



**RCSLT webinar: HCPC Audit – your essential survival guide  
21<sup>st</sup> May 2019**

***Victoria Harris, Learning Manager, RCSLT***

Hello and welcome to this afternoon's webinar from the RCSLT and HCPC. My name is Victoria Harris and I'm the Learning Manager at the RCSLT. And I'd like to introduce this webinar and take you through the process.

So first of all, I'd like to introduce you to our panel of speakers today. We have Alex Urquhart, the Stakeholder Communications Officer from the HCPC; we have Lucy Bomford, speech and language therapist from the Children and Family Health in Devon; and Mark Singleton, Learning Officer at the RCSLT.

Before we start, a little bit of housekeeping. The webinar is going to be 45 minutes long and we'll have a chance for questions at the end. There's a number of ways you can interact with the webinar. You will see you have a little panel called 'chat', so you can send chat messages at any time during this webinar, and that's a good way to interact with Kaleigh who is on hand to help. So if you have any issues about sound and so forth, please use the chat message button. You can also send questions ready for the Q&A using the button that says 'Q&A'.

Also to note that this event is being recorded and will go online in a couple of weeks' time. And you'll be able to – if you want – also see previous webinars at this address here:

[www.rcslt.org/webinars](http://www.rcslt.org/webinars)

Also, if you use Twitter, please do join in the conversation using the hashtag #RCSLTwebinar – no spaces.

And finally, please do fill in the survey that pops up at the end once the webinar closes, and if you miss that it's also going to be sent out in the post event email. And, as I said, Kaleigh is on hand to help.

So the aims and objectives for today are that we hope that you go away understanding more about the HCPC CPD audit process, including what happens if you're selected for audit and what evidence they're looking for. You learn about the resources and help available from RCSLT to support you through the process and to help you to gather the evidence you need, and you'll also hear from an SLT who has been audited and has gone through the process herself.

So I'd like now to pass you over to Alex from the HCPC to talk about the HCPC.

***Alex Urquhart, Stakeholder Communications Officer, HCPC***

Thank you, and welcome everyone to this webinar. My name's Alex Urquhart and I'm just going to talk you through the HCPC's approach to CPD and go through some top tips. So first I just want to say, CPD audit process, nothing to be worried about. When we talk about CPD, CPD relates to you and your work; it's all about your scope of practice. For that reason, you, as the professional, are best placed to decide what CPD is best for you.

So we have five standards for CPD, and these standards are outcome-focused, and they will help you structure your CPD. And now I was going to quickly talk through our standards and then we're going to go into the audit process.

So the first standard is all about keeping an up-to-date and accurate record of your CPD. When I talk about continuous, we recommend you do one activity every two months and you need to keep your record up-to-date and accurate. How you want your record CPD is really up to you. If you like a paper diary, if you like an Excel spreadsheet or a box under your bed, whatever works for you is the best thing.

The second standard is to ensure that your activities are a mixture of learning activities. When we talk about a mixture, there are about five categories of activities that we have in our guidance. We recommend that you hit a three out of the five mixture. So that could be formal educational and reflected practice, for example.

Third and fourth standard around CPD is to... this is where the outcome-focused aspects of standards comes into play. First of all, number three, seek to ensure that your CPD has contributed to the quality of your practice and service delivery. And number four, seek to ensure that their CPD benefits the service user. So ensuring that the CPD that you've chosen to do is having a positive impact on both your work and is having an impact on your service user.

And finally, the fifth standard; when asked, you need to present us with a written profile, which must be of your own work and supported by evidence explaining how they have met the standards for CPD.

We're quickly going to touch on evidence. When we talk about evidence, we're looking at the evidence of your reflection and learning, rather than evidence of you actually doing the activity. When we do an audit and we ask for profiles, we will select 2.5% randomly of the professional group, which for speech and language therapists is around about 400 people. We did used to randomly select 5% but as more and more registrants met the standards, we reduced the amount to ensure that we are reviewing the appropriate level.

So just to try and visualise the process, this slide gives you an impression of what the process looks like. So for speech and language therapists, your registration and your window will open on 1 July this year and end on 30 September. When the window opens, you will receive a letter within a

couple of days of the window opening to tell you that it's time to renew. You will then go online, sign your declaration, pay your fee and renew. At that point, your registration renews and you can carry on practising. If you are selected for audit and you're one of the 2.5% randomly selected, ten days after that first letter, you'll receive a second letter indicating that you have been selected for audit. It will provide you with the instructions of how to submit your profile. You will then submit it to the HCPC. We will then assess it using partner assessors, and then once they're satisfied that you've met the standards for CPD, they will tell us and we will inform you that you've met the standards.

What's really important, that if you are selected for CPD, is that you also renew online, because if you don't renew online and just do your profile, there is a risk that you'll come off a register.

Top tips and things to remember about CPD, especially the audit process, is that if you are selected for audit, you'll receive a second letter within ten days after the renewal window opens. Very importantly, you can continue to practice during the audit process. It's really important that you have a dated list to show that you've met standard 1. This list must be chronological to make it easier for the assessors, whether that be the activity that they did two years ago, through to now, or now looking back two years. Any gaps of three or more consecutive months will need to be explained. You can do this in the summary of your work, or as part of your list. Really importantly, if you are looking for support, do approach your colleagues and approach the HCPC and the Royal College of Speech and Language Therapists. And once you've submitted your audit, we will aim to give you an outcome within 8-12 weeks, so that's a realistic timeframe to expect from us.

That was a very brief tour about our approach to CPD. And now I'm going to hand over to Lucy.

***Lucy Bomford, Speech and Language Therapist, Children and Family Health Devon***

Thank you Alex. Good afternoon, everybody. I'm Lucy Bomford. I'm a paediatric speech and language therapist based in Devon and I was audited at the last audit period in 2017.

You may find yourself running through a range of emotions when you get that letter indicating that you are one of the 2.5% of people who've been chosen this time to be audited. But when the dust settles, help is at hand and there is lots of information out there to support you in putting together your profile.

So first of all, where to find help. Along with the letter, you will get the orange booklet that's on the left-hand side there, how to complete the CPD profile. You can also find it following the link at the bottom of the slide. And that gives you all sorts of really useful information on how to get started, how to structure your profile and thinking about the evidence. You can also use the speech and language therapists' Standards of Proficiency Guide to help you out in thinking about what you might like to talk about. And that's available to download at any time from the HCPC website.

As well as these booklets, there are loads of other things on the website – some film clips giving you extra information. So there's a lot of information out there.

There are also some really helpful sample profiles. So if you follow the link on this slide, you'll see that RCSLT staff have written four sample profiles, just to give you an idea of how you might lay out your profile, and what sort of information you might include. So there's one for educators, so if that's your principal role. There are two for practitioners, one for adults and one for paediatrics and one for researchers. So they've covered there, hopefully, the main areas of work for most registrants.

So Alex has already talked about meeting the standards, this is just a brief summary that you are needing to maintain the record of CPD activities and demonstrate that they are a mixture of learning activities across the four main areas. Ensure that this is beneficial, so, as Alex said, that's thinking about the impact of the CPD done on your own quality of practice, but also on service users. And then, finally, of course, if you've had that letter, you need to submit your profile.

So let's look in a bit more detail at what the profile actually comprises. You'll need to write a summary of your practice history. And although it says 500 words, it is up to 500 words. And you'll see if you look at those examples, the sample profiles, that actually none of them has a practice history summary longer than 200 words. So it doesn't have to be 500, it's just up to 500. So it may be that over the two-year period of the audit, you've actually been in one role and that's been fairly constant, therefore you may not have as much to write as somebody who's had a change of roles or several changes of roles within the audit period. It is just your summary of practice history for that two-year period, not since you qualified.

So after that, you've got to do your statement of how the standards have been met. So this is the bit where you go into a lot more detail about how your CPD actually impacted on your practice, and that is up to 1,500 words. And alongside that, you'll be submitting some evidence to support the statement that you wrote, so you're going to admit a summary of every item of CPD you've done in the audit period and you're also going to provide some supporting evidence just for the items that you choose to talk about in more detail within your statement, not put everything that's on your list.

So just a quick recap on CPD and what counts. You've got four main areas of CPD and that is your work-based learning professional activity, formal education and self-directed learning, plus a category called 'other'. And what they put in 'other' is relevant public service or voluntary work. So it may be that you're doing something outside of your formal role that is relevant and is benefiting your practice, so you can include that as well. If you look on the link below, that will take you to a really helpful table, which gives you lots and lots of examples under each of those categories. So have a look at that if you just want a reminder of what's going to count as part of the CPD.

So this is an example of a summary. So you need to provide a dated list of the CPD activities you've carried out since you last renewed your registration. So again it's only looking back at that two-year previous period. So this is an example from mine and I chose to do it colour-coded based on the type of learning, just because I found that easier to then glance down my list and check that I was doing a range of activities because, to meet standard 2, you need to be doing different types of activities not all from one area. But you can do this as you like. HCPC do provide a template you can use if you wish, but you can do your own thing – whatever suits you. But it must be dated and it must give a brief description of the CPD activity. So within this list, you don't go into detail. You just

have to detail everything that you've done in a brief way; you don't need to talk about the impact of this.

Then moving on to the statement. This has come directly from the HCPC website and they suggest that one way to complete your statement is to use 4-6 CPD activities and think about what was the activity, what you learned and how you think it's improved your work. And bear in mind that the statement is only 1,500 words. If you were to choose five activities, then it's only 300 words per item. So actually it's not very much and you're likely to find that you are trying to cut back on what you want to talk about, rather than struggling to write 1,500 words.

I want to talk a bit more about finding the evidence to support your statement. Because this was the bit when I was audited that I felt I was least sure of. What can I actually use to show that the CPD I've chosen to talk about has had an impact on my work and has benefited service users? So HCPC say, first of all, I'm just going to read a little bit from their website. We know that it can be difficult to provide evidence for some of our standards. For example, when you are describing how your CPD has benefited the quality of your work, or benefited service users, your personal statement may need to describe how you believe that this has happened. So they're very aware that it can be difficult to find that evidence. So the personal statement is part of your evidence and, in that word count, you want to say as much as possible about what you believe has been the impact of the CPD and how you feel this has benefited your work and benefited service users.

But, in addition to that, you are going to be submitting materials to back up what you're saying in the statement. And they should come from one of the three categories on the slide here. Things that you might have produced yourself, for example, information leaflets, it might be case studies, questionnaires, that kind of thing that you may submit to support what you're talking about in the statement. Materials that show that you've reflected on the quality of your work, so that might be your PDP; that might be some reflections, that kind of thing, to show that you've evaluated it. And thirdly, materials from other people, so that could be letters or testimonials from service users, from your line manager, that kind of thing.

So I'm going to move on now to talking about some specific examples of things that were submitted at the last audit, either that I used or my colleagues have also kindly contributed examples. And I'm not going to talk a lot about what was written in the profile, but more just tell you what we use as evidence to support what we're doing in our profile. So although they all come from paediatric therapists, we've tried to use topics that are quite general and be relevant to most people.

So the first one was talking about supervision of students and the evidence that I used to back up what I put in the profile was anonymised student feedback. So at the end of placements, we usually ask students to give us some feedback and I was able to use feedback from two different students who'd helpfully described how they'd felt the placement had benefited them as developing therapists.

We have a system within our team of being able to shadow specialist colleagues, so I use this as one of my examples and I talked about how that had benefited my practice. And to support that, I provided a copy of my PDP, within which I had described two areas of clinical practice that I wanted

to improve my skills in and I felt that I was doing through the shadowing opportunity, and I also supplied written reflection on a joint visit that I'd done with my highly specialist colleague.

This is an example from a colleague of mine when she was working with a vulnerable young people with social pragmatic communication disorder and she wanted to make contact with other agencies and get their involvement in supporting this young people and their family. So she was able to use in evidence extracts from two of the referrals that she had made. So this was coming under the category of materials that she had produced herself, and she was able to show that this had helped her to be able to explain the complex impact of the difficulty to other people that were going to be working with that young person. She also looked and provided supervision notes from her referral that she'd made to the multi-agency safeguarding hub. And then she had two things that come into the category of materials you might have received from someone else. She had an email from the referral coordinator, who was able to help her show how her referral had improved the young person's access to services and an email from her line manager.

Moving on. Attending training courses – something that we all do. And my colleague who submitted this example provided evidence in the form of departmental study leave, where she had reflected on what she had learned and the benefits for her practice and also she'd used the Gibbs model to do a reflection cycle in one of the courses that she had attended.

I used an example of delivering training, which I do quite a lot in my role, and I was lucky enough to have a really helpful feedback email from the Special Educational Needs Coordinator of one of the schools where we'd done the training. And she had been very helpful in saying the impact of the training both on staff and pupils. And also though email came spontaneously, I think if you get some really good feedback perhaps verbally from someone you've worked with, it's a really good idea to ask if they would mind putting it in writing, so you've then got that up your sleeve. You might be already thinking ahead for the next audit period of something that you feel had a big impact and would be a good example to use. So helpful to ask for that written feedback.

The last example is involvement in a CEN, and I was involved in the Early Years Southwest CEN for a number of years and the evidence I used was a summary of feedback from a particular study day that we'd organised from various different participants. And also a copy of the CEN notice from bulletin, which included my contact details and showed that I'd been involved.

So in summary, I would say it's really not as bad as you think it's going to be when you get that letter. There is a lot of information out there to help you, a lot of guidance, and we've provided lots of links in here to help you go back to that if you find that you are being audited, either this time or in the future. You have got quite a long time to prepare your profile. You've got just under three months. And if you have kept that list of CPD activities up-to-date as you go, which is really so important if you can do that, then it's going to be much, much easier for you to pull out the items of CPD that you felt had the biggest impact on your practice and put together that profile, but you've got plenty of time to do it. And if there is anything which HCPC need to know a bit more about, perhaps they would like you to provide a bit more detail, they will come back to you and you've got a chance to submit further evidence, if you need to.

So I'm going to hand over to Mark now, who's going to talk a bit more about CPD.

**Mark Singleton, Learning Officer, RCSLT**

Okay, thank you very much, Lucy.

My name's Mark Singleton. I'm the Learning Officer at the RCSLT. So having heard from Alex about what the standards are and from Lucy about kind of the evidence you need to submit, I'm just going to talk through some of the CPD activities that are available through the college.

First of all, we try and run a lot of events, so most of the Hubs will do regular roadshows and study days, where they will all get together in a geographical area, and that can be a really good way both of networking with other people, other SLTs in your area, but also obviously a chance for CPD. They'll discuss research, best practice, things like that, to help you with your CPD. And the same with CENs, so Clinical Excellence Networks. They do regular study days and get-togethers. Again, discuss on a more clinical front upcoming evidence, best practice and research that's ongoing.

In terms of online networking, there's several things we do. We have basecamp, again for that member-to-member networking, but also there's discussions centred on research, best practice in the areas, so it can be a really good way of finding out what's going on at a local and national level in your areas of interest. We also have quite a presence on Twitter. There is obviously the main RCSLT feed, but there is a dedicated CPD feed, which is @RCSLTlearn. So if you follow that, we keep it up-to-date with CPD opportunities, both from the College and external as well. And there is also a feed dedicated to research, so that's @RCSLTresearch, and they Tweet a lot about upcoming research, new and exciting research, that sort of thing, which, again, can be used as part of your CPD.

We do also have a Facebook page, which is RCSLTOfficial. And that's more general SLT news and updates. We also try to host lots of study days, workshops and our Conference. So the RCSLT Conference is coming up. That's going to be in Nottingham this year: 25 and 25 September. If you aren't able to make the conference itself, or you'd like to have a look at what's previously been part of the conference, you can check out slides and presentations by the RCSLT website. So that's [www.rcslt.org/past-events](http://www.rcslt.org/past-events). And there's plenty of presentations there to get a flavour of what conferences have been about in the past.

There are also lots of ways to get involved. As we update guidance and we embark on new projects, we look for member involvement for that kind of subject matter expert input. There's a whole section on the website called 'Getting Involved', and you can check out what projects we're running at the moment to see if there's anything that's interesting there. We do also have an initiative called the 'The Learning Champions Network', that's a very proactive role where we'll provide opportunities for you to go out and present other events on CPD best practice, methods of learning, how to fit CPD into quite a busy day. And we have what we call our 'use tester pool', so that's a collection of people who have volunteered to have a look at new and upcoming RCSLT resources with a view to just running through it. But, again, that's a great way of getting some extra CPD.

We also produce plenty of resources. So we have a dedicated CPD site, that's [www.rcsltcpd.org.uk](http://www.rcsltcpd.org.uk). That's where all our e-Learning is hosted, so there's a lot of information on there, there's lots of

different e-Learning courses ranging from leadership and influencing through to evidence-based practice and understanding and reading research papers. Obviously, we also do webinars, so we'll do live ones, like this one. But we do also record them and make sure they're uploaded on our YouTube channel, so you'd be able to view this and our previous webinars via YouTube. And there is also lots of documents and guidance on our main RCSLT website.

If you'd like to investigate the e-Learning a little more, like I said it's on our CPD platform, which is at [www.rcsltcpd.org.uk](http://www.rcsltcpd.org.uk). If you've not accessed it before you will need to register, but that takes just a couple of minutes just to put in your email address and your membership number, and then you can start exploring all of that e-Learning. And, finally, if you'd like to stay up-to-date with what we offer and what we do here, if you subscribe to the RCSLT e-newsletter, there's a regular CPD section in there and we also regularly feature in Bulletin, particularly when we're launching a new e-Learning project. And finally, as I've mentioned, there is the @RCSLTLearn Twitter handle, where you can stay up-to-date with what we're doing with regard to CPD.

And I think, just to sum up, you probably do an awful lot more CPD than you think you do. So if you are selected for audit, just have a think about what you've learnt, what has made you start doing things differently over the last couple of years.

And with that, I will hand back to Vicky.

***Victoria Harris, Learning Manager, RCSLT***

Hello, thank you Mark. So, just before I go onto the next slide of top tips, I just want to sort of reiterate that there have been a large number of you online, nearly 60 of you online, coming in from all different locations and lots of different settings. Before I do the top tips I just want to remind you about the Q&A, if you want to send in a question for the Q&A please use the Q&A button now and send in your question there. We'll try and answer as many questions as we can.

Okay, so sort of closing it off now with some top tips. There are really four things that are very useful to remember. Firstly, if you're selected and you're worried about the process at all, RCSLT is here to help. That might be whether it's directing you to the HCPC information that Alex has pointed out, helping you to supplement your CPD by accessing the resources which Mark has highlighted, helping you to collate your existing CPD and choose the most appropriate evidence to provide, or even just to help out with putting your mind at ease by talking through the process and being a friendly ear at the other end of the phone, we're always here to help.

Secondly, don't panic. Many members worry about the amount of CPD evidence they have, but we can help you by talking this through and making suggestions on how you might supplement that. And Mark said, the majority of the time you'll have more evidence than you think you have and it's just a case of formalising it and reflecting on it.

Whether your work directly relates to speech therapy, or if you're in a role that may not be solely SLT based, such as service management, delivery, research, reflection is the key with the audit, as Alex has touched upon, so remember to focus on this area of your evidence and relate what you

have done in your role as a speech therapist, how that relates and what you have done, how that will benefit your service users.

Thirdly, remember that CPD is not just about attending courses, it's, as Lucy said, it's about work-based learning counting too and reflecting on things that happened in your work.

And, finally, don't forget your professional networks, such as the Hubs, the CENs and work colleagues. Many members of these may have been through the process or be going through it as well and they have tips, guidance or just be able to offer a friendly ear or support during the process. If you aren't yet a member of a Hub or a CEN, do get in touch with us here at the RCSLT and we'll be able to help you get linked up.

Okay, so, going on now to questions from the audience. We already have a few that have come in, so I'll be opening up these questions to the panel. Okay, so we have one person has written in to ask, what format does the audit take, is it in person, online or email? And I'd like to direct this one to Alex, if I may.

***Alex Urquhart, Stakeholder Communications Officer, HCPC***

Of course, thank you, yeah, it's a very good question. At the moment we are looking to move to a digital approach, so that when you submit, you submit it electronically so obviously it's really safe and secure. So that is the aim. However, there is a chance that isn't the situation we'll be in when it comes to the speech and language therapist renewal. So the invitation indicating that you've been selected will clearly set out how you must upload your profile. Any questions, do get in touch. At the moment you can do it by email or posting or deliver it in person. But the email you get, or the letter sorry, will clearly tell you how to submit it.

***Victoria Harris, Learning Manager, RCSLT***

Okay, thank you Alex.

Another member has got in touch asking for tips and advice on the best way to be prepared for audit if you're a bank worker for an SLT service? This person says they mainly work during winter pressures and then various shifts, with no regular pattern throughout the summer. And so this is sort of a non-standard traditional kind of role.

So the advice here really is that there is more of this type of working, more sort of non-standard roles, maybe bank working, but maybe working in higher management, maybe in service development or research. And whereas they may not obviously relate to SLT clinical work, the fact that you're a qualified SLT is probably why you've got that role in the first place. So, with this in mind, the CPD you collect may be different, but as long as you're thinking about how what you're doing is relating to your current role and speech and language therapy, and you're reflecting on what you've learnt and how this will affect the treatment or service you provide to your patient or service users, or how this will affect you in the future, you'll be meeting the requirements of the HCPC.

But, again, if you're in any doubt, please get in touch with the RCSLT, we'll be able to help you through those questions, thank you.

So we have another question, someone's asked us about when it's possible to defer, is that an option? So I'll direct you to Alex please.

***Alex Urquhart, Stakeholder Communications Officer, HCPC***

Yes, of course. Another good question again. There is a deferral option as part of the process and there are two scenarios where you can defer. One is if there's something which is preventing you from submitting the audit, so for example if you are on maternity leave or on long term sick leave, you can defer. Equally, if there's a reason why you haven't been able to undergo CPD for a large portion of the two year period, again for example maternity leave or long term sick, then you can defer there. What's really important is that it's your choice to defer. So if you feel that you can actually demonstrate that you've done your CPD over the last two years, please do go ahead, and if you are struggling you can opt to defer later. The other important thing is that, if it's a similar situation in two years' time when you've deferred, you can defer again. So please don't stress about that. Of you want to defer, get in touch with us, talk to us, we'll give you some advice and, once again, very important, it is your decision.

***Victoria Harris, Learning Manager, RCSLT***

Thank you Alex. Okay, somebody else has asked, as I'm a manager in a school I do not deliver therapy, most of my work is based in education and training, so how would the HCPC audit this type of work? And I wonder if I can direct it to both you Lucy and then Alex please.

***Lucy Bomford, Speech and Language Therapist, Children and Family Health Devon***

Yeah, well I think you had already mentioned, Alex, that CPD is based on your scope of practice, so very much what you're work is doing. You remember we talked at the beginning of the bit that I delivered about the sample profiles and one of those is from an educator, so that should be really helpful in showing you what other people in a similar role, perhaps, to you have done. But one of our examples with the CPD as well was training, so I think it's still about that same principle, isn't it, of evaluating the CPD that you've done and showing how it has benefited your service users and your work.

***Alex Urquhart, Stakeholder Communications Officer, HCPC***

Yeah, I think that's an excellent answer. I think on top of that it'd be really important to think about who your services users are. So, for example, if you are teaching or delivering a course as a speech and language therapist and you are registered, your service users are your students. So if you think about the CPD that you will undergo to ensure that you are able to communicate the skills and knowledge out to students, that's a way you can think about CPD as well.

***Victoria Harris, Learning Manager, RCSLT***

Thank you. So Gillian has asked a question just come in, are there any differences for CPD for SLTs in independent practice? It's a very good question, I wonder if I can open it to the floor?

**Lucy Bomford, Speech and Language Therapist, Children and Family Health Devon**

Well, I think if you're an independent practice you're not benefiting from any CPD that might be laid on by your employer, but Mark's already taken us through lots of opportunities that are available to all members in terms of CPD plus, of course, the CENs are a really great, low cost way of learning CPD and your self-directed learning course is available to everybody. And I think lots of SLTs in independent practice are getting into groups for things like peer supervision and support, so that can all be evidenced as well.

**Victoria Harris, Learning Manager, RCSLT**

Okay, thank you. And Joy has just sent in a question, if you are selected in the last two year period, are you still in the pool to get audited again? I think this is probably one for Alex.

**Alex Urquhart, Stakeholder Communications Officer, HCPC**

Yes, and the very short answer is yes. There are only two groups of people who are not in the pool for audit and, as I say: anybody who's been on the register for less than two years are not considered for audit, because they can't demonstrate they've been doing CPD for two years. And anyone who is currently going through the fitness to practice process is not in the pool for selection, because they're fitness to practice is already being considered in different process. It is a random selection, so by virtue of being random means that the same person can then get selected again and again. I have come across people who have been selected four years in a row, sorry four audits in a row. I did apologise, but it is a random thing, so the answer is yes.

**Victoria Harris, Learning Manager, RCSLT**

Okay, thank you Alex. The final question I've got at the moment, but please do send in any further questions if you have them, is will a negative example reflect badly on me as a therapist? Should I exclude this from an audit? Again, I open it to the floor.

**Alex Urquhart, Stakeholder Communications Officer, HCPC**

I think the answer to that is very much up to you in that situation. I would say it wouldn't reflect badly. I think if something bad happens or negative happens and learn from it and make improvements, that is the really important thing, is if you can demonstrate that it reflects and developed on it, I actually think that's a really strong example of CPD.

**Mark Singleton, Learning Officer, RCSLT**

I think just to echo what Alex has said there, obviously not every experience you have in your working life is going to be totally positive. And I'll give quite a personal example, when I first started presenting, the first presentation I ever did went fairly badly. I wasn't ready for audience Q&A, my slides didn't really flow all that well, but I think what I learnt from that was that I needed to be more prepared and walk through my slides with myself before presenting to an audience. So that was an example of a negative experience that I learnt from and hopefully have started presenting a bit better since then.

**Victoria Harris, Learning Manager, RCSLT**

Thank you Mark, yes that's definitely true. Gill has just sent in a question, when you say partner assessors, are these other SLTs? I think one for Alex please.

**Alex Urquhart, Stakeholder Communications Officer, HCPC**

Yeah, the short answer, again, is yes they are. We employ, on an ad hoc basis, registrants as partners across the organisation. And they are there to make the decisions on our behalf. So they will be an SLT. They may also be other professions. So what's really important here is that you are being reviewed by your peers. So, yes, so the answer is yes there.

There are a range of roles that partners do. So they also do the fitness to practice hearings, they assess international applications and also education training programme approvals. A lot of them are currently working, they do an ad hoc basis, it's a really good example of CPD as well, so do look out if there are any roles that are coming up.

**Victoria Harris, Learning Manager, RCSLT**

Right, thank you. The questions are coming in thick and fast now. Gill says, this is a question for Lucy, how many hours would you say it took to prepare for the audit?

**Lucy Bomford, Speech and Language Therapist, Children and Family Health Devon**

Yeah, that's a good question. I think it will depend very much, firstly, on whether your list, your dated list of CPD activities, is up-to-date. If you have got that up-to-date, that's going to massively simplify and shorten the task. And I think, in reference to that, the sort of things, you can dredge out your diary and look back on courses and things that you attended if you haven't kept your list, but thinks like your self-directed learning, that's going to be much harder, those are things you're going to have forgotten about. So that's going to make your job so much easier, if you can do that.

If you've got that list, one thing that's a good idea, people that are being proactive and listening to this webinar, if you're not selected this time, something to think about going forward for the next two years is just, as you're going through the two years, you may be thinking about certain CPD items that you've done that really have... you know they've really benefited your practice. And thinking, at the time, what evidence could I get now that might help me if I was audited and I wanted to talk about this. So if you're doing that as you go along, that's really going to shorten the task.

If you've got your list up-to-date, and my list happily was reasonably up-to-date... It's really hard to say, because I wrote bits of it and then I thought about it for a bit and then I talked to a colleague who had been audited, so you don't do it in one chunk. But I'd say you can pull it together in a day if you've got your list.

**Victoria Harris, Learning Manager, RCSLT**

Okay, thank you Lucy. We're probably not going to have time for all the questions that are coming through, but I would say that we will prepare answers to all of these questions and put them online with the webinar if we don't get through them today. I think we've got time for one more quick question, from Gill, can you appeal the HCPC outcome?

**Alex Urquhart, Stakeholder Communications Officer, HCPC**

Yes you can, sorry yes you can appeal, there is an appeal process that you can go through if you are... if you don't pass the CPD standards.

**Victoria Harris, Learning Manager, RCSLT**

Okay, great, thank you. Well, as I say, I think we'll have to end with the questions there, but we will be preparing answers to all of those questions and putting them online.

**Alex Urquhart, Stakeholder Communications Officer, HCPC**

I was just going to say, there is a really key question that has come in from two people, I think it's really important that we answer that, and it's about the audit period.

So the first one is, how strict is it? It's quite strict and it runs... it's a two-year period from the end of the renewal window, going back two years. So that is the period that you need to demonstrate in your profile.

**Victoria Harris, Learning Manager, RCSLT**

Okay, great, thank you very much Alex.

Okay, so what we'll do then is we'll... any that we haven't been able to answer today – and thank you for all those questions – we will put them online with the webinar and we will let you know, if you've registered, when those are up. Also look out for the enewsletter which will tell you when they're all up. Okay, thank you.

So, I'm just going to now tell you about the next webinar, which again is a great opportunity to get CPD. There we go. So the next webinar is next month. It's on 'Easy Evidence Based Practice – Resources to Support You', Monday, 17 June at the same time as this one. Another opportunity for CPD – one for your diaries.

Okay, well thank you ever so much everyone attending and thank you to the panellists.

Thank you and goodbye.