RCSLT

RCSLT Professional Transitions guidance: structured support for Newly Qualified Practitioners and other career transitions (working title)

DRAFT consultation version
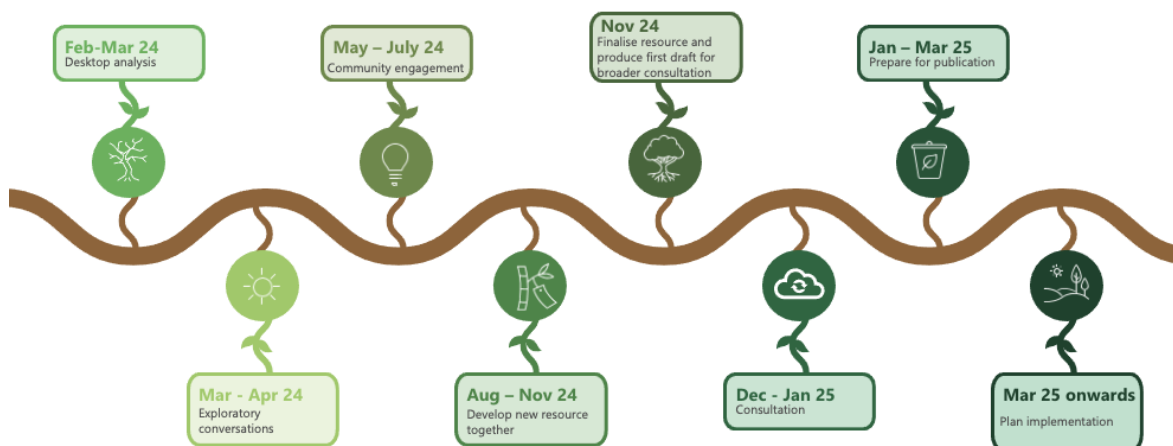(3 December 2024 – 3 January 2025)

Stephanie Tempest, Project Lead

How we'd like your help

We need your help to review a guidance document on providing structured support, using the RCSLT Professional Development Framework (2023), for Newly Qualified Practitioners (NQPs) and people at other career transition points.

Please note: the new NQP Goals process will apply to future NQPs. Existing Newly Qualified Practitioners will continue working through the existing process. All changes will be communicated ahead of time with members as part of the implementation planning.

The project started in February (see timeline below) and initially focused on working with members to review and revise the current Newly Qualified Practitioner Goals (NQP) process.

Project timeline

Feb-Mar 24
Desktop analysis

May – July 24
Community engagement

Nov 24
Finalise resource and produce first draft for broader consultation

Jan – Mar 25
Prepare for publication

Mar - Apr 24
Exploratory conversations

Aug – Nov 24
Develop new resource together

Dec - Jan 25
Consultation

Mar 25 onwards
Plan implementation

During the project, RCSLT members told us they wanted a document that covered other transitions too. So, since August, we have been working together to create a draft guidance document to support work transitions for the following groups:

1. Newly qualified speech and language therapists

2. People finishing the Newly Qualified Practitioner Goals process

3. Officially returning to practice (to re-register with HCPC)

4. Returning to work informally after a long break (like maternity leave or carers' leave)

5. Starting to work in the UK after moving from another country

6. Changing sectors, such as moving from clinical work to education or moving across from working with children to adults

7. Moving up in your career, like preparing for promotions or more advanced roles

8. Getting ready for retirement

This is the first full draft of the guidance document which we invite you to review in this consultation. The document is divided into sections, and each starts with the aims of the section (in a blue box).

The consultation asks you to rate **"To what extent have the aims for section X been met?"** There is also space for further comments about each section should you wish to provide them.

Please share your thoughts via this survey link by Friday 3 January 2025:

https://forms.office.com/e/Q7ypiqZEAC

Thank you for your time and support

If you have any questions about the consultation, please contact the Project Lead, Stephanie Tempest
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RCSLT Professional Transitions guidance: structured support for Newly Qualified Practitioners and other career transitions

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Glossary

Term	Definition and source
Foundation level	The first of five Professional Development Levels within the RCSLT Professional Development Framework (2023). Speech and language therapists at this level use their knowledge and skills to: • Apply and critically analyse • Make decisions within protocols and processes • Manage rapidly changing events within specific situations (RCSLT 2023)
Foundation support	Foundation support: A matrix of opportunities for professional and personal development for AHPS, that supports upskilling across the Four Pillars of Practice, while simultaneously supporting developing a diverse workforce fit for the future (NHS England)
NQP (Newly Qualified Practitioner) Goals process	The RCSLT NQP Goals process is a membership offer that aims to support a smooth transition for members in their first roles as registered practitioners, to build confidence as a safe, effective and skilled Speech and language therapist (RCSLT 2025)
Preceptorship	A period of **structured support** provided to HCPC registrants at **key moments of career transitions**. This includes joining the workforce for the first time, returning to work after a long period away (including being re-admitted to the Register), working in the UK for the first time, taking up a new role, or moving to a new organisation, to give them confidence to act as an autonomous practitioner (HCPC 2023)
Preceptor	An individual providing one-to-one support to someone undertaking Preceptorship (HCPC 2023)
Preceptee	An individual accessing a period of preceptorship (HCPC 2023)
RCSLT Professional Development Framework	A structure to support individuals, managers and organisations to identify existing knowledge and skills within the profession and areas for future learning and development (RCSLT 2023 pg. 6)

Background

Aim of this section: To highlight the importance of structured support for all career transitions and link it to regulatory guidance and existing RCSLT support on offer.

Structured support at points of career change benefits practitioners and can aid recruitment and retention. The importance of preparing and supporting newly qualified speech and language therapists to successfully transition into the workplace is widely recognised. In 2023, the HCPC definition of preceptorship reinforced that support at other career transitions is also important and warrants attention:

Preceptorship is:

 "A period of **structured support** provided to HCPC registrants at **key moments of career transitions**. This includes joining the workforce for the first time, returning to work after a long period away (including being re-admitted to the Register), working in the UK for the first time, taking up a new role, or moving to a new organisation, to give them confidence to act as an autonomous practitioner" (HCPC 2023).

The RCSLT has an established process for newly qualified speech and language therapists (now revised within this guidance) and provides more advice and information on a dedicated preceptorships webpage for broader transitions.

The HCPC also offer a set of preceptorship principles outlining how to run a preceptorship programme, focusing on organisational culture, quality, and the roles of both the person providing the support (the preceptor) and the person receiving it (preceptee).

Introduction to this guidance document

Aims of this section: To show and explain why there are two sections – one for NQPs and one for all other forms of career transitions. To reinforce you only need to look at the section relevant to you and not read the whole document.

There are two main sections in this guidance, and it is likely you will only need to use one. They have been kept together in one document to reinforce the importance of transitional support at every career level.

Section One outlines the revised structured NQP Goals process which builds on the pre-registration curriculum and aligns with the RCSLT Professional Development Framework (2023) and the HCPC Standards of Proficiency (2023).

Section Two focuses on ways to offer support for other transitions including through the use of the RCSLT Professional Development Framework (2023). It provides suggestions rather than a structured process, appreciating formal processes are already in place for some transitions e.g. formal return to practice. In addition, support across different career transitions will vary significantly.

The overarching aim of this guidance is to provide support to enable smooth and successful transitions, so speech and language therapists feel confident and ready to work as they transition from one phase to the next. Since there is no universal definition for 'work readiness' (Peersia et al 2024), the guidance draws on available evidence to outline important skills and behaviours that help people transition into different workplaces and to navigate real world practice.

The information in this guide does not seek to duplicate the existing information e.g. from HCPC or RCSLT and you will need to be familiar with the RCSLT Professional Development Framework (2023) alongside using this resource.

SECTION ONE: The RCSLT Newly qualified practitioners (NQPs) Goals Process

> Aim of this section: To welcome NQPs into the profession, reassure and normalise feelings around transition and outline where the NQP Goals process fits in their career pathway and how it has been designed for them.

1.1 Introduction to the NQP Goals Process

Firstly, congratulations on qualifying as a speech and language therapist. We are delighted you have chosen to join the profession to become part of a highly skilled and valuable workforce that enables better lives for people with communication and swallowing needs.

At the Royal College of Speech and Language Therapists (RCSLT), we want to support you throughout your professional journey by providing a wide range of benefits including leadership and guidance, facilitating research and promoting education and training. As a [member](#) you are part of a large speech and language therapy community and you are very welcome.

Even if you have not been a RCSLT student member, we have been working behind the scenes to support you, for example by working with universities to develop and maintain contemporary curriculum standards. We want to continue to support you, including by providing resources to help you grow at every career level (see Figure One).

Figure One: RCSLT resources (selected) that support different career levels
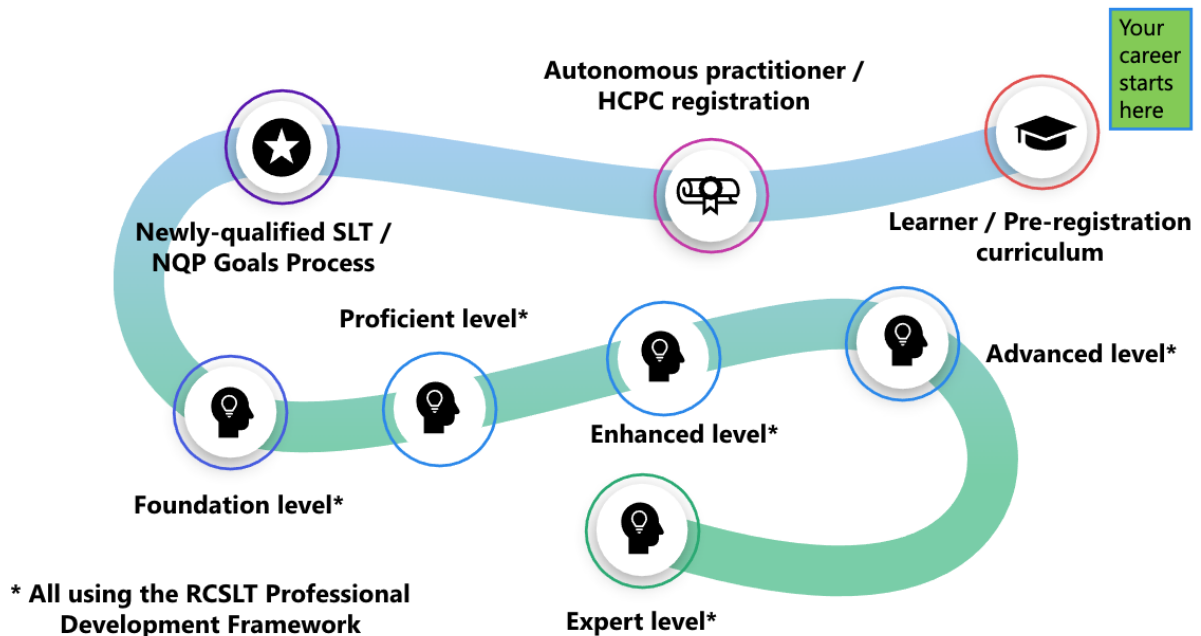
We know the transition into practice is an exciting time but, like any transition, it can present challenges. To support you as a Newly Qualified Practitioner (NQP), we have developed the NQP Goals process. On successful completion, you can apply to become a certified member of the RCSLT. However, it is more than just a membership category.

The RCSLT NQP Goals process has been carefully designed by speech and language therapists including newly qualified practitioners, academics, managers and supervisors. It aims to support a smooth transition into your role as a registered practitioner and to build your confidence as a safe, effective and skilled practitioner. We wish you every success as you start this new and exciting phase of your career, recognised for the first time as an autonomous, qualified speech and language therapist with many career opportunities ahead.

1.2 What is the NQP Goals process?

Aim of this section: Provides details about the overall process, the Ten Core NQP Goals and the additional learning activities (linking to the RCSLT Professional Development Framework)

Figure Two shows the elements within the NQP Goals process. There are Ten Core NQP Goals (also referred to as Goals) that everyone must focus on. You will also need to pick additional activities that match your own learning requirements and the needs of your workplace. Throughout the process, you will need to collect evidence from different sources to show that you are consistently achieving the Goals. Your supervisor will support and guide you. Once both of you are confident that you have met the Goals, and you have started to engage in other learning activities, you can apply for full RCSLT membership and officially take the next step in your career.

Figure Two: The NQP Goals process

1 Complete the Ten Core NQP Goals

2 Engage in additional learning activities relevant to you and your workplace

3 Apply for full RCSLT membership
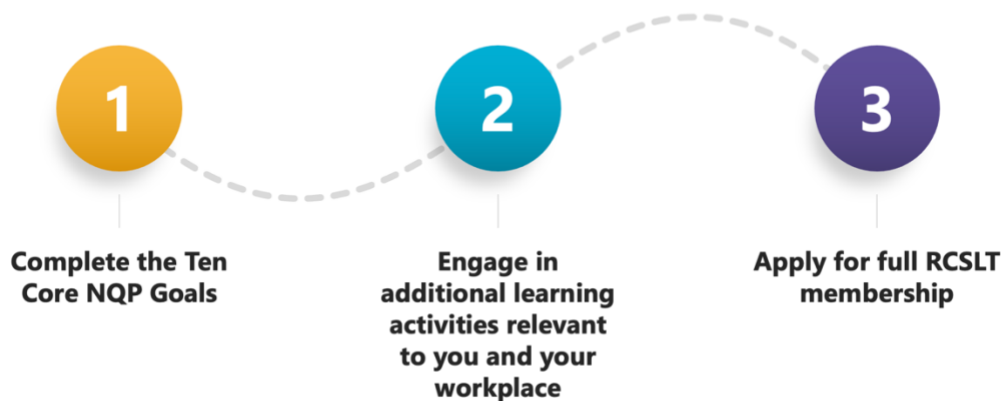
Ten Core NQP Goals

Appendix One outlines the Ten Core NQP Goals which are aligned to the HCPC Standards of Proficiency and other multiprofessional resources from across the UK. All NQPs must focus on these Goals and gather evidence over time to demonstrate they are met. Guidance on the evidence is also provided.

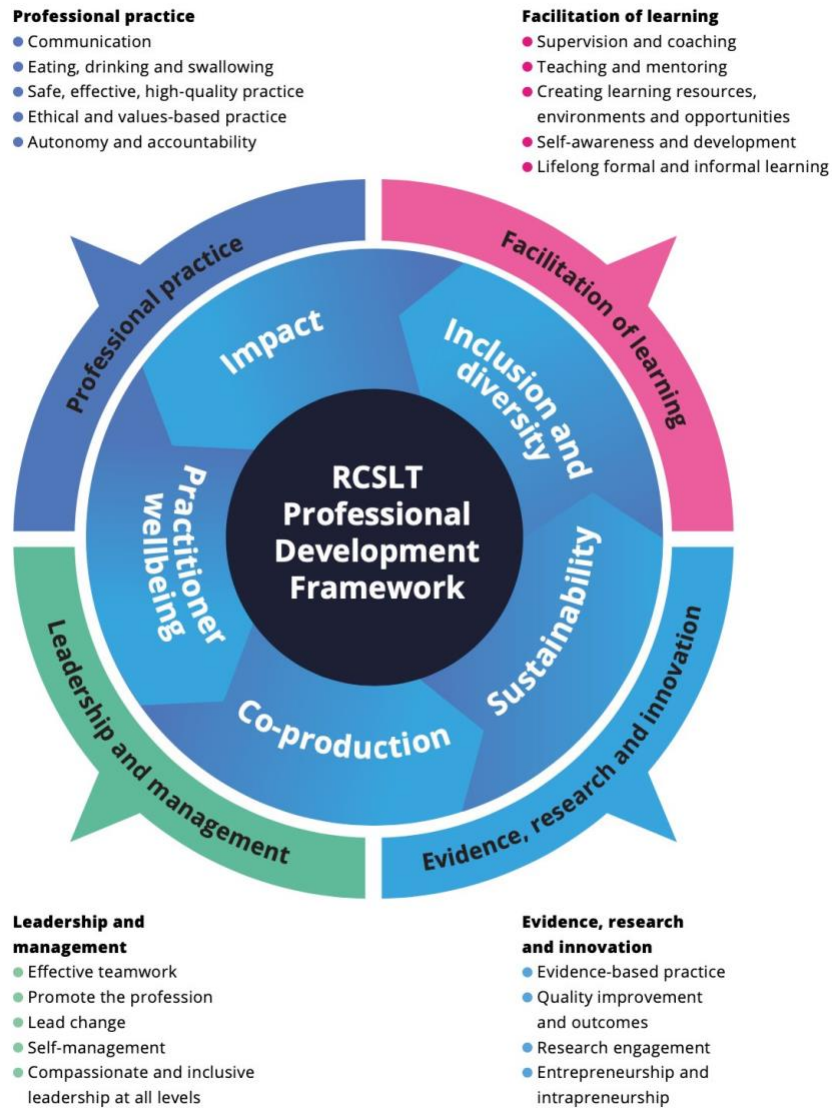**Additional learning activities**

Alongside working on the Goals, NQPs are required to select additional learning and development activities relevant to your area of practice. These can be completed over a longer period, as part of continuing to develop as a professional beyond the NQP timeframe. Choose activities that you want to work on first and discuss them with your supervisor to make sure they also fit the needs of your workplace.

The additional activities could include:

i) Picking 4-6 additional topics across the Four Domains of Practice in the RCSLT Professional Development Framework (2023) (see Figure Three for an overview of the Framework and Figure Six for an example of the detailed topics within Teaching and Mentoring)

ii) Working through a relevant competency framework related to your area of practice

iii) Engaging in other forms of transitional support e.g. completing a multiprofessional preceptorship programme

When applying for full RCSLT membership, you will be required to provide a short summary of the ongoing CPD activities you have chosen but you do not need to provide evidence of working towards or completing them.

Figure Three: The Four Domains in the RCSLT Professional Development Framework (2023)

Professional practice
- Communication
- Eating, drinking and swallowing
- Safe, effective, high-quality practice
- Ethical and values-based practice
- Autonomy and accountability

Facilitation of learning
- Supervision and coaching
- Teaching and mentoring
- Creating learning resources, environments and opportunities
- Self-awareness and development
- Lifelong formal and informal learning

Leadership and management
- Effective teamwork
- Promote the profession
- Lead change
- Self-management
- Compassionate and inclusive leadership at all levels

Evidence, research and innovation
- Evidence-based practice
- Quality improvement and outcomes
- Research engagement
- Entrepreneurship and intrapreneurship

1.3 What level of achievement is expected to complete my NQP Goals process?

Aim of this section: To clarity the level expected by the end of the NQP Goals process as a minimum, linked to the RCSLT Professional Development Framework.

To complete the NQP Goals process, you are expected to demonstrate competence and confidence, as an autonomous practitioner, in all the areas outlined in the Goals. Overall, it is about being able to consistently perform your job safely, efficiently and in line with the professional standards expected for newly qualified speech and language therapists, to benefit the people you serve.

There are five development levels in the RCSLT Professional Development Framework (see Table One) and at a minimum, by the end of the NQP Goals process you should be **consistently performing at foundation level** for all the Goals. The levels are shown in a table to make them easier to understand but, in real life, there will be some overlap as we continue to grow in our careers.

It is possible you might reach a higher development level, as you may have previous knowledge, skills and experience e.g. from a previous first career or other work / home roles.

Table One: RCSLT Professional Development levels taken from the RCSLT Professional Development Framework (RCSLT 2023)

Professional Development Level	People at this development level may use their knowledge and skills to:
Foundation	• Apply and critically analyse • Make decisions within protocols and processes • Manage rapidly changing events within specific situations
Proficient	• Apply and critically analyse

	• Use reasoning to justify deviating from protocols when appropriate • Manage a range of situations in different contexts
Enhanced	• Critically evaluate and create • Manage risk and function in an unpredictable environment • Make complex decisions • Seek guidance for major decision making
Advanced	• Critically evaluate and create • Manage extensive risk in unpredictable environments • Make decisions which involve high level of complexity
Expert	• Critically evaluate and create • Manage extensive risk across a system • Make decisions which involve high level of complexity

1.4 How long will the NQP Goals process take?

Aim of this section: To clarify the minimum time frame for the NQP Goals process from the point you start, acknowledging it may take longer. To reinforce the purpose of investing in the process.

The NQP Goals process typically takes a minimum of 12 months, from the point you and your supervisor choose to start the process, but it may take longer depending on your individual needs and the context of your work. It is important to embrace the journey and not rush through it – building a foundation for safe and effective practice takes time. Strong, confidence practice comes from careful, steady growth.

1.5 Gathering evidence

Aim of this section: Clarify amount of evidence and potential sources including the role of the supervisor and other MDT members. Acknowledge that 'enough' is a subjective concept and will need to be discussed between NQP and supervisor (with College support if required). Linking process to future HCPC audit and other transitional support programmes.

As the NQP, it is your job to gather a **minimum of three pieces of good quality evidence per goal**, which can come from different sources (see Appendix 1 for examples linked to individual goals). Remember, strong foundations mean you need to show **consistent performance** over time, not just that you did something well once.

Here is a list of potential sources where evidence for meeting NQP Goals can come from (the sources may need to be anonymised to remove personal information where necessary). Ideally, you need to use a range of different sources to gather your evidence to strengthen your submission:

- Clinical Supervision Notes – Documentation from regular meetings with your supervisor, reflecting on your progress and feedback.
- Case Studies or Reflections – Written reflections on specific cases, demonstrating your application of skills and learning.
- Patient/Client Feedback – Testimonials or evaluations from patients or clients regarding your therapy sessions.
- Peer Feedback – Input from SLT colleagues or multidisciplinary team members observing your work or working jointly with you.
- Professional Development Courses – Certificates or learning outcomes from workshops, training, or seminars attended, alongside short reflections on how you have applied the learning into practice.
- Direct Observation – Supervisor or peer observations of your clinical practice, with notes on competencies demonstrated.

- Clinical Reports and Documentation – Examples of your written reports, care plans, or session notes showing your approach and effectiveness.
- Self-Reflections – Personal reflections on your own development and experiences throughout the process.
- Contributions to articles in journals, magazines and bulletins.
- Multidisciplinary Team Meetings – Meeting minutes, notes or reflections from participating in team meetings, showing your contribution and collaboration.
- Audit and Quality Improvement Projects – Participation in or contributions to clinical audits, research, or quality improvement initiatives.
- Client Outcomes – Objective measures of client progress or success, such as standardised assessments or goal achievement.
- Professional Journalling or Logs – A detailed journal or log tracking your day-to-day experiences, challenges, and learning.
- Other evidence, even if not collected specifically for the NQP Goals process.

The Ten Core Goals are separate but naturally relate to each other so, one piece of larger evidence may address more than one goal, and you will need to highlight where this is the case (templates are provided to support you with this – see Section 1.7).

Multiprofessional team members can provide evidence showing they have observed your performance related to a specific goal. Please remember that it is not their responsibility to officially sign off that you have met the required level – that is the job of your designated SLT supervisor.

Talk with your supervisor regularly to determine what counts as 'enough' evidence as you progress. Be ready for open and honest conversations, since what is considered enough can be subjective. If you need extra help, please contact us.

If you're participating in another support programme e.g. a Trust preceptorship programme, consider how you can use the same evidence for both processes where it aligns. The NQP Goals process is designed to be supportive and meaningful, not just a tick-box exercise. Integrating your efforts can help ensure that the process feels purposeful and enhances your professional growth.

Gathering evidence at the start of your SLT career will also form helpful habits if you care called to submit your portfolio as part of the HCPC audit process.

1.6 Responsibilities as a newly qualified speech and language therapist and supervisor

Aim of this section: To clarify roles, including reinforcing that the process is led by the NQP with support from the supervisor.

Within the NQP Goals process there are some activities that need to be completed by you as the NQP, some by your supervisor and some that require both of you to work together (see Table Two). As the NQP, you will lead the process as part of developing as an autonomous practitioner.

Table Two: The activities and responsibilities within the NQP Goals process

Role / activity	NQP	Supervisor
Review the Ten Core NQP Goals (and contextualise them if needed)	☑	☑
Identify additional learning activities to meet your needs	☑	
Make sure the additional learning activities also meet the needs of the workplace	☑	☑

Gather good quality evidence for each goal to demonstrate consistent performance over time	☑	
Regularly review and agree progress and milestones	☑	☑
Sign-off evidence on completion of the NQP Goals process		☑
Submit evidence of sign-off with full RCSLT membership application	☑	

1.7 Other resources

Aim of this section: To provide links to useful templates to enable the process to run efficiently in departments / organisations where templates are not already in place.

The RCSLT website contains useful templates to support you through the NQP Goals Process including:

- Supervision contract
- Progress record
- Mapping index document
- Record of Learning Activity
- Reflective templates
- Standard summary sheet
- Final sign-off form*

*this is the only required form

The templates are for suggested use, appreciating that local services may have their own versions of templates that you are required to use. The final sign-off form is the only form that is essential.

Appendix One: The Ten NQP Core Goals

Aim of this section: Provide the details of the NQP Goals, guidance on how to meet them and evidence where each goal has been linked to other resources including the HCPC Standards of Proficiency

NQP Goal	Guidance	Mapped to: HCPC Standards of Proficiency (SoP) HCPC Principles of Preceptorship, RCSLT Professional Development Framework Flying Start (NHS Education Scotland) NHSE AHP Preceptorship Standards
1. **Reasoning and decision-making** Use your professional judgement, critical thinking and reasoning to make decisions that ensure safe, effective, high-quality, evidence-based practice, seeking support from colleagues as required	**Evidence where you:** consistently work as an autonomous practitioner by utilising your skills to deliver safe, effective, high-quality practice. **Evidence through:** This could be through a collection of evidence over time, highlighting reasoning and decision-making e.g. - a short reflective piece focusing on your analysis of assessment information and how you used this to identify the next steps for holistic therapy - a series of brief, anonymised case discussions highlighting the reasoning and decisions you made captured in your supervision notes	Links with SoP4 and 13 Prof Dev Framework P12 Flying Start: Clinical practice pillar / Safe, Effective and Person Centred Care

	• care plans which contain justification of decision making • anonymised discharge or end of care reports with evidence of reasoning and decision-making	
2. Communication with service users, families, carers and colleagues a) When discussing assessment results, interventions, or progress with service users, their families or carers, communicate in a way that matches their understanding, culture, and preferred communication style. Consider any impairments, limitations or restrictions. b) Show respect and sensitivity to the cultural backgrounds and needs of everyone you work with including service users, families, carers and colleagues from diverse,	**With service users, families, carers and colleagues, demonstrate ways to:** • Work in partnership to enhance dynamic person-centred practice e.g. evidence of joint goal setting or holistic therapy plans • Recognise power dynamics and their effects within relationships with colleagues and service users • Actively listen • Utilise non-verbal communication skills • Show empathy and respect • Share information in different mediums to account for language, cultural preferences and literacy and / or cognitive levels • Understand the unique context of the service user within a variety of contexts including their family and broader community • Understand yourself and address the impact of your unique context, including from privilege, biases, intersectionality, health and learning needs and other factors • Utilise public health messages • Negotiate and mediate • Influence others	SoP 2, 7, 8, 12 Prof Dev Framework P1a,b,c, P2, P5, P10c, P13, P15a, P17a, P17b Flying Start: Clinical practice pillar / Professional Judgement and Decision making Flying Start: Leadership pillar / Team work and development

marginalised, or disadvantaged backgrounds.	• Engage in difficult and uncomfortable conversations when needed • Engage in non-judgemental, values-based approaches • Use neurodivergent-affirming language **Evidence through:** This could be through a collection of evidence over time or a reflection from one or two interactions which allow you to demonstrate the skills listed above. For example, reflections from case discussions, feedback from colleagues, family members and service users. • a short reflective piece focusing on ways you communicate effectively with a range of people • a series of brief, anonymised case discussions highlighting the communication skills you utilise, captured in your supervision notes • joint care plans which contain evidence of ways you communicate progress to other people • anonymised discharge or end of care reports with evidence of the aligning the communication style to the report recipients	
3. **Autonomy and accountability** Work within the professional boundaries of your role and setting. Take	**Refer to resources including:** • Regulatory frameworks • Legal and ethical frameworks • National, regional and local guidance • Professional body guidance	Links with SoP 1, 2, 4, 14 Prof Dev Framework P21, P22, P23

responsibility for your decisions, wellbeing, actions, and any mistakes, and seeks help appropriately. Know how to appropriately raise concerns about the practice of others and / or any systemic challenges in the workplace.	**Examples linked to this goal include:** • Safeguarding decisions • Confidentiality • Consistent and timely report-writing and documentation • Seeking advice and making referrals to other professionals • Critical application of evidence in practice • Managing and maintaining boundaries • Knowing the importance of and supporting the wellbeing of yourself and others to maintain safe and effective practice **Evidence through:** • a short reflective piece linked to the above examples including onward referrals to other professionals • a series of brief, anonymised case discussions captured in your supervision notes or from appraisal feedback • care plans, end of care reports etc which contain anonymised information linked to the above examples	Flying Start: Clinical practice pillar / Safe, effective and person centred care
4. **Promoting the profession** Promote the profession, its impact and its reputation to support its growth and sustainability across career levels and sectors.	**Demonstrate ways to:** Work with your team and beyond to promote the profession including the impact it makes to the people it serves **Evidence through:**	Links with SoP 8.2 Prof Dev Framework L5, L9 Flying Start: Leadership pillar / Team work and development

	- discussions in supervision, in the context of your role, where you have promoted the SLT role to other people - career talks / activities with local schools or colleges - multidisciplinary / joint goal-setting or working, highlighting the SLT impact within the process - referrals on to other professionals to demonstrate knowledge of professional boundaries to promote the SLT role	NHSE AHP Preceptorship Standards: Establish preceptorship content
5. Work readiness knowledge and skills Proactively identify your own learning needs and know who to seek advice from to gain support and develop work readiness skills	**Demonstrate skills, behaviours, ways of thinking and personal characteristics linked to:** - Teamwork e.g. understand and value the contributions of different roles including SLT assistants and other professions - Problem-solving - Adaptability - Digital literacy - Time management - Interpersonal skills - Self-management - Resilience - Strategic awareness **Evidence through:** - case-based discussions in supervision about the contributions of other professionals that you work with, in the context of your role - work shadowing - multidisciplinary / joint goal-setting or working	Links with SoP 1, 2, 3, 4, 8 Prof Dev Framework P11, F24, L1, L2, L5, L17, L19, L20, L21, L22, Flying Start Leadership Pillar / Team work and development

	• referrals on to other professionals • use of digital skills throughout the therapeutic process • discussions in supervision linked to the skills listed above	
6. **Specialist knowledge and skills** Proactively identify your own learning needs and know who to seek advice from to gain support and develop specialist skills as required for your role and / or in line with your personal interests e.g. Eating, Drinking and Swallowing (EDS), speech disorders, deafness NB: if EDS is a core part of your NQP role, you will need to review and complete the detailed EDS competencies as part of working in your role and as part of the additional learning activities within the NQP Goals process.	**Evidence where you have:** identified specialist service user needs and sought advice recognising the limits of your practice. **Evidence through:** • a collection of evidence examples over time • a reflection from one or two interactions which allow you to demonstrate how you identified the needs of the service user, recognised and sought advice and the outcome of how this supported specialist skills development • an evaluation of the specialist skills you have developed	Links with SoP 1, 7, 8, 12, 14, 15 Prof Dev Framework P5, P6, P7, P8, P9a,b,c, 10c, P13 Flying Start: Clinical practice pillar

7. Managing and recording complexity Understand and manage competing demands and complex situations in your job, including managing your workload and administrative tasks effectively, seeking help appropriately	**Evidence where you have:** • managed and prioritised your caseload e.g. safe delegation to an assistant or joint working with a colleague • demonstrated ways you have managed and documented managing complexity within your record-keeping • Managed administrative tasks effectively • Maintained accurate and contemporaneous records **Evidence through:** • short reflective piece linked to anonymised examples captured in your supervision notes • documented discussion with your supervisor	Links with SoP2 Prof Dev Framework P14, L19 Flying Start: Leadership pillar / Professional and Organisational Leadership
8. Continuous learning and development of yourself and others Participate in activities to show your commitment to ongoing professional development, including seeking help to manage your own wellbeing, learning and growth	**Demonstrate ways to:** • Know the responsibilities of others to support you • Use the support available to you as a newly qualified practitioner • Recognise that we are all constantly learning • Seek timely support from others • Critically reflect on your practice, recognising without shame that everyone has knowledge gaps • Look after your own and others' wellbeing • Actively engage in supervision • Support work-based learning for self and colleagues e.g., with assistants	Links with SoP 1.3 and 4.8 HCPC Principles of Preceptorship: Principle 1 Organisational culture and preceptorship Prof Dev Framework F4, F13, F24, F26 Flying Start: Facilitating learning pillar / Learning Teaching and Assessment and Creation of the Learning Environment NHSE AHP Preceptorship Standards: Establish preceptorship content

	• Support practice-based learning for pre-registration students • Apply new knowledge and skills, including the critical application of evidence, in your daily practice **Evidence through:** • short reflective piece linked to anonymised examples captured in your supervision notes • reflections on delivering a teaching session • practice-based learning documentation etc.	
9. **Working in partnership with service users to improve service delivery** Actively engage service users in developing services and the evidence base within your local service and area	**Demonstrate ways to:** • Gather service user feedback on your sessions • Support service user participation in evaluating their progress • Review aspects of your service (e.g. a care pathway) with people who use them • Role model the use of evidence-based, person-centred practice **Evidence through:** • supervision notes • supporting service user involvement in research being undertaken in your own service, department or organisation • summary of service user feedback • use of evidence-based outcome measures • knowledge of research opportunities for service users within your local area	Links with SoP 4, 11,12,13 Prof Dev Framework E1, E2, E3 Flying Start: Evidence, research and development pillar / Evidence into practice

| 10. **Contributing to changes at work**

Contribute to workforce development innovations.
Actively engage in developing the evidence base.
Understand the political, social, economic, and institutional factors that impact making changes at work. | **Demonstrate ways to:**
• Access, use and blend evidence from multiple sources including service user preferences, scientific evidence and clinical experience
• Access local research-related resources and opportunities
• Use audit data e.g from a caseload audit
• Contribute to project-based work
• Contribute to quality improvement projects

Evidence through:
• team project reports
• evidence-based session plans
• presentations linked to sharing the need or outcomes for service changes
• active participation in team meetings etc.
• critical appraisal in staff meetings | Links with SoP 8

Prof Dev Framework L13, L18, E5, E7, E18

Flying Start: Evidence, research and development pillar / Participation |

SECTION TWO: Support for broader career transitions

2.1 Who else could benefit from transitional support?

> Aim of this section: To articulate why transitional support might be needed for people at different career stages.

Sometimes in our careers we may simply feel stuck, at a crossroads, ready for a change, in need of ideas for professional development or support to prepare for appraisals. All of these examples are forms of career transition, and the Professional Development Framework can help guide you through them.

As outlined in the guidance introduction, HCPC defines preceptorship as structured support at any point of transition (HCPC, 2023). Therefore, if you are at a stage in your career where you are facing changes or feel like you need a change, beyond being newly qualified, this part of the guide is for you.

There are several key career transition points, including but not limited to:

1. Finishing the Newly Qualified Practitioner process and moving beyond foundation level to the proficient level of practice, maybe taking on a more specialised role.

2. Officially returning to practice (to re-register with HCPC).

3. Returning to work informally after a long break (like maternity leave or carers leave).

4. Starting to work in the UK after moving from another country.

5. Changing sectors, such as moving from clinical work to education or moving across from working with children to adults.

6. Moving up in your career, like preparing for promotions or more advanced roles.

7. Getting ready for retirement.

2.2 How to provide structured support for broader transitions?

Aim of this section: To provide guidance and ideas for structured support for broader transitions including formal mechanisms and RCSLT resources.

There are several ways to provide structured support for broader transitions and all of them are best delivered within the context of supervision.

Formal return to practice

If you are seeking to re-register with HCPC, to return to practice, there is a formal process that you are required to follow. You may also wish to consider the information in this rest of section as it offers profession specific support alongside the regulatory requirements.

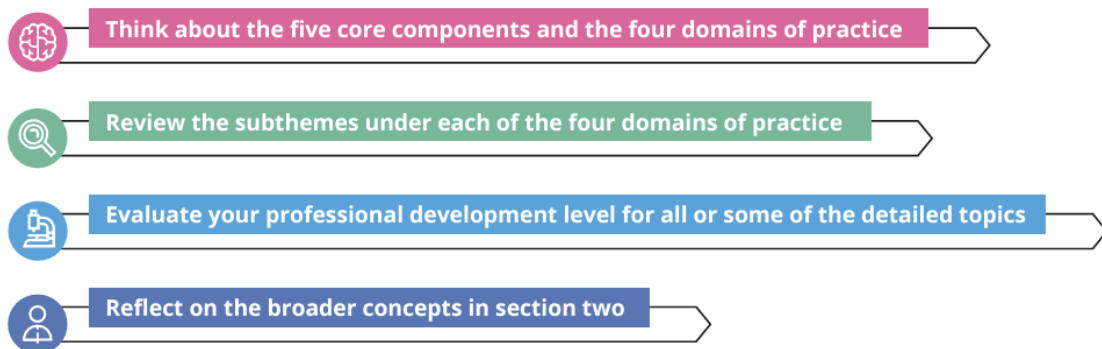### Reviewing the Ten Core NQP Goals

The Ten Core NQP Goals are mainly for newly qualified speech and language therapists. However, the work environment has changed since many of us started such as work readiness skills including digital literacy. If you are returning to work after some time away, reviewing the Goals in this Guidance document could help you focus on areas that support your career transition. It can also help to recognise and confirm the knowledge and skills you still have.

Using the RCSLT Professional Development Framework to support broader transitions

The [RCSLT Professional Development Framework](#) (2023) has been designed to support broader work transitions and it is available both in digital download and interactive forms (see Section 2.3). Figure Three in Section One provides a visual of the Professional Development Framework but, in short, it contains five core components (impact; inclusion and diversity; sustainability; co-production; and practitioner wellbeing) and four domains of practice (professional practice; facilitation of learning; leadership and management; and evidence, research and innovation).

Figure Four is taken from the framework to provide examples of how to use it for structured support. A strength of using the framework is in the conversations that it helps to structure, and it can be of benefit to do this work with a trusted colleague or friend.

Figure Four: Ways to use the Professional Development Framework for structured support

Think about the five core components and the four domains of practice

Review the subthemes under each of the four domains of practice

Evaluate your professional development level for all or some of the detailed topics

Reflect on the broader concepts in section two

(RCSLT Professional Development Framework, 2023)

In practice, you could:

1. Review your knowledge and skills and the reflective questions linked to the five core components (see Figure Five for an example of the section on

impact). Use the information from this review to identify new learning and development opportunities.

Figure Five: The core component 'Impact' with reflective questions (RCSLT Professional Development Framework, 2023)

1.4b Impact

"Impact includes knowing how we make a difference and showing how we know we make a difference, as speech and language therapists and as part of the AHP community. It includes our ability to positively influence and bring about change, across all Four Domains of practice and across all sectors and roles in which we work." (Council for Allied Health Professions Research (CAHPR), 2019; NHS Education Scotland, 2021)

As individuals and as a profession, our aspirations include identifying how we make a difference and how we show that difference for ourselves as individual practitioners, and with different groups of people who are affected by the services we provide, including but not limited to:

- Service users
- The public
- Prospective and current speech and language therapy students
- Colleagues
- Decision makers
- System leaders
- The media
- Other key audiences (British Association Social Workers (BASW), 2018 pg4; RCSLT, 2022)

Reflective questions:
Think about the definition of impact in relation to your own current knowledge and experience across the different groups of people you work with.
- What does impact at work look like for you?
- What is within your control to keep doing?
- What is within your control to improve or start doing?
- What is within your control to stop doing?

2. Map yourself into one or more of the four domains of practice and their subthemes. For example, you may want to focus on developing your knowledge and skills in the facilitation of learning domain in preparation for working with a student or to move your career into academia (see Figure Six)

Figure Six: The detailed topics in the teaching and mentoring subtheme from the facilitation of learning domain (RCSLT Professional Development Framework, 2023)

Teaching and mentoring	Fdn	Profic	Enh	Adv	Exp	N/A now
F8. Know, critically appraise and apply learning theories and strategies to support my personal and professional development						
F9. Know, critically appraise and apply learning theories and strategies to support others to identify, monitor and enhance their personal and professional development						
F10. Know and apply implementation and evaluation techniques for educational interventions						
F11. Act as a resource for individual practitioners, service users, teams and organisations (including the professional body) outside my own setting in relation to teaching and mentoring						

3. Cross-reference a job description to your existing level of knowledge and skills to identify the steps you need to do in preparation for a future move, including a promotion or into an enhanced or advanced role.

4. Review the themes and sub-themes across the four domains of practice to identify the legacy knowledge and skills you would like to give back to the profession as you transition into retirement.

5. Use the concepts in section two of the Professional Development Framework. For example, consider where you place your level and scope of practice (see Figure Seven) and where you would like to go next.

Figure Seven: Levels of practice (Novice to Expert) verses scope of practice (Generalist to Specialist) taken from the RCLST Professional Development Framework (2023)
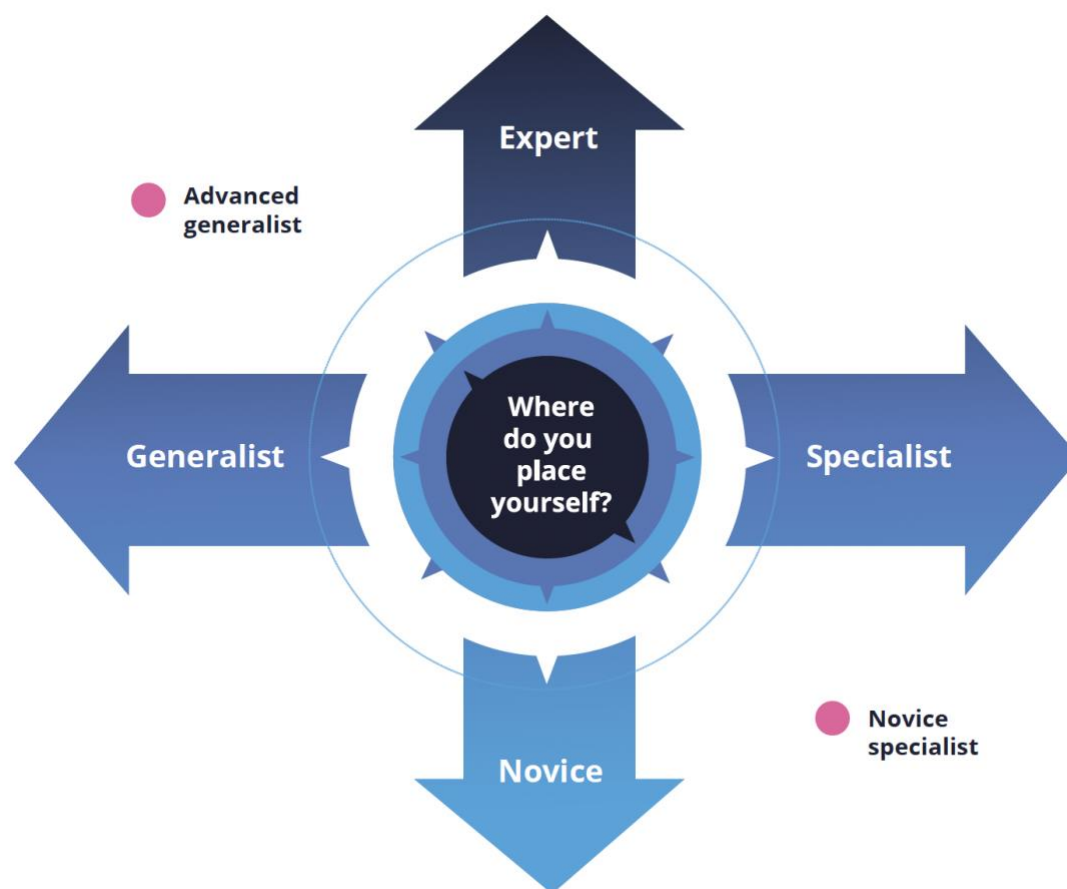
Setting specific competency frameworks

If you are transitioning into a new area of practice, you may also want or be required to work through specific competency frameworks for the area and consider using them as part of your transitional support to enhance safe and effective practice.

2.3 Other resources

> Aim of this section: To provide a list of additional resources to support career transitions including into specific areas such as research and education.

Below is a selection of key resources that can support different transitions but it is not exhaustive e.g. you may be able to access local or regional opportunities within your workplace. In addition, the templates listed in section one may also be of use for all forms of transitional support.

NHS England (2023) Multiprofessional Practice-based Research Capabilities Framework: https://advanced-practice.hee.nhs.uk/our-work/research/multi-professional-practice-based-research-capabilities-framework/

Council of Deans for Health (2023) AHP Educator Career Framework: https://www.councilofdeans.org.uk/ahp-framework/

NHS Education for Scotland (2024) The AHP Practice Education Framework: https://newsletters.nes.digital/the-ahp-practice-education-development-framework/the-ahp-practice-education-development-framework/

HCPC Principles for preceptorship: https://www.hcpc-uk.org/resources/information/principles-for-preceptorship/

HCPC Differences between preceptorship and other forms of support: https://www.hcpc-uk.org/resources/information/principles-for-preceptorship/differences-between-preceptorship-and-other-forms-of-support/

HCPC Preceptorship for registrants working outside the NHS, including as sole practitioners: https://www.hcpc-uk.org/resources/information/principles-for-preceptorship/preceptorship-for-registrants-working-outside-the-nhs-including-as-sole-practitioners/

HCPC (2024) Supervision: https://www.hcpc-uk.org/standards/meeting-our-standards/supervision-leadership-and-culture/supervision/

NHS England (2023) National Allied Health Professionals Preceptorship and Foundation Support Programme: https://www.hee.nhs.uk/our-work/allied-

health-professions/education-employment/national-allied-health-professionals-preceptorship-foundation-support-programme

NHS Education for Scotland (2024) Empowering Scotland's Newly Qualified Practitioners: https://www.nes.scot.nhs.uk/nes-current/empowering-scotland-s-newly-qualified-practitioners/

RCSLT Preceptorships pages: https://www.rcslt.org/learning/preceptorships/

RCSLT Professional Development Framework interactive resource: https://rise.articulate.com/share/kRe5QP50xikBSbR3RcgbGhteDavqcOdn#/

DRAFT DOCUMENT ENDS HERE

Please share your thoughts via this survey link by

Friday 3 January 2025:

https://forms.office.com/e/Q7ypiqZEAC

Thank you for your time and support

If you have any questions about the consultation, please contact the Project Lead, Stephanie Tempest steph@stephanietempestconsultancy.com