



# Student to NQP Learning Day

25 February 2026



This event is sponsored by





Welcome and housekeeping



course beetle

# Housekeeping

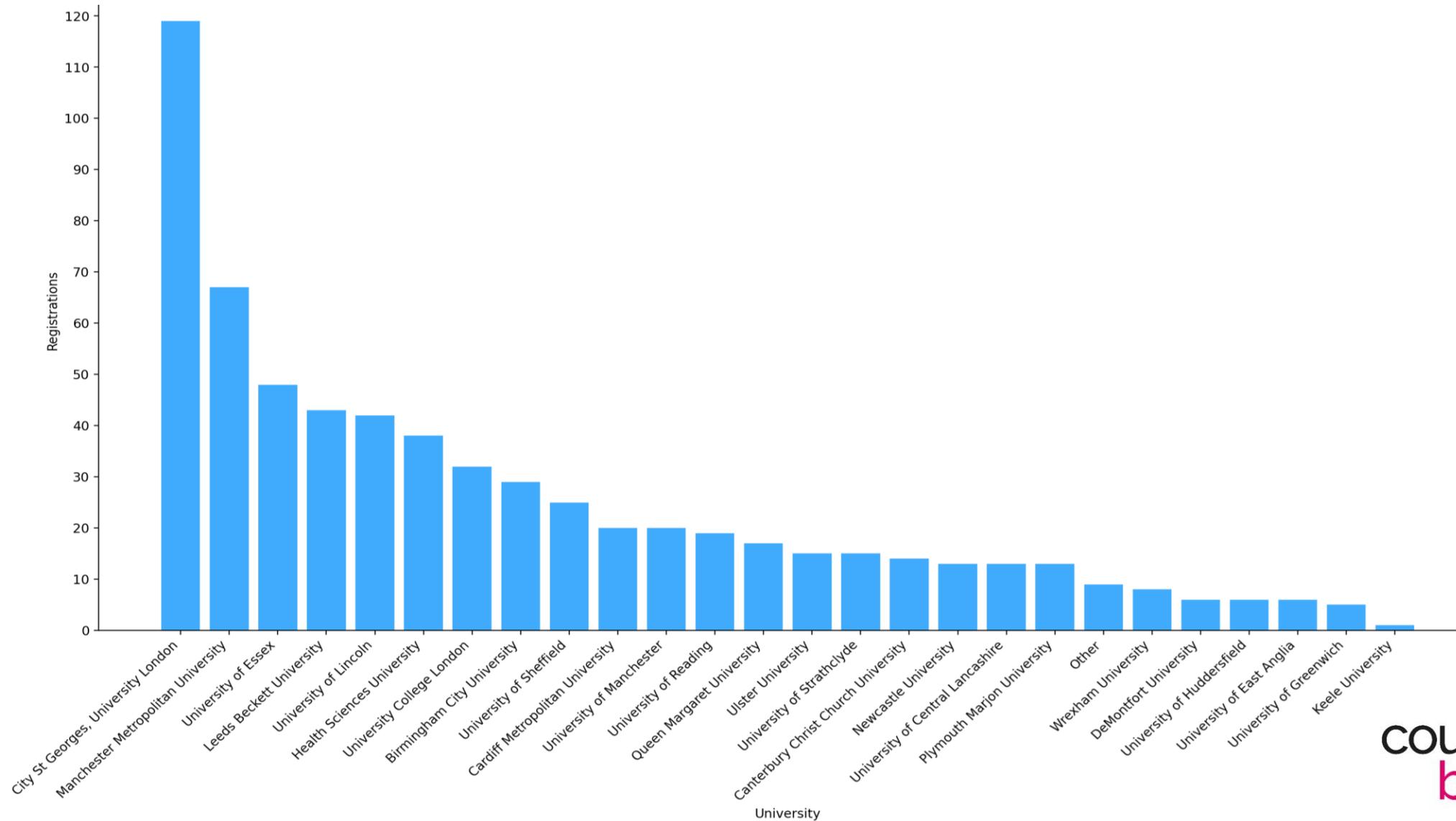
- Virtual delegate badge
- Cameras
- Re-joining
- Additional needs
- Use the chat to get help with technical issues
- Evaluation



# Aims and Objectives

- Understand which essential skills and knowledge will be in demand in the future
- Hear from managers recruiting newly qualified practitioners about what they are looking for in NQPs
- Get practical tips from NQPs on finding your first role, and adapting to life as an SLT
- Hear experiences from colleagues working as part of a multi-disciplinary team
- Gain a clearer understanding of EDS (Eating, Drinking and Swallowing) competencies and about what is expected of NQPs
- Take advantage of a unique networking opportunity to help you begin your journey in the profession

# University Representation





# Meet the new NQP goals

Victoria Harris, Head of Learning,  
RCSLT



# What are the Newly Qualified Practitioner (NQP) goals?

- The Newly Qualified Practitioner goals are a set of goals NQPs must complete before they can be called fully practising.
- They form a type of 'preceptorship' which is a period of structured support for transition.
- The goals enable NQPs to practise and embed skills learned in their degree or apprenticeship.
- The speech and language therapy profession has had an NQP programme for a very long time – over a decade.
- They are updated on a regular basis to ensure they remain relevant.



# Updates to the goals: You said, we listened

- In 2024/5 we went out to members and other stakeholders to learn what was working well and what needed improvement/updating.
- What we found:
  - Members told us they are proud of the profession having a long-established NQP process and celebrate when someone completes it.
  - They also told us that the process needed to work better with other induction processes where they work.
  - The NQP process sometimes feels like an 'island' between being a student/apprentice and being a fully practising member so we needed to look at that.
- We addressed the issues members raised and updated the goals.
- Created new guidance.



# The new NQP guidance looks like this...



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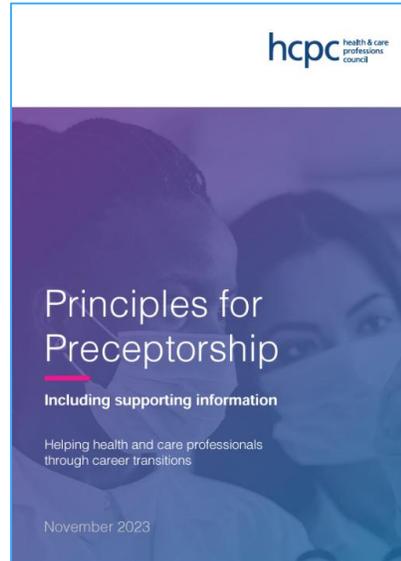
In brief it...

1. Simplifies the NQP process and reduced number of core goals from 24 to 10 core ones.
2. NQPs choose 4-6 other goals relevant to their career aims and local situation (eg Flying Start or Quality Mark for Preceptorship) with supervisor.
3. Better aligns with internal and external programmes and frameworks.
4. Encourages multi-disciplinary networking.
5. Provides guidance around other periods of transition.
6. Keeps the bits people like about the NQP process.
7. Links between student curriculum and professional development framework.

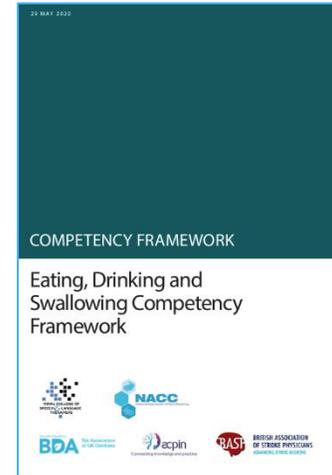
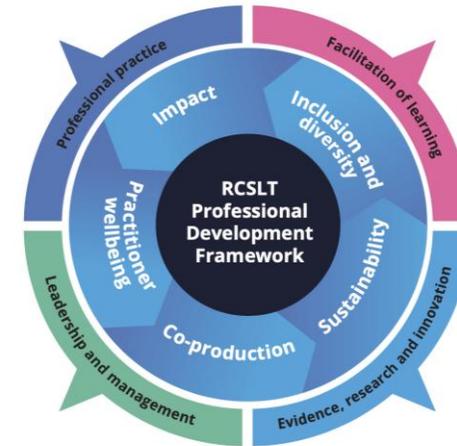
# It is designed to align with...



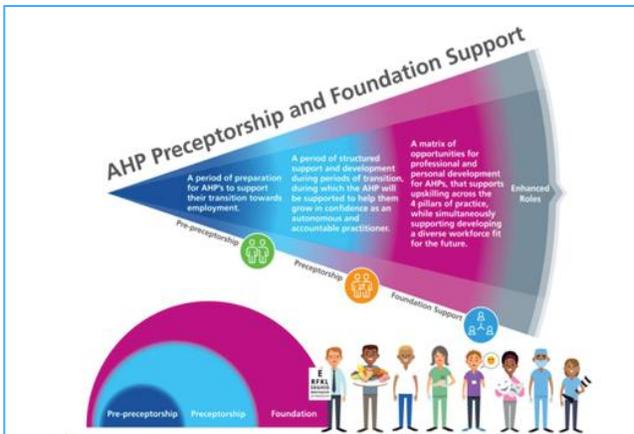
**HCPC**



**RCSLT**



Plus aligns language where possible.



**National initiatives**



# The new goals...

1. Reasoning and decision-making
2. Communication with service users, families, carers and colleagues
3. Autonomy and accountability
4. Promoting the profession
5. Work readiness knowledge and skills
6. Specialist knowledge and skills
7. Managing and recording complexity
8. Continuous learning and development of yourself & others
9. Working in partnership with service users to improve service delivery
10. Contributing to changes at work



## NQP goal

## Guidance

### **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 (eg a care pathway) with people who use them
- Role model the use of evidence-based, person-centred practice
- Contribute to service delivery in partnership to enhance equity, diversity and belonging

#### **Evidence through a collection of some but not all of the following:**

- Supervision notes
- Supporting service user involvement in research being undertaken in your own service, department or organisation
- Summary of redacted service user feedback
- Use of evidence-based outcome measures
- Use of RCSLT health inequalities self-audit tool
- Knowledge of research opportunities for service users within your local area

# There is a part b just for other transitions

## 2.2 How to engage in 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 engage in 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 the 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, because it offers profession-specific support alongside the regulatory requirements.

### Reviewing the 10 core NQP goals

The 10 core NQP goals are mainly for newly-qualified SLTs. However, the work environment has changed since many of us started, requiring new work readiness skills, such as digital literacy. If you are returning to work after some time away, reviewing the goals in this guide could help you focus on areas that support your career transition. It may 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 4 provides an overview of the framework and, when you familiarise yourself with the full version, you will see detailed topics under the four domains of practice (see figure 5 for an example) to support you to identify your ongoing learning and development.



NQP panel

course  
beetle



# NQP panel

- Rachel Green, SLT, Stockport NHS Foundation Trust
- Stevie-Bea Bettles, Rotational SLT, Royal Wolverhampton NHS Trust
- Isabella Chong, SLT, Chiltern Way Academy
- Roisin McDougall, SLT Royal Wolverhampton NHS Trust



# Newly Qualified Life – The good, the hard and the fun!

Rachel Green  
Stockport NHS Foundation Trust

# About Me and My Job

- Hi, I am Rachel Green and I'm super excited to talk to you today!
- I am a Newly Qualified Paediatric Speech and Language Therapist working in 8 mainstream schools in Stockport, Greater Manchester. I advise, assess and give therapy to children with a wide range of presentations from ages 4-11
- I have now finished my competencies!
- I have a particular interest in Speech Sound Disorders and hope to specialise in the future
- I am originally from Belfast but moved over for university and have been here ever since
- I have epilepsy and this stops me from driving which can be hard but is doable!



# How Did I Get Here?

- Left school with A Levels in Biology, French and Russian
- University of Manchester (BSc Speech and Language Therapy)

2021

2021 - 2024

- First placement - Autism assessments and some Early Years experience
- **Second placement - speech sound clinic and mainstream primary schools**
- Third placement - community cancer support team and community stroke

- Interview for Royal School for the Deaf In Derby
- Interview for Paediatric Learning Disability team (unsuccessful)
- Interview for Mainstream Schools team (unsuccessful)
- Interview for Mainstream Schools team at current trust (successful)

Summer

2024

October 2024

- Started a role in the Mainstream Schools team 3 days per week
- Increased to 5 days per week after 1 month
- I oversee 8 different schools across the area

## A note on job descriptions and titles!

- On Trac, the titles of jobs can vary e.g., some will say 'Speech and Language Therapist' with no Band Level in the title while others will specify. Look deeper into each one – mine was advertised as 'specialist/ band 6'!
- Furthermore, if you are looking for a full-time role don't be afraid to apply for part-time roles as these could turn into full time as mine did!
- Also, if a job says 'requires access to a car', always email and ask if this is an absolute necessity: for some jobs it could be but for others it isn't

# How does my week look?

## Daily Timetable

Arrive at school: 8:00

Say hello to SENCO/  
teachers and discuss plan  
for the day: 8:00 – 8:15

Emails/ admin tasks: 8:15  
– 9:00

See 2 – 5 children and  
write up their notes: 9am  
- 3pm

Continue admin and plan  
for next day: 3:00 – 4:00

- Each week looks different: some schools buy in lots of my time and I go there each week while others do not
- Sometimes I only see 2 children in a day if assessments are very thorough while I can see 5 children if they are typical speech sound sessions with children who I know well
- Stockport are working under The Balanced System framework (link will be at the end of this presentation)
- As part of this, I give advice to schools at a universal level (for all children), set plans for TAs/ teachers to carry out (for some children) and provide specialist intervention (for a small number of children)
- I also have protected admin time for reports, NQP competencies and other Continued Professional Development

## Things which I Love

- The people: my team are so supportive and it feels like a family
- The variety: I see everything from speech sounds to SEMH to Autism to Developmental Language Disorder
- The opportunities: I have been on numerous training courses
  - The children!

## Things which are Hard

- Competing demands: lots of referrals, knowing who to prioritise, staff availability
- Logistics: part-time school staff, space availability
- Transport: I can't drive so public transport can be a barrier

# Interview Tips!

- Interviews can be so scary but they are there so you can show all of the knowledge and experience which you have gained: it's all in your brain somewhere!

## Read the Trust's website:

- Are they working under an initiative such as 'The Balanced System' and you can research this beforehand
- What are the Trust's principles e.g., CARE (Compassion, Accountability, Respect and Excellence), how do you display these?

## Have a piece of evidence for every part of the job description:

- The job description tells you exactly what the Trust/ company are looking for
- Write a short answer/ have a bank of things which you can talk about for each point e.g., one for a time when you assessed a child, one for when you did some therapy, one as an example of how you manage your time well

## You are interviewing them too!

- Have a few questions to ask at the end: it shows your interest and curiosity
- What is the team structure?
- What support will I have to complete my NQP competencies?
- What aspect of this job will likely be most challenging?

## Don't Panic!

- Much easier said than done...
- You know much more than you think

# Supervision!

- Supervision is the backbone of being a Newly Qualified and has helped me to get through my first year
- My Band 7 Team Lead is always happy to help and encourages me to call or email if I need anything. We also had regular catch ups every 8 weeks, now these are less frequent
- My Competencies and Preceptorship supervisor has been invaluable: signing off competencies, signposting, advising and just generally being there for me!
- Every member of my team is happy to help when they can: I love being in the office and having a chat through a puzzling case

# Competencies

- I finished my competencies approximately 12 months after beginning my role and was very well-supported by my supervisor to pursue opportunities to reflect on my work
- Keep a note of things which you do as you go along: you will forget things when you go to write a reflection!
- Make a spreadsheet for you and your supervisor to keep track of
- Seek out a variety of CPD resources: I love podcasts so this is my favourite way to stay up to date with new developments and papers

# Key Points

- Feeling a little bit overwhelmed is normal: it shows how much you care! But...
- ALWAYS speak to someone if you feel things slipping away from you. Best to solve things sooner rather than later
- Everyone has been there! We all know what it's like to be new and everyone is here for you
- You do not need to know everything: learning on the job is so rewarding and much more real than placement
- You would not have been offered this job if you weren't capable of it, be proud of yourself and have confidence
- Even though it's hard I LOVE my job and I hope that you will love yours too!
- If you are local, please apply for Stockport jobs. (I like to think) we are a lovely team and we would be lucky to have any of you join us when you graduate.
- [The Balanced System \(R\)](#)

# RCSLT Student to NQP Day

Stevie Bettles - B5 Adult Rotational SLT

**Working in partnership**

The Royal Wolverhampton NHS Trust  
Walsall Healthcare NHS Trust



**Care Colleagues**  
**Collaboration Communities**

# About me...



Born in Wolverhampton,  
lived in Wales & Leeds but  
ended up back here!



Ex pub landlady



Recently diagnosed with  
combined ADHD



@Stevie\_SLT

# About me...



- BA in Childhood Studies at Aberystwyth University (2014-2017).
- MSc Speech and Language Therapy at Leeds Beckett University (2021-2023).
- Originally wanted to work in paediatrics, wasn't for me!
- Interviewed for 2 positions in end of 2023.
- Interviewed for current role early 2024.



# My current role



- Band 5-6 development rotational role working across:
  - Acute Stroke Unit
  - General Medicine
  - Inpatient Rehab/Community Stroke
  - Communication Outpatients/Care home dysphagia

# What a week looks like for me...



Monday AM	Tuesday AM	Wednesday AM	Thursday AM	Friday AM
Community communication. - Prep - Travel - Patient contact - Notes	Community communication catch up. - Prep - Travel - Patient contact - Notes	Dysphagia study time - Write reflections - Gather evidence - Read articles	Inpatient Rehabilitation (Stroke & Neuro Rehab) - Huddle - Patient contacts	Inpatient Rehabilitation (Stroke & Neuro Rehab) - Huddle - Patient contacts
pm	pm	pm	pm	pm
Community communication. - Prep - Patient contact - Notes - Update patient plans	Community communication catch up. - Prep - Patient contact - Notes - Reports	Parkinson's Dysarthria Group Write up session notes for each patient.	Inpatient Rehabilitation (Stroke & Neuro Rehab) - Patient contacts - Admin	Inpatient Rehabilitation (Stroke & Neuro Rehab) - Patient contacts - Admin

# Application & Interview Process

- Applied for job via NHS Jobs
- Invited to an assessment day that ran from 9AM-3PM
- Gave me the opportunity to meet potential colleagues
- Enabled me to show different skills



# Top tips for interviews



- Look into the trust/company you are applying for, what are their values?
- Strategies to support in your interview
- Not all experiences need to be from uni!
- Think of it as your chance to shine!
- Have questions ready regarding the job role and support you will receive.

# Support as an NQP

- Regular 1:1 meetings with my line manager/preceptor
- Monthly peer supervision with x3 other B5's
- Encouraged to take breaks and to not leave late!!
- Preceptorship training days
- Regular team and full service meetings with CPD
- Occupational health



# Working as an MDT



- Worked with OT's, Physios, Dieticians, Nurses and Medics.
- Some positive and negative experiences.
- Document all your discussions, if you don't document, it didn't happen!
- Reflect on your experiences.

# What I wish I knew....

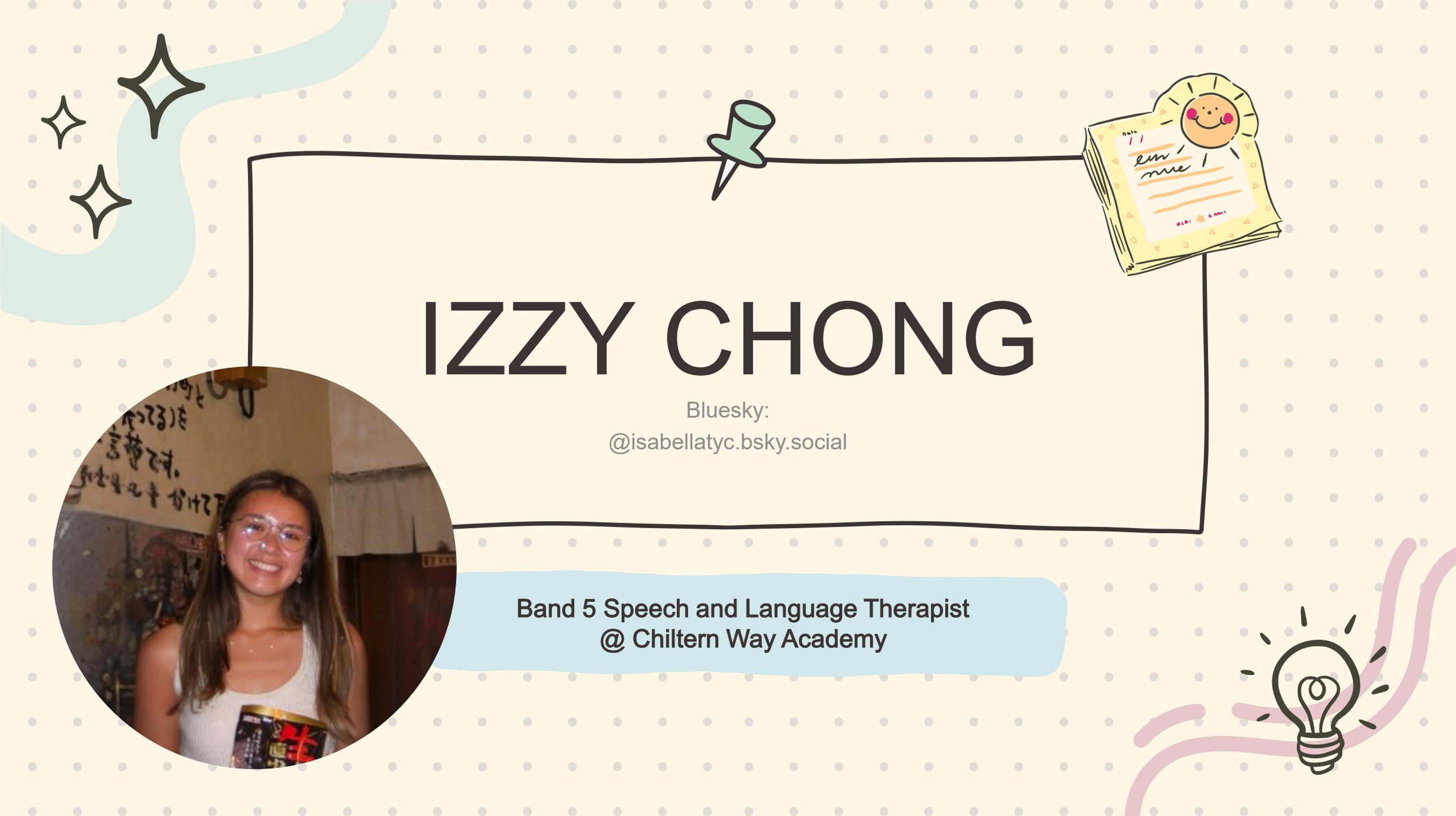
- You don't need to know everything!
- There is nothing wrong with asking for help.
- Feeling out of your depth is normal.
- Importance of clinical reasoning vs protocols.



# Look out for B5 positions...

- Keep an eye out on
  - NHS Jobs
  - [www.healthjobsuk.com](http://www.healthjobsuk.com)
  - Follow our head of service on X:  
Acting SLT Services Manager - @Phoebe\_T\_SLT

**Thank you for listening!**  
**Feel free to ask any me any questions 😊**



# IZZY CHONG

Bluesky:

@isabellatyc.bsky.social



Band 5 Speech and Language Therapist  
@ Chiltern Way Academy

I'm from Hong Kong  
Research on DLD tools for Cantonese-  
English bilingual children

Diagnosed ADHD

# ABOUT ME



Graduated in 2025

Hobbies:  
Crochet & Climbing

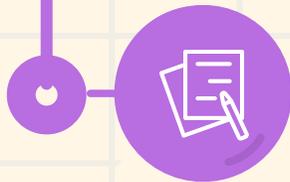
Early years & CYP



# How did I get here...

## BA Linguistics

University of York (3 years)

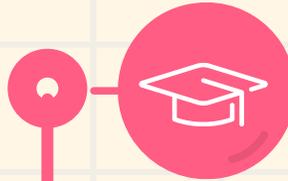


## Teaching assistant

Worked in a range of schools from nurseries to SEN secondary schools (1 year)

## MSc Speech and Language Therapy (Pre-registration)

An intense 2 years at City St George's, University of London



## Job hunt & Interviews

NHS website, etc.  
Then approached by a healthcare recruiter on LinkedIn

## 1st SALT job!

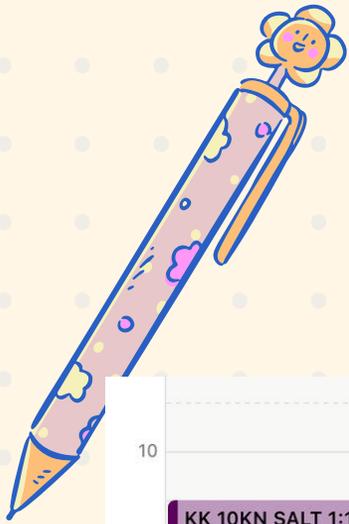
Alongside research, extending my MSc project with supervisor.



# MY WORK WEEK:

10	Briefing		Briefing	
11	KK 10KN SALT 1:1	Therapies Team Meeting	AL 10SM SALT 1:1	8VA whole-class
12	EA 7DA Joint SALT OT	AWe 10SM Joint OT SALT	KC 10SM English support	AWr 10KN In-Class Support
13	RL 9AJ SALT 1:1	Break Duty Dining Room	Break Duty Acer Play...	TB+KT 7DA Group lx
14	Lunch Duty - Quiet Lu...	KC 10SM SALT 1:1	Lunch Duty - Quiet Lu...	Lunch Duty - Quiet Lu...
15	In-Class Support AZ 10SM (PSHE)	In-Class Support JB 11JW (English) with Allie J	DV 10SM SALT 1:1	NQP SALT catch up! M...
16	MK 8NA SALT 1:1	7KG Whole-Class SALT OT...	MK 8NA SALT OT	Dispersal/debrief
17	Dispersal/debrief	Dispersal/debrief	Dispersal/debrief	Dispersal/debrief
		Staff CPD		

- Staff briefing twice a week
- Break & Lunch duties
- 3-4 sessions per day, with admin time
- Schedule is arranged to meet each child's EHCP hours, prioritising by Tier and clinical Judgement





# TOP TIPS FOR INTERVIEW

Practice makes perfect, it may not work for everyone, but practicing questions with a friend and getting feedback really helps!

(or video yourself and get feedback - just like VERVE!)



## AUTHENTICITY

Show your personality & let your energy shine through.



## SHOW YOUR VALUES

Does the company's values align with yours?



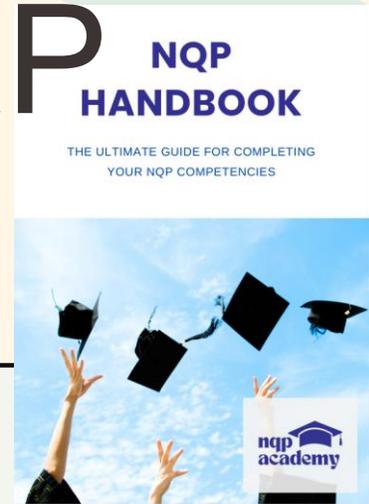
## SAFEGUARDING

Guaranteed question on this!

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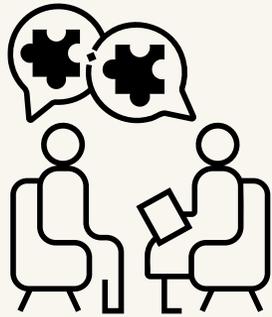
# Supervision and NQP Competencies



- Online supervision
- Started with once a week → once every fortnight
- Line manager creates minutes, CPD friendly.
- Peer supervision

- First term focused on building rapport with students, familiarising with school functioning.
- NQP Academy created a document with clear examples
- CPDMe and RCSLT tool

# WORKING IN AN MDT



OTs



Teachers, TAs, SENCo



Support team,  
Safeguarding team



# Something I wish I knew before I started



Your first job may not be what you dream of it to be, but it may turn out to be just the perfect role!



*It may feel like you need to immediately be learning more to up-skill yourself, but settling into the work environment and finding your pace and work-life balance is equally important.*

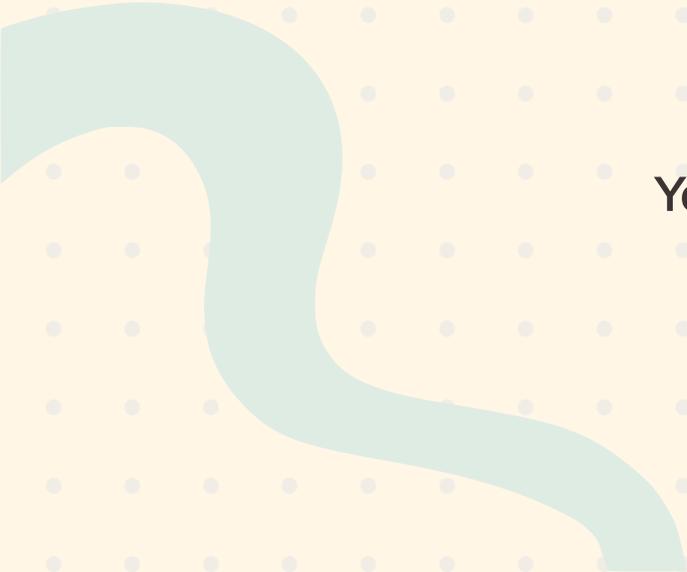
You are not expected to be perfect.



*Always ask your questions!  
Your manager was once an NQP too.*

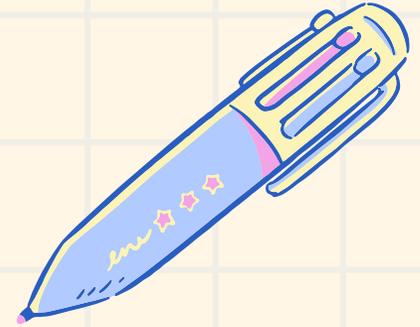
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# KEY POINTS

Thank you for listening!



## REMEMBER:

It's not about perfection.

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Be brave and advocate for  
your needs.

---

Be kind to yourself!



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# RCSLT NQP Panel Presentation

Roisin McDougall  
Paediatric Speech and Language Therapist

**Working in partnership**

The Royal Wolverhampton NHS Trust  
Walsall Healthcare NHS Trust



**Care Colleagues**  
**Collaboration Communities**

Roisin McDougall  
Paediatric Speech and Language  
Therapist  
The Royal Wolverhampton NHS  
Trust (RWT)

---

### Education

- BA (Hons) Human Resource Management (2016)
- BSc (Hons) Speech and Language Therapy (2025)

### All About Me

#### Personal Life

- Single mom to 4 children, aged 5,6, 11 and 12
- SEN mom and advocate for my son who is diagnosed with ASC
- Avid Reader
- Busy social life

### Work History

- Human Resources Assistant – LJLA
- Assistant Manager – Mitchell and Butlers
- Speech and Language Therapy Support Practitioner – RWT
- **Band 5 NQP SLT – RWT**



# My Working Week

Monday	Tuesday	Wednesday	Thursday	Friday
08:30-09:00 – Emails and review first patients notes	08:30-09:00 – Emails and review my first patients notes	08:30 – 09:00 reviewing notes/preparing for appts	08:30 – 09:00 – admin, emails, preparing for day	08:30 – 09:00 – admin, emails, preparing for day
09:15 – 10:00 – first preschool session	09:15 – 10:00 – first preschool session	09:15 – 10:00 – School age appointment	09:15 – 10:15 meeting with SENCO and parent.	09:00 – 10:00 Speech Core Group meeting
10:00 – 10:20 – write clinical notes	10:00 – 10:20 – write clinical notes	10:15 – 11:00 – School age appointment	10:25 – 10:50 – ring parent to gather information for EHCP tomorrow	10:30 – 11:30 – School visit EHCP
10:30 – 11:15 – second Preschool appointment	10:30 – 11:15 – second Preschool appointment	11:15 – 12:15 – School Age appointment EHCP	10:50 – 11:05 – Ring parent – request from admin.	12:00 – 13:00 Clinical notes admin, start report
11:15 – 11:35 – write clinical notes	11:15 – 11:35 – write clinical notes	12:15 – 12:30 – speaking to SENCO	11:10 – 12:15 – clinical notes, admin.	13:00 – 13:30 Lunch
11:45 – 12:30 – Third Preschool appointment	11:45 – 12:30 – Third Preschool appointment	12:55 – 13:25 - Lunch	12:15 – 12:45 - Lunch	13:30 – 14:30 report writing
12:30 – 13:00 write up clinical notes, complete admin	12:30 – 13:00 write up clinical notes, complete admin	13:25 – 15:00 – score assessments, write up clinical notes, admin	13:00 – 14:00 – School Zone meeting	14:30 – 16:30 NQP time
13:00 – 13:30 Lunch	13:00 – 13:30 Lunch	15:00 – 16:00 – ring parents for case histories, document in clinical notes, admin	14:00 – 15:00 – booking appointments. Updating spreadsheets/notes	
13:30 – 16:30 – Admin, phone calls, reports, appointment booking, responding to emails	13:30 – 16:30 – Admin, phone calls, reports, appointment booking, emails, preparing for school appts	16:00 – 16:30 – Prepare for tomorrows appointments, answer emails, make any outstanding phone calls.	15:00 – 16:30 – reports, admin, emails, follow up calls to parents	

# Preparing for Interviews

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## Types of Task

Written case study questions

Group discussion

Panel Interview

Individual interviews

Presentations

Scenario based questions

## Tips for Group Discussions

Take the time to learn other candidate's names and refer to them in the discussion as it shows professionalism and interpersonal skills

Actively listen to others points and reflect them back when expanding 'I really liked Sarah's point about XYZ we might also think about...'

Try not to talk over anybody and respect everyone's views

## Tips for Interviews

Think about how you want your career to look and how you can grow with the service you are joining. This helps reassure employers you are committed to developing within the service and helps you consider whether a job is right for you!

Ask about the things that matter to maintain your work life balance e.g. flexible/part time working, remote working, working hours, transport and mileage.

Have a look through the organisations values and align them with yours, try to offer examples of times that you have shown these values.

# Supervision and NQP goals

1:1 meetings with my preceptor bi to four weekly depending on the frequency I feel I need.

Preceptor checks all my reports, reviews my NQP goals, completes observations of my sessions.

Weekly NQP time – I'm getting better at taking this! (with the encouragement of my supervisor)

My manager reviews the minutes from my preceptor meetings and has regular progress meetings with me.

There is also a trust wide preceptorship that is completed alongside my NQP SLT preceptorship.

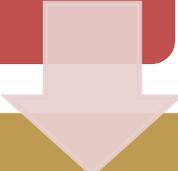
Once I've completed my competencies, I am also required to present a complex case study to a panel before I will be signed off.

I'm really lucky that I have a fantastic team and we work closely together, there is always someone that I can ask questions, shadow or ask for help!

I'm starting to submit my NQP competencies as I wanted some time to settle into my role before getting started with these.

# Working as part of an MDT

We work alongside Paediatricians, Occupational Therapists, The Special Needs Early Years Service (local service), CAMHS, Physiotherapists, Dieticians, Educational Psychologists and many more professionals. We regularly refer into these services or ask for advice.



We also offer joint assessment clinics where needs are likely to be more complex to reduce the number of appointments children have to attend and collaborate as an MDT.



We work closely with our RWT Safeguarding Team, Social Services, schools, Outreach, teachers, SENCO's, TA's, nursery practitioners and of course the parents, carers and families of the children and young people we see!

# Things I wish I knew starting as an NQP!



BE KIND TO YOURSELF! I COULD HAVE GIVEN MYSELF MORE GRACE, INSTEAD OF FEELING LIKE I NEEDED TO DO EVERYTHING PERFECTLY.



IT'S OK TO TAKE A LITTLE BIT OF EXTRA TIME TO LEARN THINGS, TAKE THE OPPORTUNITY TO SHADOW OTHERS, ASK QUESTIONS AND ATTEND TRAINING.



YOU DESERVE TO BE THERE AND YOU ARE A 'REAL' SLT. DON'T LET IMPOSTER SYNDROME INVADE YOUR NEW ROLE.

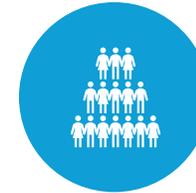
# Things to Consider



When you're looking for your first role it's important to think about what you want as well.



What are your goals?



Do you prefer a team environment or more lone working with intermittent supervision?



Are there development opportunities?



Does the general caseload align with your interests?



Can you achieve a good work/life balance?



Is there flexible/part-time/remote working?



Is the travel manageable?



Break and submit  
your questions

Scan to ask questions



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# NQP Q&A



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# Transitioning from pre-registration EDS competencies to EDS in the workplace

Kathleen Graham, Senior Project Manager, RCSLT



# Congratulations



# What have we learned?

- Sign off terms changed from 'developing' and 'achieved' to 'evidenced'
- Hours changed from mandatory to recommended
- Placements

# What happens next?

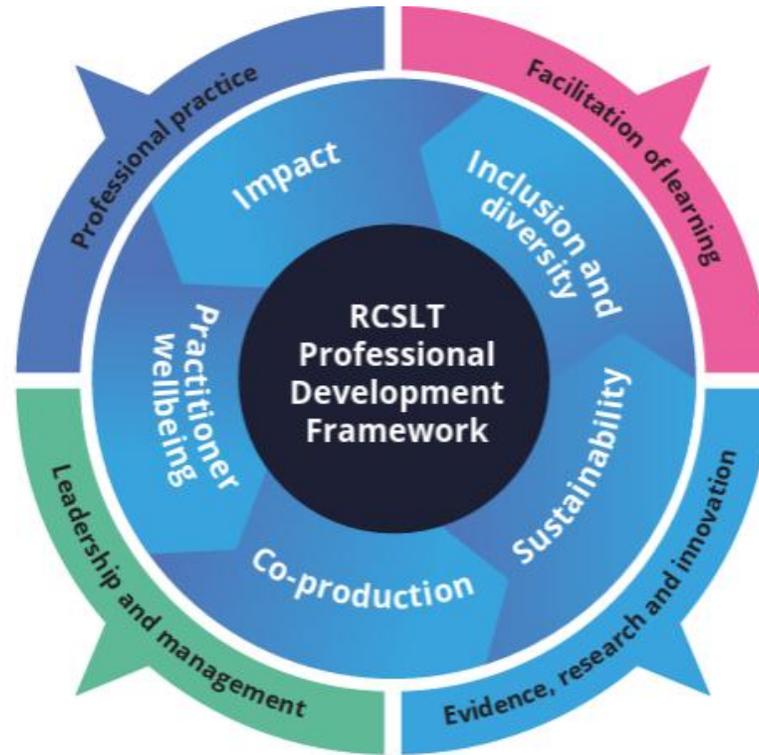
- EDS is not mandatory within all roles
- Student exemptions
- [Expectations for NQPs, employers and clinical supervisors for NQPs who have completed pre-reg EDS competencies](#)
- [NQP goals and framework](#)

# SLT EDS competency framework



- Foundation – adult
- Foundation – paediatric
- Proficient
- Enhanced
- Advanced
- Expert

# SLT EDS competency framework - structure



- Professional practice – knowledge and practical
- Facilitation of learning – knowledge and practical
- Leadership and management – knowledge and practical
- Evidence research and innovation – knowledge and practical

## 5.1 Foundation – Adult

<b>Professional practice – Knowledge</b>	<b>Signature and date</b>
Knowledge of normal EDS anatomy, neuroanatomy, neurology and physiology of the upper gastro-intestinal tract /oropharyngeal swallow over the life span, including knowledge of the anatomy and physiology of EDS pertinent to your clinical caseload and service area	

# Providing evidence

<b>Facilitation of learning - practical</b>	<b>Signature and date</b>
Train and support infant, child and/or caregiver and others to implement an EDS management plan e.g. SLTAs, support workers, one to one support workers, education staff etc	
Facilitate and teach during EDS awareness/teaching sessions with supervision	

# What happens next

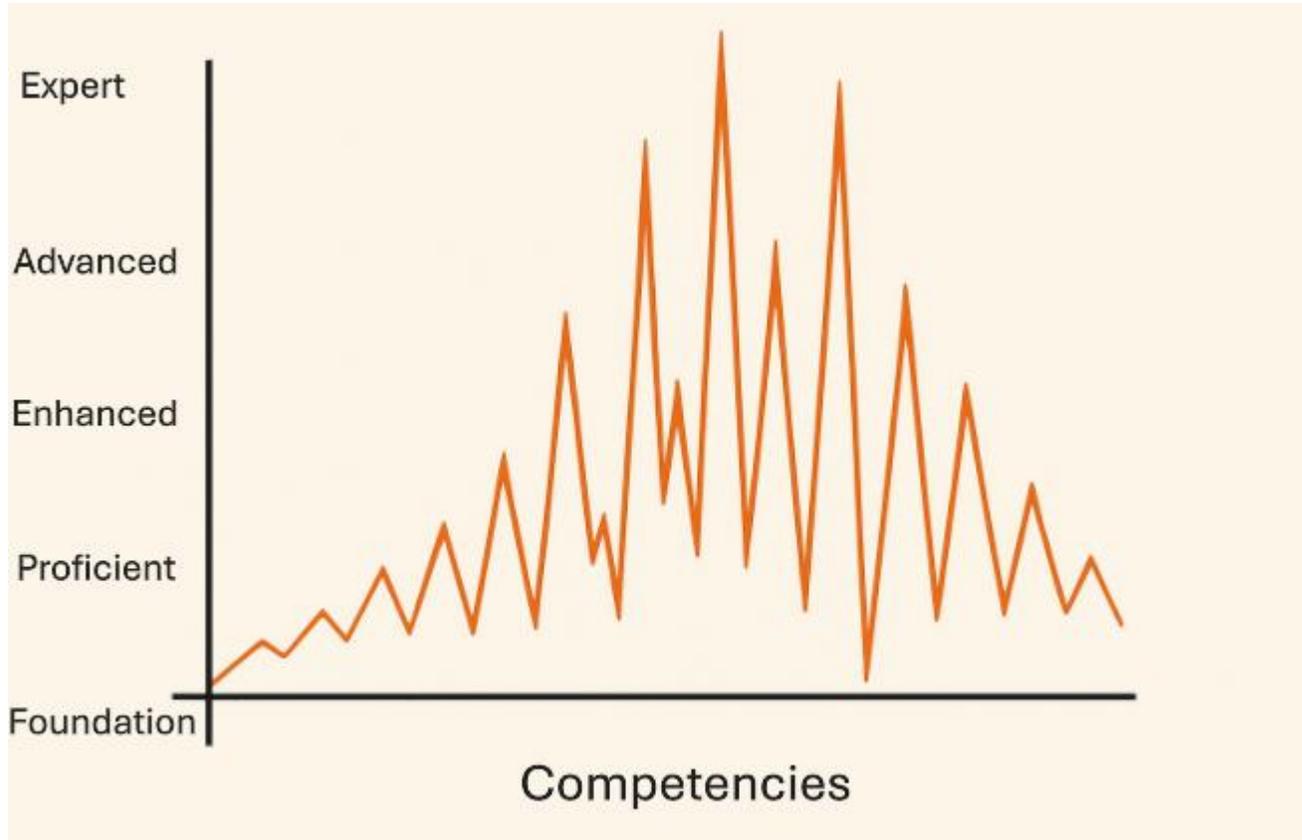


To work autonomously must have signed off all at foundation level



Must ensure maintaining competencies

# Providing evidence





# Strategic issues

Derek Munn  
Director of Policy & Public Affairs, RCSLT



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## Focus areas:

- Equality, diversity and inclusion
- Co-production with service users
- Funding and recovery
- Innovation and research in clinical practice
- Workforce development
- Profile and opportunity
- Member engagement
- Organisational excellence

## What still matters from 2022?

- Workforce pressures and challenges
- Equality, diversity and co-production
- Getting the member offer right

## What's new for 2030?

- Political and societal developments
- What AI means for the profession



**Diverse Voices,  
United Purpose:  
the RCSLT's vision  
for Equity, Diversity  
and Belonging**

2025-2027



# Vision and purpose

## **Our Vision:**

A profession where every voice is heard, every identity respected, and every community empowered.

## **Our Purpose:**

To unite the profession around equity, diversity and belonging and embed inclusive practice across the SLT community.

# Five strategic priorities

- Championing Diversity and Fostering Belonging
- Equitable Focus on All Diversity Groups – An Intersectional Approach
- Affirming Diverse Perspectives
- Advocate for Change
- An Accountable and Transparent Professional Body and Employer

# Influencing and advocacy

What's hot right now:

- Scottish and Welsh elections
- NHS England workforce plan
- SEND reform – the Schools White Paper



# Lunch and networking

Breakout rooms will open from 12.20



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# Networking rooms



All rooms will be open from 12.20 until 1pm. Feel free to grab lunch and come back at any point. You can choose which room you'd like enter and move around if you wish to

<b>Being research active in your career</b>	<b>Working in the independent sector FAQ</b>	<b>Meet CBeebies Parenting</b>
<p>Are you interested in understanding how you can continue to use evidence and be involved in research in your career? Members of the RCSLT Research &amp; Outcomes team and the Clinical Academics in Speech and Language Therapy CEN will share useful resources (including the benefits of joining ClinAcCEN) and answer any questions you might have.</p>	<p>ASLTIP represent the independent speech and language therapy sector – hear from a member of the board about what working in Independent Practice could look like for you.</p>	<p>CBeebies Parenting – formerly known as Tiny Happy People - is a free to use BBC resource offering a huge range of content, including activity ideas, articles full of tips &amp; advice and fascinating facts in the child development section. Designed for both parents / caregivers and Early Years professionals, including midwives, health visitors, EY practitioners, and SLTs to use in practice. Pop in to hear more.</p>



# Manager panel



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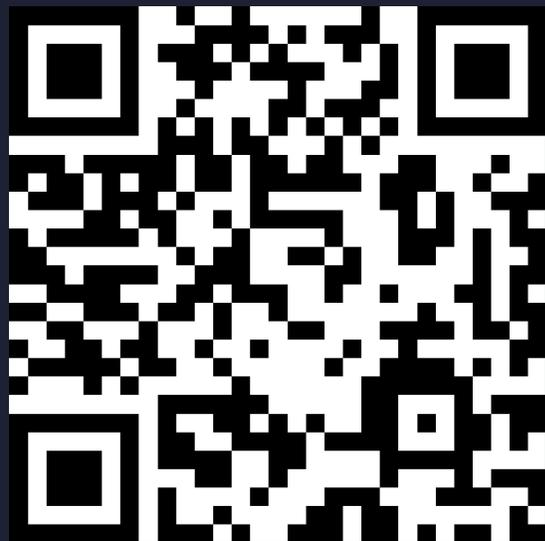
# Manager Panel

- Krystina Stanway, Assistant Director of AHPs, Mersey Care NHS Foundation Trust
- Suman Loyla, Highly Specialist Speech and Language Therapist, Nottinghamshire Healthcare NHS Foundation Trust / Clinical Leadership and Education Fellow, NHS England Midlands
- Alix Lewer, CEO, The Include Project
- Asma Khanum, CEO, Chatterbug



Break and submit  
your questions

Scan to ask questions



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# Manager Q&A

# Evaluation





# Optional networking with Managers, NQPs and RCSLT



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# Optional networking



All rooms will be open until 4pm. You can choose which room you'd like enter and move around if you wish to

<b>Meet today's managers</b>	<b>Meet today's NQPs</b>	<b>Ask the RCSLT</b>
<ul style="list-style-type: none"><li>• Alix Lewer, CEO, The Include Project</li><li>• Asma Khanum , CEO, Chatterbug</li><li>• Krystina Stanway, Assistant Director of AHPs, Mersey Care NHS foundation trust</li><li>• Suman Loyla, Highly Specialist SLT, Nottinghamshire Healthcare NHS Foundation Trust / Clinical Leadership and Education Fellow, NHS England Midlands</li></ul>	<ul style="list-style-type: none"><li>• Rachel Green, SLT, Stockport NHS Foundation Trust</li><li>• Stevie Bettles, Rotational SLT, Royal Wolverhampton NHS Trust</li><li>• Izzy Chong, SLT, Chiltern Way Academy</li><li>• Roisin McDougall, SLT Royal Wolverhampton NHS Trust</li></ul>	<p>Join the RCSLT breakout room to get honest, practical answers to all your professional questions — from working abroad or starting in independent practice, to insurance, CPD, competency frameworks, job roles, career transitions, and planning your next steps as you move from final-year student to qualified speech and language therapist.</p>



Thank you



[rcslt.org](https://www.rcslt.org)



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[@RCSLT](https://twitter.com/RCSLT)

