

How the NQP capabilities relate to the RCSLT Core capabilities and the Curriculum guidance graduate key capabilities

| RCSLT Core capability | Curriculum guidance graduate key capability | NQP goal |
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| Communication | Demonstrates highly effective and sensitive communication skills in all contexts (SOP 8.1) | Communicates with people in a manner which is consistent with their level of understanding, culture, background and preferred ways of communicating in order to sustain positive relationships and enable constructive outcomes to be achieved |
| | Applies knowledge and skills to transform communication abilities of individuals, groups and communities | Acts in ways that are non-discriminatory and respectful of others' beliefs and perspectives |
| | Uses communication skills effectively to negotiate, mediate and influence others | |
| | Uses inclusive communication approaches to advise and support others to communicate effectively with service users and adapt environments accordingly | |
| | Communicates and collaborates with others to promote health and wellbeing and improve health, educational and social outcomes for people with speech, language and swallowing difficulties | |
| Partnerships | Demonstrates effective team working within different professional contexts | Works as part of a multidisciplinary team and understands the roles of other members of the team |
| | Demonstrates understanding of professional roles within inter-professional and multi-agency teams | Makes referrals to other professionals in a timely and appropriate way |
| | Builds effective and collaborative therapeutic relationships with service users, families and carers, based on mutual respect, as the foundation for SLT intervention | Collaborates with relevant others and implements an appropriate therapy management plan based on functional outcomes and clearly defined goals, including an understanding and use of preventative strategies |
| | Recognises and values the central role of the service user and their family in the diagnostic and therapeutic process and in maintaining health and wellbeing | Discharges client appropriately, agreeing a point of closure with the client/carer and informing other professionals and highlights routes for referral if appropriate |
| | Works in partnership with services users, families and wider services and agencies to promote social and communicative inclusion and participation in a wide range of contexts | Identifies and collects relevant information through appropriate formal and informal assessment, including discussion with the client/carer |
| | Promotes the profession and acts as an advocate for service users within own scope of practice | |
| | Contributes to the prevention, enablement and self-management of speech, language and swallowing difficulties | |

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| Leadership and lifelong learning | Demonstrates commitment to and takes responsibility for lifelong learning and development of own SLT practice and commitment to their role as part of the wider SLT profession | Identifies development needs and engages in continuous self-directed learning to promote professional development and quality of practice |
| | Continually seeks to develop their practice with guidance through reflection and self-evaluation | Is involved in training other professionals, raising awareness of communication problems |
| | Demonstrates critical reflection, resilience, resourcefulness and emotional intelligence | Continuously evaluates the efficacy of the therapy management plan, and modifies it as appropriate |
| | Demonstrates knowledge of the political, social and cultural contexts within which SLTs work | |
| | Demonstrates their commitment and engagement to their role as part of the wider SLT profession | |
| | Contributes to the development of the SLT knowledge and practice of others | |
| | Demonstrates adaptability to changes in SLT practice and practice environments | |
| | Contributes effectively to innovation and change within area of practice | |
| Research & evidence-based practice | Understands the key concepts of the knowledge base relevant to SLT | Is aware of current clinical audit findings and incorporates these into practice |
| | Applies theory, evidence and service user perspective to: clinical decision-making, and to the critical evaluation of practice | Interprets the assessment information and produces an appropriate therapy management plan using evidence-based practice |
| | Delivers evidence-informed practice to support the achievement of outcomes | Is able to use current critically appraised research to inform practice |
| | Demonstrates the knowledge and skills required to understand, interpret and apply research to their practice | |
| | Demonstrates the knowledge to engage in research-related activity including carrying out research projects | |
| | Demonstrates the knowledge and skills required to participate in service evaluation, audit and development related to their day-to-day practice | |

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| Professional autonomy and accountability | Understands and complies with regulatory, legal and ethical frameworks that govern SLT practice (SOP 2), including seeking and acting on feedback to improve practice, which includes identifying when to ask for help and support | Keeps accurate and contemporaneous records |
| | Works within local and national policies and procedures, position statements and guidance documents and local/national governance structure | Provides safe care within the scope of practice, adhering to health and safety procedures and clinical guidance and seeking support from supervisor when appropriate |
| | Manages records and all other information in accordance with applicable legislation, protocols and guidelines (SOP 7.2 & 10.2) | Maintains all aspects of patient/client confidentiality |
| | Manages routine caseload as appropriate to the setting; manages more complex cases with supervision | Understands and follows the clinical administration processes |
| | Applies knowledge of the scope and breadth of SLT practice; demonstrates an appreciation of knowledge limitations | Manages and prioritises demands involved in meeting the needs of the caseload |
| | Accepts responsibility for the services they provide and acts to ensure quality is maintained through evidence-informed practice | Manages time effectively to balance clinical and nonclinical responsibilities |
| | | Is aware of and adheres to current legislation, incorporating this into practice |
| | | Uses appropriate clinical and professional guidance within practice (e.g. RCSLT or NICE guidance) |
| | | Makes and justifies independent decisions on less complex patient/client care |
| | | Makes a clinical judgement/diagnosis in relation to the nature and extent of less complex speech and language therapy difficulties |
| Accesses support from mentors/specialists for complex cases | | |