



RCSLT

RCSLT overseas-qualified practitioner goals

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Completing your overseas-qualified practitioner goals

Introduction

As an overseas-qualified practitioner (OQP), you join the RCSLT in this supervised category when you begin work in the UK.

This supervised transition period helps you to:

- understand your UK work setting and how it affects practice
- build a supervised case portfolio to support independent decision-making
- strengthen the skills needed for fully independent practice.

Our expectation is that you complete up to one year of supervised clinical practice before moving to full certified membership. This timeframe is only a guide and may vary depending on individual progress and other factors.

This competency-based framework sets out the standards all OQPs must meet in order to practise safely and effectively in the UK. It supports learning, development and continuing professional development (CPD). You can record progress and evidence using the RCSLT CPD diary.

All OQPs must complete all eight competencies, but there is flexibility in the amount of evidence required. Evidence may include discussion, portfolios, observations, case note reviews and presentations. The framework suggests types of evidence, but these are not fixed. You might like to look at our '[NQP and beyond](#)' guidance on our website for additional suggestions for evidence.

See www.rcslt.org/members/your-career/newly-qualified-practitioners

During a pilot of the competencies most people provided pieces of evidence per competency, which enabled them to effectively demonstrate their skills and knowledge to support sign-off from the supervisor.

The evidence you need to provide can be decided by your supervisor and will be discussed with you. It may be adjusted depending on your experience or local service requirements.

Supervision and support

Your supervisor must be an HCPC-registered SLT and a certified RCSLT member (see www.rcslt.org/membership for membership types) unless you work in a research role (eg PhD or clinical research), in which case supervision may be provided by an academic SLT who is a certified RCSLT member.

You should check with your employer that your supervisor is HCPC-registered and is a certified RCSLT member before employment starts.

If your main supervisor is not an SLT, the framework must also be signed by a co-supervisor who is an HCPC-registered SLT and a certified RCSLT member.

If you change employer or supervisor while completing the framework, make sure all completed sections are signed before you leave. You may continue the framework with your new supervisor.

If your supervisor has any concerns about your performance or capability, they should address them early and provide you with appropriate support.

If some competencies have not been met, your supervisor should record this clearly and provide guidance on how to achieve them.

Please note, this framework is not linked to HCPC registration.

You and your supervisor may find the following resources useful:

- Supervision guidance
www.rcslt.org/members/delivering-quality-services/supervision/supervision-guidance
- Supervision elearning:
 - For supervisees: www.rcsltcpd.org.uk/lessons/supervision_supervisees
 - For supervisors: www.rcsltcpd.org.uk/lessons/supervision_supervisors
- Mentoring www.rcslt.org/learning/learning-and-your-career/mentoring
- Reflective writing www.rcsltcpd.org.uk/courses/reflective-writing
- HCPC international applications: www.hcpc-uk.org/registration/getting-on-the-register

Please check with your supervisor for other appropriate local and national resources that would support you.

Transfer to Full Certified RCSLT membership

Before recommending you for transfer to Full Certified RCSLT membership, your supervisor should be satisfied that you are performing consistently to the required standards of your level of experience and expertise.

The responsibility for producing evidence lies with you as the overseas-qualified practitioner. When your supervisor is satisfied that you are ready, they should complete the application for transfer to Full Certified RCSLT membership at the end of this framework and return it to the RCSLT.

Please note that the supporting details contained within the competency framework are not required by the RCSLT. If you prefer, you can use the RCSLT CPD diary to record your OQP framework details.

Transfer forms can be submitted to the RCSLT at any time during the year. Transfer forms will be scrutinised at the RCSLT, but any disputes should be resolved locally.

The transfer form must be completed correctly and in full and signed by your supervisor. When the RCSLT receives the completed form, you will be removed from the supervised section of membership. The transfer form will then be retained in your file at the registered office of the RCSLT.

If you undertake non-clinical research posts, take maternity leave or go on long-term sick leave, you should complete all missing clinical competencies and have these signed off within a year of returning to clinical posts. You will be eligible to become a member of the RCSLT but will only achieve certification on completion of this framework.

For guidance on any aspect of the above procedure please contact Membership Services at the RCSLT on **020 7378 3010** or email: **membership@rcslt.org**.

Practical tips for using the framework

A framework such as this:

- supports structured discussion and development planning
- works well for goal-setting, appraisal and self-assessment
- enables gaps in knowledge base or understanding to be identified quickly and addressed
- is best reviewed with regular 1:1 supervision sessions.

It is important for supervisors to be aware of experience levels and expertise when approaching this framework. Your supervisor should be aware of, or assess, your current level of knowledge and understanding and take this into account when looking to approve these goals. This will allow some goals to be approved quickly, so that it is obvious you are working at the required level, leaving only those goals that need more evidence to be completed.

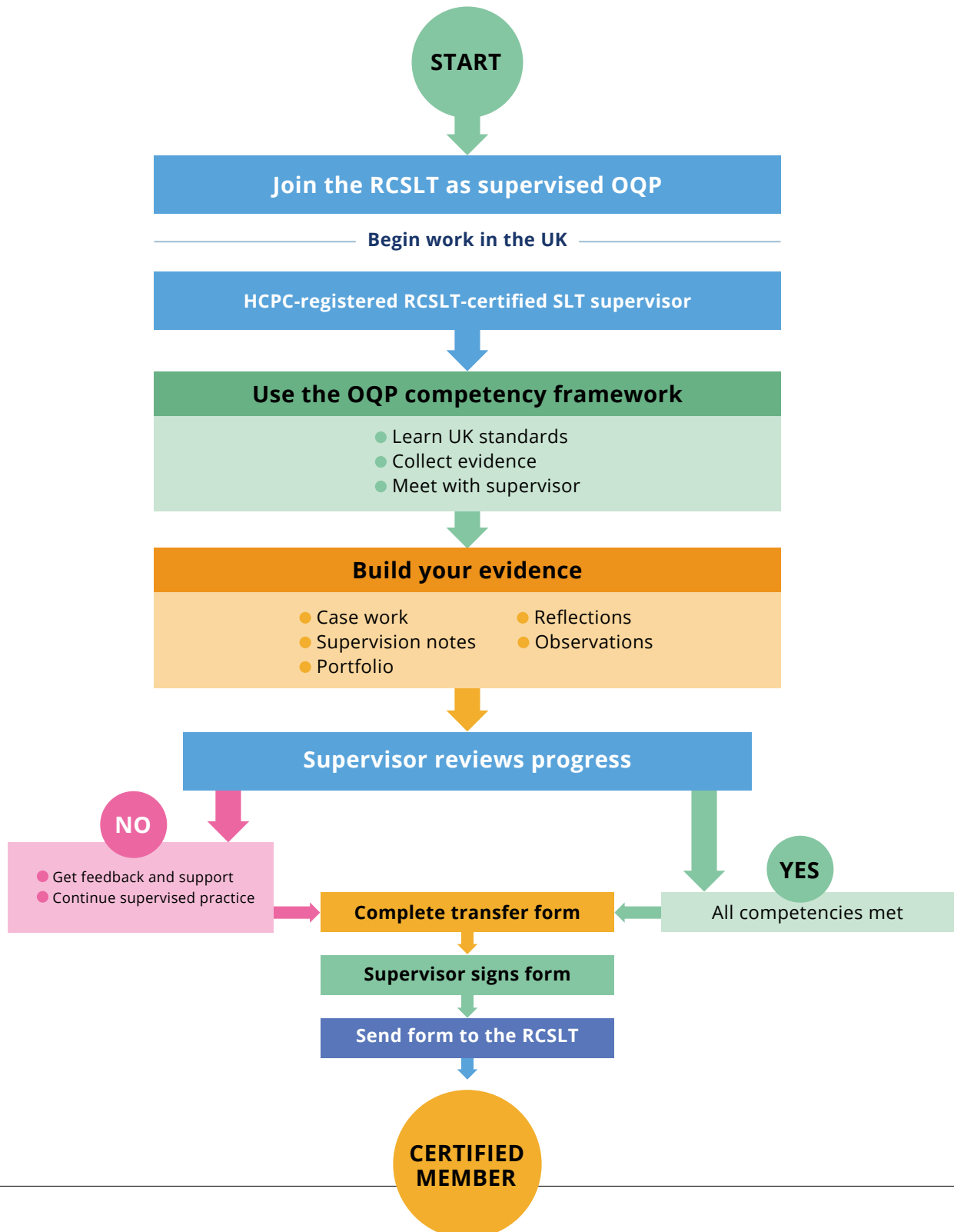
If you have been qualified for a number of years or have held higher graded managerial roles, the framework should be used to ensure that you are aware of, and can work at, current UK levels. The framework can be used like a checklist to identify those areas that are already being met, allowing only those that need more focus to remain.

Guidance for overseas-qualified practitioners

Key points

- The framework describes the standards you must meet to practise in the UK.
- You are responsible for identifying learning needs and providing evidence.
- Your supervisor decides whether you have met the required standards.
- You should meet regularly with your supervisor.
- The transition period will help you to:
 - understand your work setting
 - build a supervised case portfolio
 - develop skills for independent practice.
- Your supervisor should support your development.
- For PhD candidates, the framework may form part of progression from MPhil to PhD, but this is not compulsory.

Path to Full Certified RCSLT membership for overseas-qualified practitioners (OQPs)



RCSLT overseas-qualified practitioner goals

Goal title	Goal	Goal detail
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.	Identify and collect relevant information through appropriate formal and informal assessment, including discussion with the client/ carer.
		Collaborate with relevant others and implement an appropriate therapy management plan based on functional outcomes and clearly defined goals, including understanding and use of preventative strategies.
		Make referrals appropriately.
		Discharge client appropriately, agreeing a point of closure with the client/carer and informing other professionals, and highlight routes for referral if appropriate.
2. Communication with service users, families, carers and colleagues	Work collaboratively to deliver dynamic, person-centred support by jointly setting goals, creating holistic plans, and recognising how power dynamics shape relationships with colleagues and service users. Seek to understand each person's unique context – family, community, identity, and lived experience – while also reflecting on your own privilege, biases, and intersectionality. Communicate public health messages, negotiate and mediate when needed, influence others constructively, engage in difficult conversations with care, uphold non-judgemental, values-based approaches, and use preferred terminology such as neurodivergent-affirming language.	Communicate on an appropriate level.
		Be respectful and non-discriminatory.
		Be able to listen actively, use effective non-verbal communication, and demonstrate empathy and respect while sharing information in accessible formats that reflect language, cultural preferences, and cognitive or literacy needs, including working with interpreters where required.
		Work as part of a multidisciplinary team and understand the roles of other members of the team.

Goal title	Goal	Goal detail
3. Autonomy and accountability	Work within the professional boundaries of your role and setting. Take responsibility for your decisions, wellbeing, actions and any mistakes, and seek help appropriately. Know how to raise concerns about practice of others and/or any systemic challenges in the workplace appropriately.	Keep accurate and contemporaneous records.
		Provide safe care within the scope of practice, adhering to health and safety procedures and clinical guidance, and seeking support from supervisor when appropriate.
		Maintain all aspects of patient/client confidentiality.
		Understand and follow the clinical administration processes.
		Manage and prioritise demands involved in meeting the needs of the caseload.
		Manage time effectively to balance clinical and non-clinical responsibilities.
		Be aware of and adhere to current legislation, incorporating this into practice.
		Use appropriate clinical and professional guidance within practice (eg RCSLT or NICE guidance).
		Make and justify independent decisions on less complex patient/client care.
		Make a clinical judgement/diagnosis in relation to the nature and extent of less complex speech and language therapy difficulties.
4. Promoting the profession	Promote the profession, its impact and its reputation to support its growth and sustainability across career levels and sectors.	Be involved in training other professionals, raising awareness of communication and eating, drinking and swallowing problems.

Goal title	Goal	Goal detail
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.	Identify development needs and engage in continuous self-directed learning to promote professional development and quality of practice.
		Be aware of current clinical audit findings and incorporate these into practice.
		Be able to use current critically appraised research to inform practice.
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, eg eating, drinking and swallowing (EDS), speech disorders, deafness.	Identify development needs and engage in continuous self-directed learning to promote professional development and specialist knowledge and skills.
7. Managing and recording complexity	Understand and manage competing demands and complex situations in your job, including managing workload and administrative tasks effectively and seeking help appropriately.	Manage and prioritise caseload, eg safe delegation to an assistant or joint working with a colleague.
		Be able to demonstrate how you have managed and documented managing complexity with record keeping.
		Manage administrative tasks effectively.
		Maintain accurate and contemporaneous records.
8. 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.	Gather service user feedback on your sessions.
		Support service user participation in evaluating their progress.
		Involve service users in reviewing current service provided.
		Demonstrate the ability to use evidence-based, person-centred practice.
		Contribute to service delivery in partnership to enhance equity, diversity and belonging.

NOTES



Application for transfer to Full Certified RCSLT membership

Overseas-qualified practitioner details	
Name:	
RCSLT membership number: RC00	HCPC registration number: SL
University awarding SLT qualification and year of qualification:	
Title of qualification:	

Goal title	Goal detail	Date achieved	OQP signature	Supervisor signature
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.			
2. Communication with service users, families, carers and colleagues	Work collaboratively to deliver dynamic, person-centred support by jointly setting goals, creating holistic plans, and recognising how power dynamics shape relationships with colleagues and service users. Seek to understand each person's unique context – family, community, identity, and lived experience – while also reflecting on your own privilege, biases, and intersectionality. Communicate public health messages, negotiate and mediate when needed, influence others constructively, engage in difficult conversations with care, uphold non-judgemental, values-based approaches, and use preferred terminology such as neurodivergent-affirming language.			
3. Autonomy and accountability	Work within the professional boundaries of your role and setting. Take responsibility for your decisions, wellbeing, actions and any mistakes, and seek help appropriately. Know how to raise concerns about practice of others and/or any systemic challenges in the workplace appropriately.			
4. Promoting the profession	Promote the profession, its impact and its reputation to support its growth and sustainability across career levels and sectors.			

Goal title	Goal detail	Date achieved	OQP signature	Supervisor signature
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.			
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, eg eating, drinking and swallowing (EDS), speech disorders, deafness.			
7. Managing and recording complexity	Understand and manage competing demands and complex situations in your job, including managing workload and administrative tasks effectively and seeking help appropriately.			
8. 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 area.			

Confirmation by supervisor

I confirm that, in my opinion, the above speech and language therapist has adequately demonstrated the ability to perform consistently to the standard required of a fully independent practitioner and is therefore ready to be removed from the supervised section of RCSLT membership and transferred to Full Certified membership.

I confirm that: _____

(i) I am an HCPC-registered speech and language therapist ☐ (ii) I hold Certified membership of the RCSLT ☐

HCPC registration number

SL

RCSLT membership number

RC00

Note to supervisors: If you are not an SLT, the framework must also be signed by a co-supervisor who is an HCPC-registered SLT and a certified RCSLT member. Please use the section on the next page for the co-supervisor if required.

Supervisor name (please print):	
Position:	
Supervisor's signature:	Date:



The Royal College of Speech and Language Therapists (RCSLT) is the professional body for speech and language therapists in the UK. As well as providing leadership and setting professional standards, the RCSLT facilitates and promotes research into the field of speech and language therapy, promotes better education and training of speech and language therapists, and provides its members and the public with information about speech and language therapy.

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