

SUCCESSFUL TRANSITION FROM EDUCATION TO PROFESSIONAL PRACTICE



INTRODUCTION

The transition from student to registered healthcare professional can be challenging, but it doesn't have to be daunting.

The Greater Manchester Succeed Transition Education Professional Practice into Registered Practice (GMSTEPP) program has been designed to ease your transition from learner to registered healthcare professional and help you feel like a part of the healthcare community.

This program has been developed with feedback from students, university staff, and practice learning partners across all registered professional groups.

We hope you enjoy using this resource as you progress through your programme of study.



SO WHAT IS THE GMSTEPP PLAN?



The GM STEPP plan provides resources and activities that align with curriculum outcomes and proficiencies to support your theoretical knowledge during transition towards registered practice.

The plan is designed to help you develop the skills required for a qualified health professional and gain an understanding of how, with the support of your practice colleagues, to seize learning opportunities.

Achievements help you record less traditional proficiencies required in registered practice in your practice assessment document.

The plan benefits not only learners but also educators, managers, the future workforce, and leaders as it nurtures leadership / management talent by encouraging a culture supporting constructive feedback.



WHY SHOULD I USE THIS?

By using the GMSTEPP Plan, it is expected that you will:

- Increase your sense of belonging within the healthcare community.
- Accomplish interpersonal and transitional skills.
- Gain recognition for being an 'excellent learner', encouraging your ongoing motivation.
- Promote your self-awareness as a healthcare professional through reflection.
- Develop your self-confidence and worth.
- Produce additional evidence towards practice assessment.
- Have a smoother transition at the point of qualification.
- Consider your career plans and progression from an early professional career stage.
- Have a methodology for learning which is fun, engaging, and meaningful.

The plan is not designed to generate more work for you. It is intended to acknowledge where opportunities are seized in practice so that your achievements can be recognised.



WHO IS IT FOR?

Anyone on a health and care registered professional programme including the identified disciplines below: -



Art Therapist, Diagnostic Radiographer, Dietician, Drama Therapist, Midwife, Music Therapist, Nurse, Nursing Associate, Occupational Therapist, Operating Department Practitioner, Orthoptist, Orthotist, Osteopath, Paramedic, Physiotherapist, Podiatrist, Prosthetist, Speech and Language Therapist, Therapeutic Radiographer

WHAT STAGE / YEAR OF LEARNER?

This flexible plan can be used at any stage of your current academic program. You can start from the beginning and work through the entire program or join in at your current year of study.



HOW DO I USE IT?

GM STEPP is a resource that helps you progress towards becoming a qualified professional. It provides five themes of activities to shape your journey from a learner to a registered professional:



Each theme has learning objectives for each year of study. It is for you to decide which theme you want to work on. You can also choose to work on them at the same time or separately. You should discuss this resource with your practice assessor, supervisors, or clinical educators. You can also collaborate with your peers or other people/organisations. Anyone who has an impact on your learning journey may contribute to helping you progress through this resource.

QUESTIONS THAT YOU MAY WANT TO ASK YOURSELF TO GUIDE YOU THROUGH THIS RESOURCE INCLUDE: -

- Where am I now?
- Where do I need to be?
- Where do I want to be?
- What do I need help with?
- How do I build on my strengths?
- What do I struggle with or find difficult?

Your professional development portfolio is evidence of ongoing competence as a registered professional. This resource can help you begin continuing your professional development, especially if your program doesn't offer portfolio training. This resource will complement your self-reflection on your journey to becoming a registered professional and foster your sense of belonging in your healthcare profession.



BELONGING TO MY PROFESSION

Belongingness to our health and care communities is a basic need for learners within learning environments as they make their transitional journey towards registered practice.

Use the objectives listed below to help shape your professional development in each year of your programme of study. At the end of your studies the activities you have undertaken will enable you to set goals to promote your sense of belonging to your profession as you transition to your registered professional role.

GET PREPARED

YEAR 1

Learning Objective:
Understanding the healthcare community, your role, and the roles of others within it.

Achieved by:
The learner understands each role within the learning environment and is aware of the impact if this role were to be removed.

EMBRACE THE EXPERIENCE

YEAR 2

Learning Objective:
Being an integral part of the healthcare community and service delivery.

Achieved by:
The learner supports other team members in their role.

MODEL THE FUTURE

YEAR 3

Learning Objective:
Working as a professional within the healthcare community.

Achieved by:
The learner takes an active role performing duties required of a relevant registered professional.

Choose the links applicable your profession to explore the regulatory and/or relevant guidelines on managing in the clinical area, you should already be familiar with these: -



NURSING LEARNERS

[RCN Learn](#)

[Nursing and Midwifery Council](#)

[Royal College of Nursing](#)

ALLIED HEALTH PROFESSIONALS

[The Health and Care Professions Council](#)

[Health Careers](#)

[The Chartered Society of Physiotherapy](#)

[BDA - The Association of UK Dietitians](#)

[General Optical Council](#)

Do you want to promote your professional group to deliver high quality care and influence or shape policy? Joining a union lends support to your professional group to have a voice in your chosen workplace, here are some union associations you may want to find more information about.

JOIN A UNION

[GMB - The union for care workers](#)

[RCM - The union for midwives](#)

[UNISON - The union for public services](#)

**HEALTHCARE
ROLES GIVE US
THE PRIVILEGE
TO CARE FOR
PEOPLE AT
THEIR MOST
VULNERABLE**



FEELING VALUED AND SELF CARE

It is important that you look after your health and wellbeing to enable you to live a happy life. There are a variety of ways and approaches in which our health and wellbeing can be affected in response to challenges we experience in our lives. If we can understand how we respond to those challenges and recognise when we need to reach out for help, then we can proactively avoid crisis or reduce the incidence of feeling overwhelmed and stressed.

GET PREPARED

YEAR 1

Learning Objective:
Understanding the importance of self-care within professional practice.

Achieved by:
The Learner understands the necessity to develop some coping strategies when working in the healthcare community.

EMBRACE THE EXPERIENCE

YEAR 2

Learning Objective:
Recognising own health and wellbeing needs and those around them.

Achieved by:
The Learner can demonstrate some coping strategies when working in the healthcare community and begins to support others.

MODEL THE FUTURE

+
M
YEAR

Learning Objective:
Demonstrating own health, wellbeing and resilience strategies and supporting others.

Achieved by:
The Learner becomes confident in dealing with stressful situations.

Read some of the resources below and choose those that are important to you and that would enable you to adopt approaches to maintain your health and wellbeing at home and within your workplace.

The [Greater Manchester Toolkit](#) aims to provide information and resources to help make it as easy as possible to look after yourself, when you are so busy looking after others.

The [LGBT+ network](#) aim to empower members of the LGBT community within Greater Manchester Mental Health Trust and is open to staff and students who identify as lesbian, gay, bisexual, trans and those with a positive interest in driving forward diversity and inclusion.

Movement, physical activity, and sport are vital to health, happiness, and connection for LGBTQ+ people across Greater Manchester. [Connect with like-minded groups here.](#)

Guidance has been developed for staff and students who are neurodiverse and for the managers and employers who support them by the [RCN](#).

[This guide from Health Education England](#) reflects the voices of those who are members of the neurodiverse community. The person, environment, and occupation performance model is an occupational therapy model that is reflected within this guidance. This model is holistic in that it recognises the impact the environment has on individuals' performance of occupations (Duncan, 2021). The guidance provides tips on reasonable adjustments, gives educators permission to be flexible and creative in their provision of the practice-based learning experience and to keep the neurodivergent student in the centre of decision-making when addressing these adjustments.



MENTAL HEALTH AT WORK

Mental Health in the workplace has never been more important as it is now in the present. If you need information and resources to improve your mental health within the workplace then there are a number of toolkits that you can access [here](#), curated by MIND.

CALM

[Campaign Against Living Miserably](#) support people who are struggling with life no matter where they are from or what they are going through. If you feel isolated then their resources offer tips and practical solutions on improving your situation.

UNMIND

There are services for Registered Professionals who have an NHS email where you can access mental health support from [Unmind](#), so you can manage your mental health and wellbeing effectively so that you can flourish at work.

SAMARITANS

If you have had a tough day or feeling overwhelmed with no one to turn to, then you can talk to someone about what is troubling you, without judgement, from the [Samaritans](#).

GMMH

Greater Manchester Mental Health provide a free 24/7 mental health crisis helpline for all ages. You can access help [here](#) as well as some self help resources.

SHINYMIND

If you need mental health support on the go, then [Shinymind](#) is an evidence based proven mental health and wellbeing application (app) co-created with the NHS. An NHS email is required for log in.



HEADSPACE

If you are struggling with stress then [Headspace](#) can help you stress less, sleep soundly and be more resilient through life changing skills of meditation and mindfulness.

MANCHESTER UNIVERSITY NHS FOUNDATION TRUST

[Manchester University NHS Foundation Trust](#) staff and employees can enlist the help of the employee assistance programme for free to access a variety of mental health and wellbeing resources, including confidential counselling sessions.

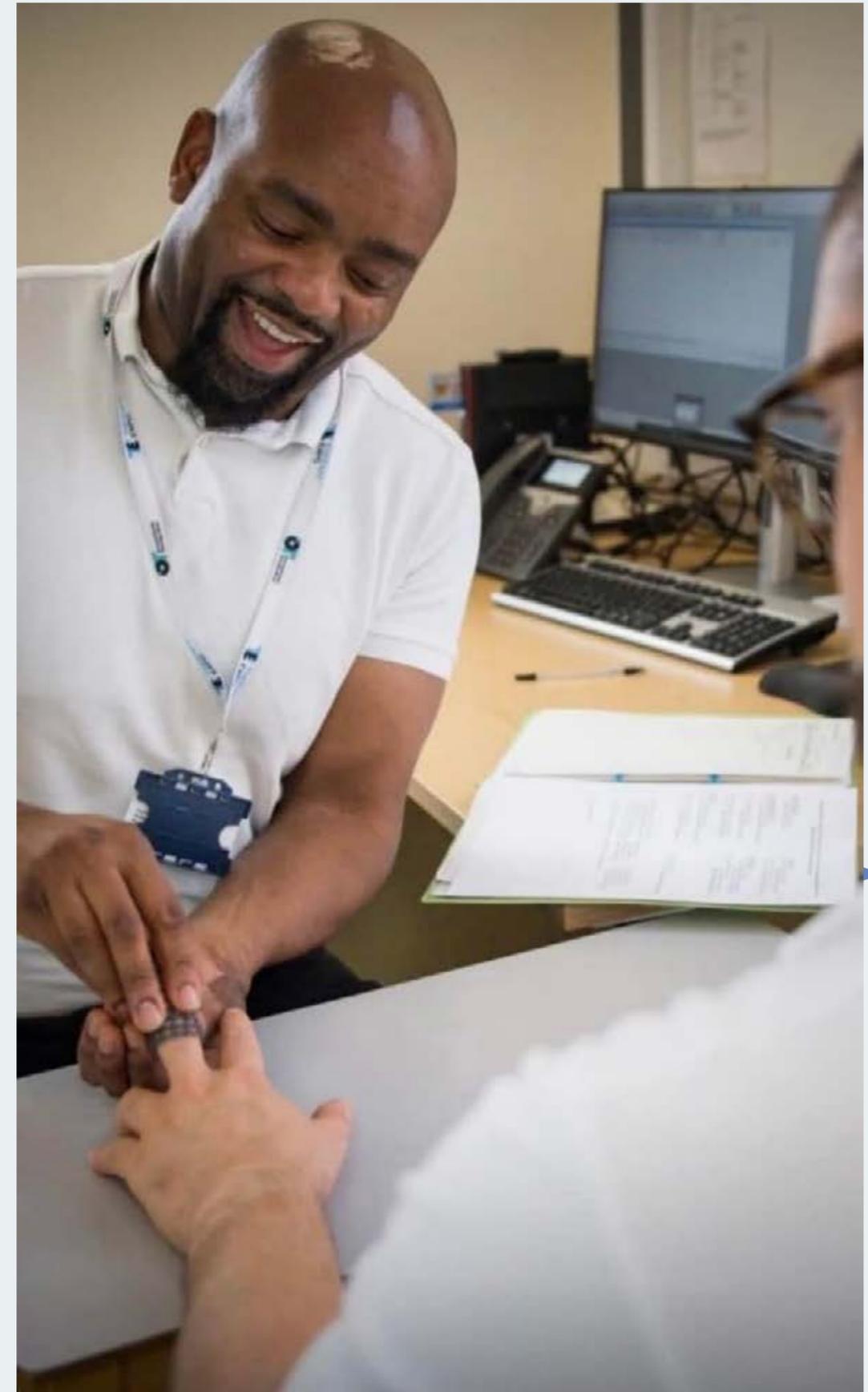
TOGETHER IN RESPIRATORY

Working as a health professional can be incredibly rewarding but also may feel difficult, frustrating or upsetting at times. [This toolkit](#) is a collection of resources designed by healthcare professionals to help you look after your mental health.

The [NHS Race & Health Observatory](#) works to identify and tackle ethnic inequalities in health and care by facilitating research, making health policy recommendations and enabling long-term transformational change. They provide useful links to access for more information.

The North West Black Asian and Minority Ethnic Assembly provide a framework for all NHS organisations across the North West towards the ambition of becoming actively anti-racist organisations. [Further information can be found here.](#)

The GM Equality Alliance (GM=EqAI) is a coalition of organisations and individuals drawn from a wide range of communities of experience across Greater Manchester. Their [Inclusive Language Subgroup](#) meets bi-monthly to produce guidance to help GM=EqAI members and staff be respectful and consistent in our internal and external communication.



TODAY'S LEARNERS TOMORROW'S WORKFORCE





BEING AN EFFECTIVE LEADER

Leadership is one of the most influential factors in shaping an organisational culture therefore developing the right people with the right skills and the right values is a key priority to enable the sustainable delivery of health and care services. The quality of care that patients receive depends first and foremost on the skill, compassion and dedication of staff. The more engaged staff are, the better the outcomes for patients and the organisation. Ensuring the necessary leadership behaviours, strategies and qualities are developed is fundamental.

There are many different types of individual leaders, each with their own individual leadership style, they come in many different forms and can operate at any level. To enable you to start, develop and embed your leadership in the NHS, over the page are a number of resources to support your journey.

GET PREPARED

YEAR 1

Learning Objective:
Understanding levels of leadership.
Becoming a role model.

Achieved by:
Learners having opportunity to understand how their actions and behaviours can influence professional development.

EMBRACE THE EXPERIENCE

YEAR 2

Learning Objective:
Developing self within levels of leadership.
Developing self as a role model.

Achieved by:
Learners having opportunity to demonstrate how their actions and behaviours can influence professional development.

MODEL THE FUTURE

+
M
YEAR

Learning Objective:
Being a clinical leader and a role model.

Achieved by:
Learners being supported to influence and guide teams within quality care delivery.

The [NHS Leadership Academy](#) aims to help everyone in the NHS discover their full leadership potential and achieve the highest standards in health and care. All their development programmes, lifelong learning and talent scheme offers are designed to deliver the NHS People Plan and our People Promise.

[E-Learning for Health](#) offer a variety of elearning programmes that are developed in partnership with the NHS, 3rd sector and professional bodies and can be accessed for free, 24/7 by health and care professionals. Their modules are designed to develop your knowledge and understanding of a range of management and leadership topics using real life examples. They are suitable for multi-professional health and social care team leaders and managers or aspiring managers at all levels.

The NHS Knowledge and Library Hub connects healthcare staff and learners to high quality, NHS-funded, knowledge and evidence resources in one place, using a single search. [The 'Hub'](#) includes all journal articles, e-books, guidelines and evidence summary tools provided nationally and by your local NHS library team.

RCN Leadership is [a suite of bespoke programmes](#), giving you the confidence to lead positive and effective change within your organisation. RCN Leadership supports staff at all levels; from individuals beginning their leadership career, to experienced leaders wishing to refine specific skills.

The [Student Leadership Ambassador Scheme](#) is run in collaboration with the NHS Leadership Academy and key higher education institutions. The scheme consists of three elements:

1. Formal leadership development through parts 0 and 1 of the Edward Jenner programme
2. Peer support and action learning sets with other students taking part
3. The opportunity to put learning into practice by setting a goal, working towards it and keeping a reflective log



The [Edward Jenner programme](#) is your first port of call if you are looking to build a strong foundation of leadership skills that can help enhance your confidence and competence in your role. The programme has been designed to offer flexibility as a suite of online short courses. It starts with an introduction to personal development and then moves on to exploring what leadership means to me and leading through relationships. Level 2 covers leading in and beyond my team and the leader as manager.

The NHS Leadership Academy provide training on [challenging microaggressions in the workplace](#) in order to practice inclusive leadership. Learn how to harness your inclusive leadership skills to notice and challenge microaggressions in any healthcare organisation.

[Bristol University](#) provide further information on microaggressions.

The BBC Bitesize series provide some discussion on [White Privilege](#).

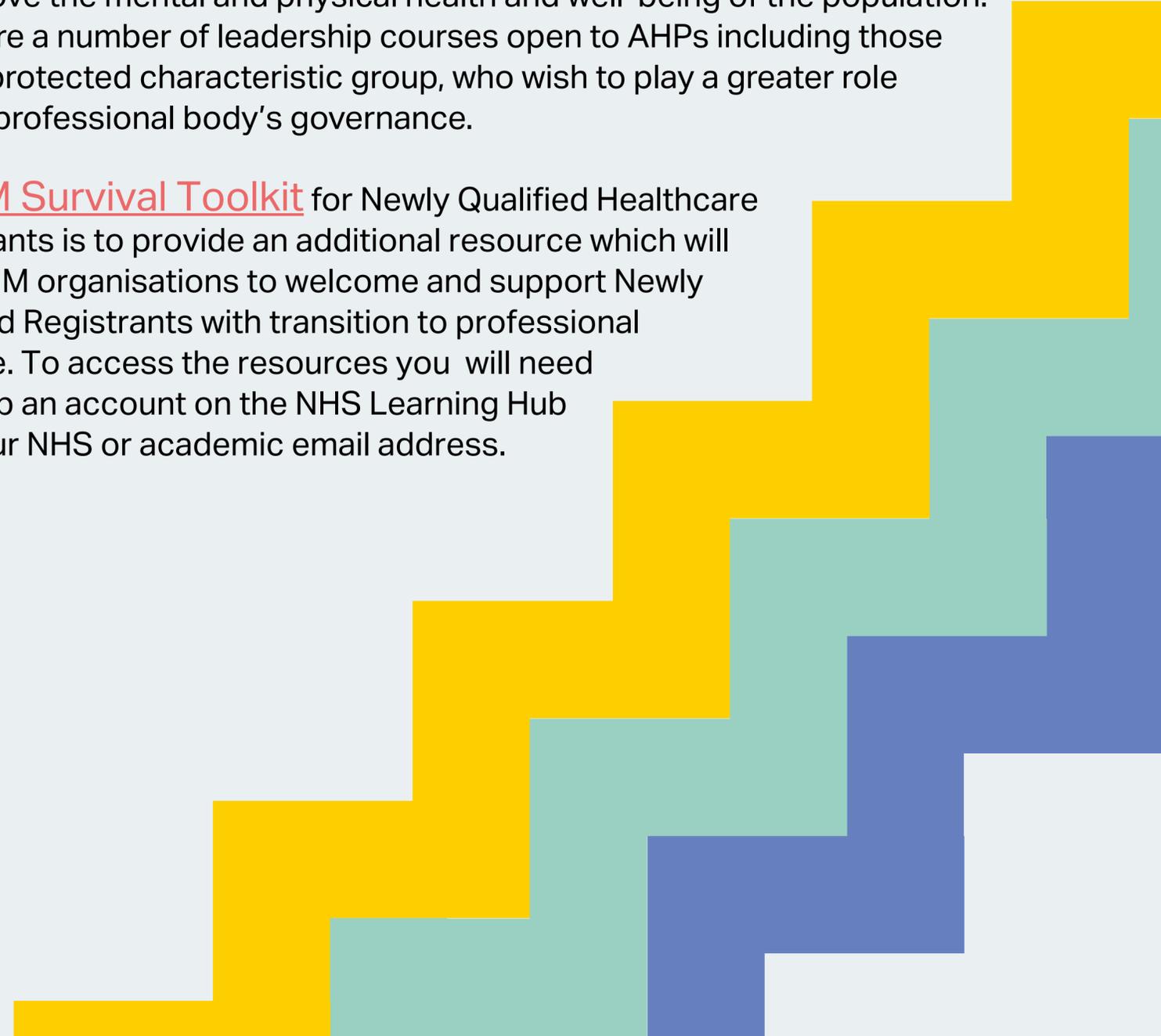
[The King's Fund](#) is an independent charitable organisation working to improve health and care in England. Their vision is that the best possible health and care is available to all. They aim to be a catalyst for change and to inspire improvements in health and care by:

- Generating and sharing ideas and evidence
- Offering rigorous analysis and independent challenge
- Bringing people together to discuss, share and learn
- Supporting and developing people, teams and organisations
- Helping people to make sense of the health and care system

You will find numerous articles and reports on leadership within the website, here is one on [leadership & culture](#).

The [Allied Health Professions Federation \(AHPF\)](#) comprises twelve professional bodies representing Allied Health Professionals (AHPs). The AHPF provides collective leadership and representation on common issues that impact its members' professions. Their Vision is that the AHP workforce is positioned to improve the mental and physical health and well-being of the population. There are a number of leadership courses open to AHPs including those from a protected characteristic group, who wish to play a greater role in their professional body's governance.

The [GM Survival Toolkit](#) for Newly Qualified Healthcare Registrants is to provide an additional resource which will assist GM organisations to welcome and support Newly Qualified Registrants with transition to professional practice. To access the resources you will need to set up an account on the NHS Learning Hub with your NHS or academic email address.



BEING AN EFFECTIVE COMMUNICATOR

The art of communication is a skill to that will never stop developing and evolving as you advance through your course and into your career as a healthcare professional.

These essential skills will be enhanced as you learn and grow.

GET PREPARED

YEAR 1

Learning Objective:
Understanding the importance of effective communication.

Achieved by:
The learners being introduced to a wide range of settings where effective communication is key to care delivery.

EMBRACE THE EXPERIENCE

YEAR 2

Learning Objective:
Demonstrating effective communication skills.

Achieved by:
Providing opportunity for learners to independently communicate with staff and patients and provide them with feedback.

MODEL THE FUTURE

YEAR 3

Learning Objective:
Managing difficult conversations.

Achieved by:
Providing opportunity for learners to engage in communications with patients, teams, and peers.



**THE MOST IMPORTANT THING IN
COMMUNICATION IS TO HEAR WHAT
ISN'T BEING SAID**

- PETER F. DRUCKER

These links are designed to help your personal communication skills. Some may help you to cope, belong and nurture the skills of others around you as you enter and advance through your career.

The Oliver McGowan Mandatory training on Learning Disability and Autism is standardised training with a principle aim of ensuring the health and social care workforce have the right skills and knowledge to provide safe, compassionate and informed care to autistic people and people with a learning disability.

You can watch a [short film here](#) that provides more information on this important aspect of communication and care. There are additional learning resources that you can [access here](#) to fulfil the requirements of the mandatory training.

There are some thought-provoking and informative [Ted talks covering 8 aspects of communication](#). These include topics such as the impact of storytelling, how to disagree productively and find common ground, body language, miscommunication and how to avoid it, productive conflict, the secret to giving great feedback, being an effective and efficient communicator and leading of conversations.

[Speaking up, questioning](#) and [dealing with complaints](#) require significant skill especially when [managing challenging conversations](#). Challenging conversations may arise when you are acting as an advocate for people you are working with or are in your care [Dare to care \(Creating an Anti – Racist Environment\)](#) provide information about tackling racism in the workplace and strategies for dealing with discrimination.

Listening is an important skill. [Sage and Thyme](#) is a communication skills workshop about listening to people who are worried. This programme will help you to develop your listening skills as you progress through your programme of study and go on to registered practice.

Full, clear and accurate record keeping is vital to practicing safely and effectively as a registered practitioner, skills in documentation and report writing. [This learning resource](#) will support your ongoing requirement to ensure your ongoing competence in this aspect of care.

Set up an account with the [NHS Learning Hub](#). You can do this using your university email address if you are still a student or your professional email address if you are now qualified. This website has a wealth of information around communication. Learning how to [gain support with communication](#) skills and [communicate assertively](#) are skills which are vital and can be challenging at any time in your career. Working this into your professional development plans will help with strengthening this area of your practice.

The [Importance of communication skills in healthcare](#) is a learning resource that centres on the benefits of positive communication in healthcare practise. The art of delegation and the communication skills required to do this successfully can be accessed [here](#).

BUILDING MY CAREER PATHWAY



It is important that you start to plan for your future once you are on a programme of study. Where do you see yourself in 5 years' time or 5 years from your programme completion and once you are a registered professional. The following information will help you to start thinking about your career plans.

GET PREPARED

YEAR 1

Learning Objective:
Choosing a career pathway and how to get there.

Achieved by:
Exposure to the four pillars of professional practice;

- Clinical Practice
- Leadership and Management
- Education
- Research

EMBRACE THE EXPERIENCE

YEAR 2

Learning Objective:
Managing expectations and aims for the future of Employability.

Achieved by:
Experiencing working within the four pillars of professional practice.

MODEL THE FUTURE

YEAR 3

Learning Objective:
Transition to professional practice.

Achieved by:
Consolidating learning and being supported towards transition.

Your NHS career - If you want to leave work every day knowing what you have done really matters, you are in the right place. Look behind the scenes of Britain's single biggest employer – [the NHS](#). Planning your career pathway may seem daunting, there is information and guidance on the [NHS Healthcare careers](#) website that will enable you to start planning your future once you complete your programme of study.

Graduate Training Opportunities are available here to help you determine your future healthcare career pathway ranging from Accelerated Programmes to NHS [Graduate Management schemes](#) following your programme of study.

Apply for jobs within the NHS, Health and Care [here](#) or [Think Care Careers](#), it may also be useful to join a professional network such as [LinkedIn](#) to help support your future success in terms of recruitment, professional development and networking. Put simply, you are seeing what is out there on the world wide web.

The multi-professional [Advanced Clinical Practice framework](#) has been developed to set out the capabilities of practitioners working at advanced level across the four pillars of professional practice, clinical practice, leadership and management, education and research. This framework will provide you with some ideas of which pillar of professional practice you wish to follow. Go to [Advanced Practice \(hee.nhs.uk\)](#) for more information about careers in Advanced Practice.

The [National Preceptorship Framework and Model](#) were established in 2021 as a structure to support newly qualified professionals to have the best possible start in their careers. The framework can be used to look at how you transition from your programme of study on your journey towards becoming a registered professional.

Enabling Effective Learning Environments – [Coaching conversations E learning package.](#)

A photograph of two men shaking hands in an office. The man on the left is seen from the back, wearing a dark green sweater. The man on the right is facing him, wearing a grey blazer over a blue shirt, and smiling. They are standing in front of a large window with a view of a city. A potted plant is visible in the foreground near the window.

**THE EXPERT IN
ANYTHING WAS
ONCE A BEGINNER**

- HELEN HAYES

GLOSSARY OF TERMS

STEPP PLan	A means of encouraging learners to develop a sense of belonging through the early development of transitional skills initially learnt by theory and bringing them to life in practice
Transition	The journey of becoming a registered practitioner from a student
Professional Practice Descriptor	A Knowledge, skill or behaviour which would be expected of any registered healthcare professional
Learning Experience	Any activity where learning has taken place (Clinical Practice, Lecture, Spoke Experience, life experience, Reading, Peer Activity, Experiential)
PARE Evidence	A personal record of professional activity which is uploaded onto the electronic practice assessment record
Learning Environment	Any part of the community which provides an experience for the healthcare student
STEPP Certificate / e-certificate	A form of recognition for completion of activity to support a professional role descriptor
Affirmer	Any colleague who is willing to confirm that the learning has taken place
Talent	A display of proactivity to learn and succeed
Pre-preceptorship	When a third-year learner has completed all curriculum requirements is able to consolidate learning with Preceptorship support whilst awaiting registration
Preceptorship	A period of structured transition for the newly registered practitioner, during which he or she will be supported by a preceptor, to develop their confidence as an autonomous professional, refine skills, values and behaviours and to continue on their journey of life-long learning (DoH 2010)
Collaborative Learning	Joint plan development, including induction and preparation for practice



Created in partnership by;



Laura Orton

Design by;