Framework	35

INTRODUCTION

Workplace learning and support are vital throughout your career. They benefit both allied health workers¹ and the people using our services. Workplace learning and support promote a workforce that provides excellent care and is capable of designing, delivering, evaluating, and enhancing care and services.

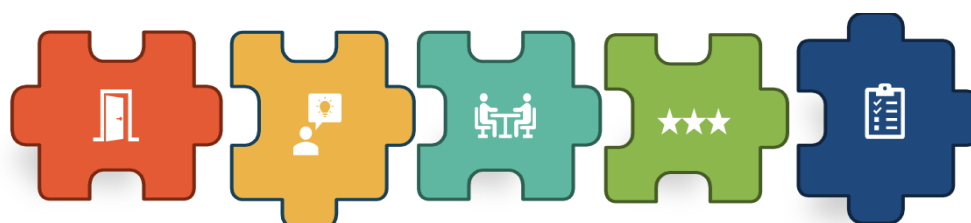
Workplace learning and support are each person's responsibility:

- ❖ **You (Allied Health Worker):** Actively engage in learning opportunities to enhance practice.
- ❖ **Your Employer (Organisation):** Invest in a learning culture that aligns with regulatory and professional requirements.
- ❖ **Wider System:** Ensure fair access to opportunities, supported by planning and investment in our workforce.

By working together, the benefits will be felt across services, and care and delivery will improve.

¹ Everyone who works in the health and social care workforce, including in research, education, leadership, management and clinical practice. This includes people who hold a professional registration and people who work in non-registered, assistant or support roles. This covers all sectors and settings, both public and private and across the community.

PURPOSE OF THIS FRAMEWORK



Principle 1:
Access

Principle 2:
**Learning
culture**

Principle 3:
Wellbeing

Principle 4:
Quality

Principle 5:
**Continuous
improvement**

These five essential principles are designed to ensure workplace learning and support are **universally accessible**, **deeply ingrained** in the organisational culture, oriented towards **enhancing both professional skills and overall wellbeing**, characterised by **high quality**, and subject to **continuous improvement** to meet the evolving needs of allied health workers and the community they serve.

These principles collectively guide individuals, organisations (employers) and the wider system in creating a dynamic and supportive learning environment that not only enhances the **skills and wellbeing of allied health workers** but also contributes to **safe and effective practices** and **better outcomes** for people who access services.

You should use these principles alongside professional and regulatory standards rather than seeing them as a replacement. They are relevant to everybody who works in healthcare, including educational settings where allied health workers are integrated, and we encourage all organisations to follow them.

IMPORTANCE AND BENEFIT OF WORKPLACE LEARNING AND SUPPORT

In dynamic sectors like health, social care, and education, adapting to new ways of working is crucial. People who use our services expect us to have current knowledge, understanding, and skills.

Achieving this means we **need investment** in effective and high-quality workplace learning and support opportunities for all.

By working together to ensure that our workforce is well-prepared with appropriate guidance and resources, it will **elevate service quality, enhance outcomes, mitigate risks, and improve the wellbeing and retention of our workforce.**

Workplace learning and support:



HOW TO USE THIS FRAMEWORK



1

Become familiar with the five principles of the framework

2

Form your team

3

Complete the Organisational Self-Assessment Tool

4

Review 1-2 principles

5

Develop an action plan

6

Celebrate success!

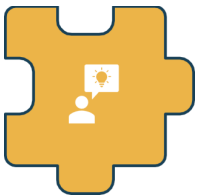
STEP 1

Become familiar with the five principles of the framework



Principle 1: Access

Workplace learning and support are available to every allied health worker.



Principle 2: Learning culture

Workplace learning and support is embedded in the culture of the setting and used to drive continuous development and service improvement.



Principle 3: Wellbeing

Workplace learning and support focus on helping allied health workers with both their job-related skills and their overall wellbeing.



Principle 4: Quality

Workplace learning and support are high quality, and there are opportunities to help allied health workers become skilled in roles like being a learner, a supervisor, a mentor, and/or working together with others.



Principle 5: Continuous improvement

Workplace learning and support are regularly checked, reviewed, and made better to meet the needs of allied health workers and the people we serve.

Successful outcomes of workplace learning and support (1-4)

1. Every allied health worker experiences workplace learning and support at appropriate times to enhance job performance, wellbeing, personal and professional development.



2. Formal and informal feedback processes are seamlessly integrated into daily practices.



3. Allied health workers seek out regular opportunities to advance their skills in learning, supervision, mentoring, and providing support.

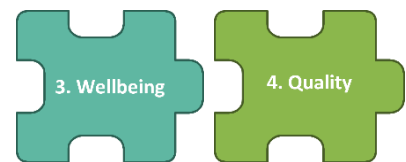


4. A positive workplace learning and support environment serves as a magnet, attracting and retaining allied health workers to seek and stay employed in these services.



Successful outcomes of workplace learning and support (5-8)

5. Workplace learning and support opportunities are tailored to align with the scope of practice and experience of each allied health worker.



6. Organisations and departments ensure that resources and tools are readily accessible to facilitate high-quality workplace learning and support.



7. Using relevant data, organisations and allied health workers co-drive continuous improvement in care quality, personal and professional growth, and the wellbeing of workers.



8. Workplace learning and support are recognised as key drivers of quality improvements in Singapore's healthcare system.



STEP 2

Form your team

1. Decide who will use the Framework. It could be at a team level, department level, across different professional groups, or a whole organisation review.
2. Engage representatives from within the organisation who have an interest in workplace learning and support. To facilitate the self-assessment process, appoint a lead individual, such as a manager, team leader, or clinical educator.
3. Provide the team with the Framework and ask that they become familiar with it.
4. Set a meeting to complete the Organisational Self-Assessment Tool. This process usually lasts around two hours, although it may vary depending on the number of principles being evaluated.

STEP 3





Complete the Organisational Self-Assessment Tool







1. Go through each statement of the Organisational Self-Assessment Tool and indicate the status and any notes about why that rating was given.
2. The self-assessment can be **used to plan for a single area, such as a particular discipline or program, or it can be applied across multiple areas**. In the case of multiple areas, it is recommended to base the overall rating on the area where the activity is performed the least effectively.
3. By completing the self-assessment, you can identify and prioritise areas of focus that align with specific principles.
4. It is advisable to concentrate on **one or two principles** at a time.
5. Another option is to concentrate on an individual level by using the Workplace Learning and Support Individual Reflective Self-Assessment Tool found in Appendix B.

Workplace Learning and Support Organisational Self-Assessment Tool

Completed by [name(s) and department]:

Date:

Principle prompt questions	Rating and notes
<ul style="list-style-type: none"> ❖ Do all allied health workers have access to workplace learning and support, regardless of their level or workplace? Is this inclusive of training, coaching/mentoring, and peer support? ❖ Do allied health workers know how to easily find and use support and learning opportunities? Are they knowledgeable about the process of applying for opportunities, whom to seek help from, and the appropriate timing for such actions? <div style="text-align: right; margin-top: 10px;">  </div>	
<ul style="list-style-type: none"> ❖ Is workplace learning and support included in the performance and development plan of every allied health worker? ❖ Does the organisation acknowledge and value workplace learning and support as essential for driving quality improvements, as evident in initiatives such as investing in education programs and learning materials, having supportive leadership, feedback loops, mentoring and coaching, recognition of achievements, and maintaining regular communication? <div style="text-align: right; margin-top: 10px;">  </div>	

<ul style="list-style-type: none"> ❖ Are there rules and measures in place to ensure the health, safety, and support of allied health workers at their workplace? Is the progress in meeting these wellbeing needs regularly monitored and tracked? ❖ Are the training and support programs designed to be accessible and inclusive for allied health workers with diverse backgrounds and abilities? 		
<ul style="list-style-type: none"> ❖ Do allied health workers receive the necessary training and resources to effectively perform their supervisory, mentoring, or other supportive roles? ❖ Is the workplace learning and support demonstrated to be of good quality, covering all the necessary aspects? 		
<ul style="list-style-type: none"> ❖ Is there a method in place to measure the effectiveness of workplace learning and support programs for the organisation? ❖ Are both allied health workers and those responsible for workplace learning and support actively engaged in discovering, proposing, reviewing, and providing feedback on opportunities for support and personal and professional development? 		
<p>Overall impression and priority principle(s) to focus on:</p>		

STEP 4

Review 1-2 principles in detail

Each principle is explained through statements about what allied health workers will do and what the organisation will do. Each statement is further elaborated in 'how it looks,' and suggestions are provided on 'how this could be monitored.'

Additionally, each principle is mapped to one or more of the eight Successful Outcomes of Workplace Learning and Support. Appendix A also provides examples that show progress towards these outcomes.

Throughout this process, the team may fine-tune their areas of focus by considering specific element statements or indicators. On average, the review of each principle should take approximately 0.5-1 hour.



PRINCIPLE 1: ACCESS

WORKPLACE LEARNING AND SUPPORT ARE AVAILABLE TO EVERY ALLIED HEALTH WORKER

HOW THIS LOOKS FOR ALLIED HEALTH WORKERS

1.1 Allied health workers are dedicated to finding and taking part in ongoing learning and support to improve their skills and knowledge.

- Allied health workers recognise learning opportunities and share them with others.
- They value learning in both planned and unexpected situations.
- They take responsibility for accessing and using available resources for learning and support.
- If applicable, they demonstrate the benefits of learning to gain support from their employer.

1.2 People who provide learning and support ensure that the resources they provide are appropriate, helpful and easily accessible.

- Time is set aside by all parties for workplace learning and support to happen.
- They also make sure they identify and use learning and support opportunities themselves for their own personal and professional growth.
- If applicable, they demonstrate the benefits of learning to gain support from their employer.

HOW THIS LOOKS FOR ORGANISATIONS

1.3 The organisation makes it easy for everyone to find and use the resources they need for workplace learning and support.

- The organisation ensures equitable access to time, study leave, and funding for planning, conducting, and reflecting on learning.
- They promote access to additional learning beyond mandatory training.
- They offer and facilitate access to necessary resources like technology, space, and external support when required.

1.4 The organisation has rules and systems in place to make sure that all allied health workers get the workplace learning and support they need.

- The organisation clearly states the value of workplace learning and support in providing safe and effective services in their policies.
- There are clear instructions for how to access workplace learning and support.
- They prioritise and allocate resources like time, seniors/supervisors and tools for their allied health workers to easily learn and get support at work.

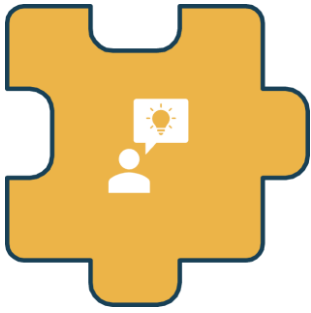


PRINCIPLE 1: ACCESS

HOW THIS COULD BE MONITORED

For example:

- Document personal development plans during annual appraisals.
- Record attendance or completion of workplace learning courses or events.
- Maintain a log of workplace learning and support hours (following AHPC requirements if applicable).
- Share learning regularly during department meetings.
- Conduct allied health worker or employee satisfaction/engagement surveys.
- Review the utilisation of training funds.
- Review job descriptions for workplace learning and support requirements.
- Review organisational policies and procedures related to workplace learning and support.
- Explore options and opportunities for workplace learning and support.
- Monitor allied health workers' access to workplace learning and support.
- Review the time allocated and used for workplace learning and support.



PRINCIPLE 2: LEARNING CULTURE WORKPLACE LEARNING AND SUPPORT IS EMBEDDED IN THE CULTURE OF THE SETTING AND USED TO DRIVE CONTINUOUS DEVELOPMENT AND SERVICE IMPROVEMENT

HOW THIS LOOKS FOR ALLIED HEALTH WORKERS

2.1 Allied health workers see workplace learning and support as vital to providing safe and effective services and looking after themselves.

- Allied health workers show willingness to engage by planning and prioritising their learning and self-care activities.
- They select learning experiences that directly apply to their current or desired area of practice, fostering professional growth.
- They incorporate practices that prioritise their own health and wellbeing, allowing them to provide safe and effective services while caring for themselves.

2.2 People who help others learn and provide support show a strong dedication to giving useful help to allied health workers.

- Allied health workers show willingness to engage by planning and prioritising their learning and self-care activities.
- They select learning experiences that directly apply to their current or desired area of practice, fostering professional growth.
- They incorporate practices that prioritise their own health and wellbeing, allowing them to provide safe and effective services while caring for themselves.

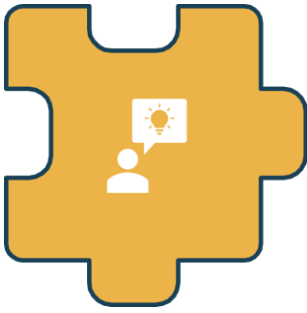
HOW THIS LOOKS FOR ORGANISATIONS

2.3 The organisation provides workplace learning and support guidance that is based on the needs of people accessing services and the allied health workforce.

- The organisation identifies the needs of people accessing their services and their workforce and facilitates relevant learning opportunities for allied health workers based on this knowledge.
- They foster a culture of learning from both successes and failures.
- They promote learning opportunities across individuals, teams, and services.

2.4 The organisation shows a strong and clear dedication to the value of workplace learning and support for safe and effective services.

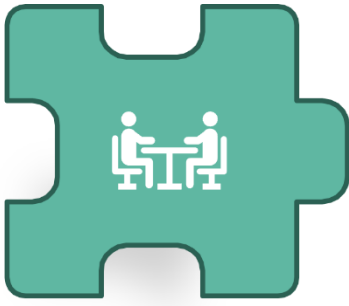
- The organisation emphasises the importance of workplace learning and support for safe and effective health services.
- They have clear, ongoing procedures for implementing workplace learning and support.
- All allied health workers receive thorough orientation on guidelines for workplace learning and support.
- They allocate time, staffing, and resources to enhance service quality through learning activities.



PRINCIPLE 2: LEARNING CULTURE HOW THIS COULD BE MONITORED

For example:

- Include personal development plans in annual appraisals.
- Review organisational personal and professional development tools and processes.
- Self-assess using the Clinical Supervision Self-Assessment Tool or a similar one.
- Review organisational policies and guidelines for workplace learning and support content.
- Maintain a register of support partnerships and arrangements (supervisors, mentors, peers, external advisors, etc.).
- Develop a workplace learning and support action plan based on workforce and service needs.
- Review job description content and for workplace learning and support requirements.
- Recognise contributions to workplace learning and support as a key performance indicator in appraisals.
- Acknowledge workplace learning and support efforts in organisational reports and publications.



PRINCIPLE 3: WELLBEING

WORKPLACE LEARNING AND SUPPORT FOCUS ON HELPING ALLIED HEALTH WORKERS WITH BOTH THEIR JOB RELATED SKILLS AND THEIR OVERALL WELLBEING

HOW THIS LOOKS FOR ALLIED HEALTH WORKERS

3.1 Allied health workers customise their workplace learning and support methods to take care of both their wellbeing and their personal and professional needs.

- Allied health workers actively participate in customising their workplace learning and support plans.
- Their learning spans various domains, including health and social care, education, leadership, research, and evidence-based practices.
- They seek out relevant support options such as supervision, mentoring, coaching, or seeking assistance from peers or external groups, all within or outside the organisation.

3.2 People who help with workplace learning and support foster a safe and effective relationship with the allied health worker to take care of their wellbeing and support needs.

- People who help with workplace learning and support make a safe and supportive place for learning. This includes keeping things private, having a quiet space for talking, setting aside time, and having ways to resolve problems if they come up.
- Allied health workers know how to get extra help if they need it, apart from their workplace learning and support provider.

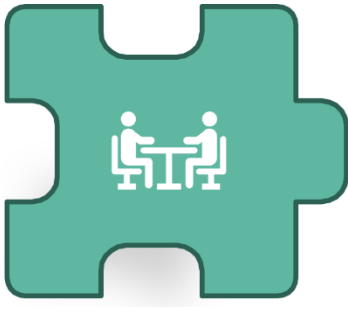
HOW THIS LOOKS FOR ORGANISATIONS

3.3 The organisation tailors workplace learning and support methods to address the individual wellbeing and workplace requirements of each person, with decisions made collaboratively through mutual agreement.

- Workplace learning and support are tailored to individual allied health worker wellbeing and personal and professional needs through mutual agreement.
- Learning encompasses health and social care, education, leadership, research, and evidence-based practices.
- Support could include supervision, mentoring, coaching, and/or support from peers or groups within or outside the organisation.

3.4 The organisation is a caring and encouraging workplace that places a high value on the wellbeing of their allied health workers.

- The organisation/department sets up processes to make sure that allied health workers are well and feel supported, including giving them time and the chance to learn at work.
- They provide supervision, mentoring, coaching, and/or support from peers or groups tailored to the needs of the allied health worker.
- They offer other help such as counseling for personal or work problems, programs for mental health and wellness, and resources and education to help with wellbeing.



PRINCIPLE 3: WELLBEING

HOW THIS COULD BE MONITORED

For example:

- Document personal development plans during annual appraisals.
- Record attendance or completion of workplace learning courses or events.
- Maintain a log of workplace learning and support hours (according to AHPC requirements if applicable).
- Conduct surveys for allied health workers, employee satisfaction, or engagement.
- Use formal or informal supervision session review tools.
- Use feedback opportunities within the organisation.
- Review organisational policies and procedures.
- Document changes made based on feedback.
- Provide feedback channels for allied health workers to express opinions on workplace learning and support.
- Review the wellbeing offer for allied health workers.
- Track the number of allied health workers accessing available resources.



PRINCIPLE 4: QUALITY

WORKPLACE LEARNING AND SUPPORT ARE HIGH QUALITY, AND THERE ARE OPPORTUNITIES TO HELP ALLIED HEALTH WORKERS BECOME SKILLED IN ROLES LIKE BEING A LEARNER, A SUPERVISOR, A MENTOR, AND/OR WORKING TOGETHER WITH OTHERS

HOW THIS LOOKS FOR ALLIED HEALTH WORKERS

4.1 Allied health workers seek out quality workplace learning and support to enhance their service delivery and wellbeing.

- Allied health workers actively demonstrate how their learning enhances their practice quality, aligning with relevant standards.
- They proactively seek and evaluate learning and support opportunities.
- They prioritise improving skills as a learner, supervisor, mentor, and/or collaborator.
- They maintain strict confidentiality for those accessing their service.

4.2 People who help with workplace learning and support get training that covers the essential knowledge and skills they need to be good at things like supervision, mentoring, coaching, and helping others develop.

- People who help with workplace learning and support access training that matches what they need to learn about supervision, mentoring, coaching, etc.
- They also make sure they know and follow the rules of the organisation and any professional standards that help with good supervision.

HOW THIS LOOKS FOR ORGANISATIONS

4.3 The organisation helps allied health workers source quality workplace learning and support opportunities.

- The organisation facilitates diverse, high-quality learning opportunities, including peer learning, from within and outside the organisation.
- They ensure workplace learning and support opportunities promote safe practice, up-to-date knowledge, and meet the needs of people accessing their service, per relevant standards.

4.4 The organisation makes sure that staff have sufficient quality resources, tools, time and support they need for personal and professional development, supervision, mentoring, coaching, peer and/or group supervision.

- There are mechanisms in place to collect feedback from allied health workers regarding the effectiveness of the resources, tools, and support provided.
- Regular evaluations help the organisation refine their offerings to better meet allied health workers' needs.
- The organisation encourages allied health workers to support lifelong learning by developing skills in the areas such as supervision, mentoring, and/or coaching.



PRINCIPLE 4: QUALITY

HOW THIS COULD BE MONITORED

For example:

- Integrate and regularly update personal development plans during annual appraisals.
- Conduct employee satisfaction surveys for allied health workers.
- Compile an anonymous summary of practice improvements for an annual report.
- Record attendance or completion of courses focusing on high-quality workplace learning and support.
- Maintain a log of workplace learning and support hours for supervision, mentoring, coaching, and development.
- Provide a code of conduct for those involved in workplace learning and support.
- Maintain a register of training options.
- Review training program learning outcomes and content.
- Collect feedback from staff attending training programs.
- Review the accessibility of resources and tools.



PRINCIPLE 5: CONTINUOUS IMPROVEMENT WORKPLACE LEARNING AND SUPPORT ARE REGULARLY CHECKED, REVIEWED, AND MADE BETTER TO MEET THE NEEDS OF ALLIED HEALTH WORKERS AND THE PEOPLE WE SERVE

HOW THIS LOOKS FOR ALLIED HEALTH WORKERS

5.1 Allied health workers regularly assess the workplace learning and support they receive to make sure it's still helping them like it should.

- Allied health workers record their learning to illustrate what they've learned, how it contributes to their practice, and its impact on people who access their service.
- They also take time to think about what they need to learn and the support they require. They talk about this with the right person and make changes to their personal development plans when necessary.

5.2 People who help with workplace learning and support actively look for, propose, assess, give and receive feedback on opportunities for personal and professional growth and support.

- People who assist with workplace learning and support work together with allied health workers to talk about and provide feedback on how useful the personal and professional development and support opportunities are, and how to enhance them.
- They are open to getting feedback from allied health workers in a way that's safe and helpful.
- They also look for and propose new ways to ensure they use the best practices.

HOW THIS LOOKS FOR ORGANISATIONS

5.3 The organisation has systems set up to monitor and assess the workplace learning programs and support methods they use.

- The organisation supports time allocation for recording and reflecting on learning outcomes.
- They offer opportunities to share these outcomes across organisations.
- They maintain systems for monitoring and auditing equitable access to workplace learning and support activities.
- They allocate sufficient resources, including budget and personnel, to support these initiatives.

5.4 The organisation regularly reviews and refreshes their workplace learning and support offerings to keep them aligned with evolving industry standards, emerging trends, and the changing needs of their workforce.

- The organisation seeks feedback from allied health workers, people who offer workplace learning and support, and subject matter experts to address specific learning and support needs.
- They establish a continuous feedback loop, encouraging allied health workers to provide input on the effectiveness of updates, which informs future improvements.



PRINCIPLE 5: CONTINUOUS IMPROVEMENT HOW THIS COULD BE MONITORED

For example:

- Regularly reflect on and update personal development plans.
- Conduct surveys for allied health workers, employee satisfaction, or engagement.
- Regularly perform organisational self-assessment with a related work plan.
- Maintain an audit and quality improvement schedule and register.
- Conduct an annual survey for allied health workers, employee satisfaction, or engagement.
- Update and refresh workplace learning and support opportunities annually.

STEP 5

Develop an action plan

The action plan should detail specific actions, assign responsibility to individuals or teams for completing those actions, and establish recommended timeframes for their completion.

Additionally, the action plan should incorporate a schedule for conducting the next organisational self-assessment, which could be scheduled at intervals ranging from one to three years, depending on the number of identified areas for development.

Workplace Learning and Support Organisational Action Plan Tool

Completed by [name(s) and department]:

Date:

Action(s) and the associated principle	Priority [high, low]	Assigned to [person & department]	Due date
Outcomes of success and progress notes:			
Outcomes of success and progress notes:			
Outcomes of success and progress notes:			

STEP 6

Celebrate success!

Sharing workplace learning and support initiatives promotes good practices. For example:

Provide online platforms for learning resources.

Share newsletters on organisational learning.

Host events showcasing best practices.

Facilitate peer learning communities.

Encourage leader involvement in learning.

Recognise contributions with reward programs.

Collect feedback for improvement.

Share impactful case studies.

Align learning with core values and mission.

Foster cross-disciplinary collaboration.

Include learning initiatives in annual reports.

Work together with professional bodies and others.

REFERENCES AND PUBLISHER INFORMATION

Reference: Dancza K, Koh LH and Yan CC (2024) (Eds.) on behalf of the MOH Community Rehabilitation Transformation Workgroup. Singapore Allied Health Workplace Learning and Support Framework. Singapore: Ministry of Health.

Broughton W. and Harris G. (2019 and 2022) (Eds.) on behalf of the Interprofessional CPD and Lifelong Learning UK Working Group. Principles for Continuing Professional Development and Lifelong Learning in Health and Social Care. Bridgwater: College of Paramedics. Available at: <https://www.sor.org/learning-advice/learning/cpd> Accessed 21 October 2023.

Tempest S. and Dancza K. (2021) (Eds.) on behalf of the Royal College of Occupational Therapists. Career Development Framework: Guiding principles for occupational therapy. 2nd edition. UK: RCOT. Available at: <https://www.rcot.co.uk/publications/career-development-framework> Accessed 19 October 2023.

National Centre of Excellence for Workplace Learning [NACE] (2023). Workplace Learning. Available at: <https://www.nace.edu.sg/media-room/resources/workplace-learning> Accessed 7 November 2023.

NHS Education for Scotland. (2012). Nursing, midwifery and allied health professionals (NMAHP) development framework - Pillars of Practice. Available at: <https://www.nmahpdevelopmentframework.nes.scot.nhs.uk/post-reg-framework/four-pillars-of-practice/> Accessed 19 October 2023.

Occupational Therapy Australia (2019) Professional supervision framework. Melbourne: Occupational Therapy Australia. Available at: <https://otaus.com.au/publicassets/2e35a9f6-b890-e911-a2c3-9b7af2531dd2/ProfessionalSupervisionFramework2019.pdf> Accessed 8 May 2023.

Victorian Department of Health and Human Services. (2019). Victorian allied health clinical supervision framework. Melbourne: Victorian Government. Available at: <https://www.health.vic.gov.au/allied-health-workforce/victorian-allied-health-clinical-supervision-framework> Accessed 8 May 2023.

First published in June 2024 by the Ministry of Health, 16 College Road College of Medicine Building, Singapore, 169854. Date for review: May 2029

ACKNOWLEDGEMENTS

The Singapore Allied Health Workplace Learning and Support Framework was inspired by the Victorian Allied Health Clinical Supervision Framework (2019), Occupational Therapy Australia Professional Supervision Framework (2019), Principles for continuing professional development and lifelong learning in health and social care (2019/22), Royal College of Occupational Therapists Career Development Framework (2022), and Nursing, midwifery and allied health professionals (NMAHP) development framework (2012).

The Singapore Allied Health Workplace Learning and Support Framework has been developed with the support of the following:

Lead author: Associate Professor Karina Dancza, Health and Social Sciences, Singapore Institute of Technology.

Project reference group:

Co-lead: Associate Professor Karina Dancza, Singapore Institute of Technology.

Co-lead: Associate Professor Clement C. Yan, Singapore Institute of Technology; Senior Principal Physiotherapist, Sengkang General Hospital.

Project manager: Li Hui Koh (Karilyn), Manager (Chief Allied Health Officer's Office) Office of the Director General of Health Singapore.

Ms Andrea Mun, Senior Manager (Chief Allied Health Officer's Office) Office of the Director General of Health, Ministry of Health Singapore.

Ms Beryl Wong Pei San, Ministry of Health Physiotherapy Panel Member; Senior Principal Physiotherapist, Alexandra Hospital.

Mr Cher Siong Kie, Principal Physiotherapist, Yishun Health.

Ms Chua Shi Jia, Senior Occupational Therapist, AWWA.

Ms Eunice Chua, Senior Speech Therapist, SPD.

Adj Associate Professor Florence Cheong, Ministry of Health Occupational Therapy Panel Co-chair; Occupational Therapy, Tan Tock Seng Hospital; Singapore Institute of Technology

Associate Professor Heidi Tan, Singapore Institute of Technology; Senior Principal Occupational Therapist, Tan Tock Seng Hospital.

Mr Jason Lim, Senior Speech Therapist, Ang Mo Kio Community Hospital.

Ms Loh Wei Chin, Manager & Principal Occupational Therapist, St. Andrew's Community Hospital Day Rehab Centre.

Ms Margaret Goh, Principal Physiotherapist & Assistant Director, Kwong Wai Shiu Hospital.

Ms Ng Lip Chin, Principal Occupational Therapist, Ren Ci Hospital.

Ms Ng Seok Kheng, Ministry of Health Speech Therapy (ST) Panel - ST Strategy Workgroup Co-lead; Principal Speech Therapist, Tan Tock Seng Hospital.

Mr Ponnusamy Kathirvel, Center Manager, Whamoa Rehab Center, Handicaps Welfare Association.

Ms Siti Zubaidah, Senior Assistant Director, Community Programme Department, SATA CommHealth.

Ms Sylvia Liew, Principal Physiotherapist, NTUC Health.

Ms Zoe Ang Xue Yi, Principal Physiotherapist, SATA CommHealth

In consultation with:

Grateful thanks to everyone who contributed to the development of this resource including all stakeholders who provided feedback.

APPENDIX A

Successful outcomes of workplace learning and support (additional examples)

1. Every allied health worker experiences workplace learning and support at appropriate times to enhance job performance, wellbeing, and personal and professional development.

Principles 1, 2 & 3. Additional examples that show progress towards this outcome include:

- All allied health workers regularly engage in various workplace learning and support activities, including education/training, supervision, mentoring, coaching, peer support, and participation in communities of practice, among others.
- Organisational/departmental policies and procedures outline the processes and timing for allied health workers to access workplace learning and support.
- The organisation's workplace learning and support offerings encompass options for both internal and external learning and support activities.
-

2. Formal and informal feedback processes are seamlessly integrated into daily practices.

Principles 2, 3 & 5. Additional examples that show progress towards this outcome include:

- A feedback system for workplace learning and support activities is established and actively used by allied health workers.
- The organisation/department openly reports on changes made to workplace learning and support activities based on feedback.

3. Allied health workers seek out regular opportunities to advance their skills in learning, supervision, mentoring, and providing support.

Principles 1 & 4. Additional examples that show progress towards this outcome include:

- Part of the workplace learning and support offerings by organisations includes opportunities to develop skills in learning, supervision, mentoring, and providing support.
- Allied health workers attend workplace learning and support activities focused on developing skills in learning, supervision, mentoring, and providing support.
- Allied health workers use supervision evaluation tools for reflection and improvements in workplace learning and support activities.

4. A positive workplace learning and support environment serves as a magnet, attracting and retaining allied health workers to seek and stay employed in these services.

Principles 2 & 3. Additional examples that show progress towards this outcome include:

- All job descriptions include provisions for workplace learning and support.
- Each allied health worker has a development plan that undergoes regular review and updates.
- Allied health workers report on the benefits of workplace learning and support for enhancing their work capabilities and overall wellbeing.

5. Workplace learning and support opportunities are tailored to align with the scope of practice and experience of each allied health worker.

Principles 3 & 4. Additional examples that show progress towards this outcome include:

- Development needs identified through workplace learning and support, such as supervision, mentoring, coaching, peer or group supervision, etc., are incorporated into allied health workers' development plans.
- Allied health workers participate in a range of workplace learning and support activities, including formal education, training programmes, work shadowing, exchanges, supervision, mentoring, peer support, and communities of practice.

6. Organisations and departments ensure that resources and tools are readily accessible to facilitate high-quality workplace learning and support.

Principles 1 & 4. Additional examples that show progress towards this outcome include:

- Guidelines in place for workplace learning and support are detailed in organisational/departmental policies and procedures.
- A system is in place for organisations/departments to evaluate the quality of workplace learning and support options, ensuring their credibility and alignment with contemporary best practices.
- Regular review and reflection on workplace learning and support options occur at least annually.

7. Using relevant data, organisations and allied health workers co-drive continuous improvement in care quality, personal and professional growth, and the wellbeing of workers.

Principles 4 & 5. Additional examples that show progress towards this outcome include:

- Organisations self-assess against this workplace learning and support framework and generate action plans for continuous improvement.
- A system is in place for organisations/departments to share changes in practices that enhance the quality of care.
- There is a schedule for reviewing action plans and conducting the next organisational self-assessment against this framework.

8. Workplace learning and support are recognised as key drivers of quality improvements in Singapore's healthcare system.

Principles 2, 4 & 5. Additional examples that show progress towards this outcome include:





- A system is in place for organisations/departments to share their workplace learning and support initiatives and promote best practices.
- Workplace learning and support policies and procedures describe expectations for delivery methods, frequency, and session durations.
- Demonstrating continuous improvement and learning is a Key Performance Indicator in allied health worker job descriptions.
- There is evidence that time is allocated for allied health workers to access workplace learning and support as part of their regular work practices.













APPENDIX B

Workplace Learning and Support Individual Reflective Self-Assessment Tool

Completed by [name]:

Date:

Principle prompt questions	Rating and notes
<ul style="list-style-type: none"> ❖ Do I actively engage in and embrace workplace learning and support opportunities as an allied health worker? ❖ How intentionally do I seek out diverse learning opportunities, such as training, mentorship, or peer support, to enhance my skill set and knowledge? ❖ Do I know how to effectively discover and use support and learning opportunities? Am I well-informed of the application process, knowing whom to approach for guidance, and understanding the optimal timing for these actions? <div style="text-align: right; margin-top: 10px;">  </div>	
<ul style="list-style-type: none"> ❖ Is workplace learning and support part of my performance and development plan as an allied health worker? ❖ Do I recognise and appreciate workplace learning and support as crucial for driving quality improvements? ❖ How effectively do I contribute to fostering a culture of learning and promoting a mindset of ongoing development in practice among my colleagues? <div style="text-align: right; margin-top: 10px;">  </div>	

<ul style="list-style-type: none"> ❖ How actively am I involved in monitoring and supporting my own wellbeing as an allied health worker? ❖ Do I know when and how to seek out education and support to maintain my own wellbeing? ❖ Are there ways in which I inform or contribute to the development and effectiveness of well-being opportunities, making these programs more tailored and effective for individuals with varied experiences and capabilities? 	 <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;">    </div>
<ul style="list-style-type: none"> ❖ Do I, as an allied health worker, have the essential training and resources to effectively carry out my supervisory, mentoring, or other supportive roles? ❖ Is the workplace learning and support that I encounter demonstrated to be of good quality, encompassing all the necessary aspects? ❖ How effectively do I use workplace learning and support opportunities to enhance my practice? 	 <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;">    </div>
<ul style="list-style-type: none"> ❖ Am I consistently integrating new knowledge and skills into my practice, ensuring that my personal and professional development is an ongoing and integrated aspect of my career? ❖ Am I, as an allied health worker, actively engaged in discovering, proposing, reviewing, and providing feedback on opportunities for my support and personal and professional development? ❖ Do I collaborate with colleagues to share insights, experiences, and best practices, fostering a culture of continuous improvement within our team? 	 <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;">    </div>
<p>Overall impression and priority principle(s) to focus on <i>(we suggest focusing on the HOW THIS LOOKS FOR ALLIED HEALTH WORKERS in the priority principle and developing a personal action plan):</i></p>	

APPENDIX C

Further resources to support implementation of the Framework

THESE ARE DESIGNED AS INSPIRATION RATHER THAN A MANDATED STANDARD AND WILL NEED TO BE TAILORED TO MEET SPECIFIC WORKPLACE REQUIREMENTS.

[Skills Framework for Healthcare](#) provides key sectoral information, career pathways, job roles, and skills in line with Industry Transformation Maps. Available at:

<https://www.skillsfuture.gov.sg/skills-framework/hc> and

https://www.myskillsfuture.gov.sg/content/dam/Article/Healthcare_Career%20Pathways.pdf

[The 3Cs For Effective Supervision](#) are designed as a starting point for the key areas to focus on in supervision: Content, Connections, and Continuing Development.

- ❖ Listen to a podcast mini-series on supervision via AHP Thinking Space at <https://bit.ly/44T5h0S>, including: How does supervision help us and each other?; Do supervision structures stifle supervision?; Are superheroes welcome in supervision?
- ❖ Watch 3Cs Effective Supervision YouTube channel <https://bit.ly/3PgBtp5> including: Looking after yourself in supervision; Power and Hierarchy; Building on strengths in supervision
- ❖ Read more and download free support resources at <https://bit.ly/3RmcVgI> including: Supervision agreement and record templates; Reflective processes and examples; Group supervision ideas

[Knowledge Bank – National Clinical Supervision Competency Resource in Victoria](#) is a national benchmark that describes the core competencies of clinical supervision across all health disciplines, settings, and sectors. Resources available at <https://vicknowledgebank.net.au/> include: Clinical Supervision Skills Review Tool; National Clinical Supervision Competency Resource.

[National Centre of Excellence for Workplace Learning \(NACE\)](#) is led by Nanyang Polytechnic and was launched in 2018. NACE aims to help local organisations retain and build competencies through workplace learning to support business growth and strategies. Available at:

<https://www.nace.edu.sg/>

[NHS Education for Scotland NMAHP Development Framework](https://www.nmahpdevelopmentframework.nes.scot.nhs.uk/post-reg-framework/support-resources/) supports the development of core knowledge, skills and behaviours in four pillars of practice. Resources available at <https://www.nmahpdevelopmentframework.nes.scot.nhs.uk/post-reg-framework/support-resources/> include:

- ❖ The Development Needs Analysis Tool is designed to help you reflect on your current job role and to identify areas where you may benefit from further training, education, and development to enhance or develop your role.
- ❖ The Education Mapping Template to assist education providers and managers to signpost practitioners to courses and educational opportunities which align with the four pillars of practice.

[The Career Development Framework - Guiding Principles for Occupational Therapy](https://www.rcot.co.uk/publications/career-development-framework) is designed to facilitate the professional growth of the entire occupational therapy workforce, with guidance on what is expected at nine career levels and four pillars of practice. Available at: <https://www.rcot.co.uk/publications/career-development-framework>

[Professional Development Framework \(Royal College of Speech and Language Therapists\)](https://www.rcslt.org/wp-content/uploads/2023/03/RCSLT-Professional-Development-Framework-2023.pdf) is designed to provide a structure for speech-language therapists by which existing skills and experience are recognised, and learning and professional development needs are identified, at all career levels, across all settings. Available at: <https://www.rcslt.org/wp-content/uploads/2023/03/RCSLT-Professional-Development-Framework-2023.pdf>

[Physiotherapy Competence Framework Version 7.1](https://australian.physio/sites/default/files/APA_COMPETENCE_FRAMEWORK_v7.1_FINAL.pdf) provides a framework of quality-assured coursework, mentoring, and research to facilitate the professional growth of physiotherapy practitioners across areas of practice and individuals' career stages. Available at: https://australian.physio/sites/default/files/APA_COMPETENCE_FRAMEWORK_v7.1_FINAL.pdf