

Welcome to the:

RCSLT South East Hub Roadshow

Wednesday, 19 September 2018



Strategic Plan 2018 - 2021



Strategic Plan 2018-21: core messages



Purpose: We are the professional body that promotes excellence in speech and language therapy.

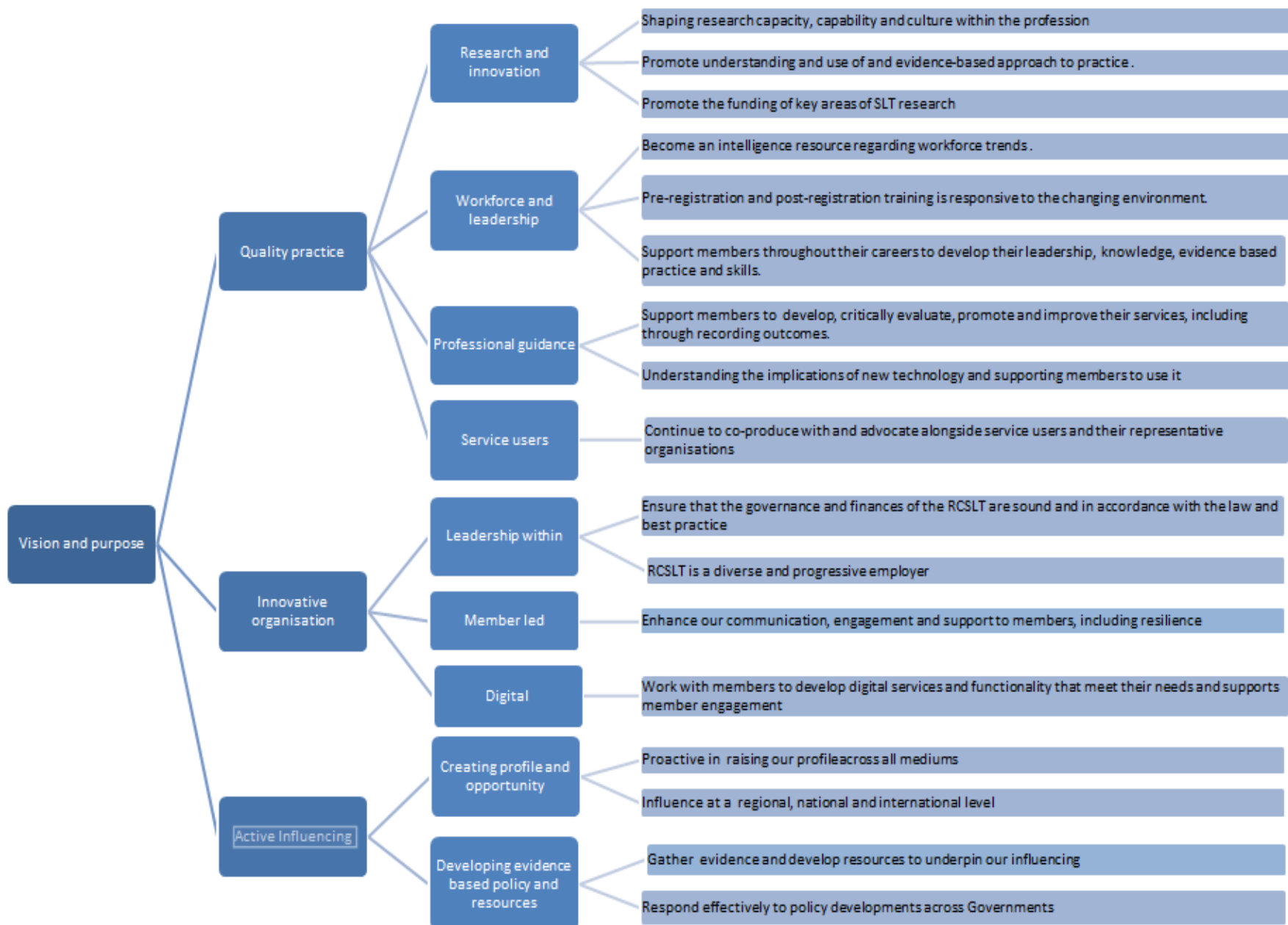


Vision:
Enabling better lives for people with communication and swallowing needs.

CORE MESSAGES

STRATEGIC TOPIC

STRATEGIC OBJECTIVES



RCSLT South East Hub Roadshow

Wednesday, 19 September 2018



The Engagement Swish

Kaleigh Maietta, Events and Member Engagement Officer





The Engagement 'Swish'

Adapted from Gideon Rosenblatt's Engagement Pyramid



Leading

- Leads and engages others, helps to define strategy and spot opportunities

Owning

- Invests time in the mission of RCSLT, is an ambassador for key areas, embodies 'I am college'

Contributing

- Contributes time, expertise and support in developing and sharing information

Endorsing

- Champions ideas. Disseminates information and recommends and promotes resources/activities to colleagues

Following

- Actively shows interest in new areas of RCSLT development and activity, engages occasionally

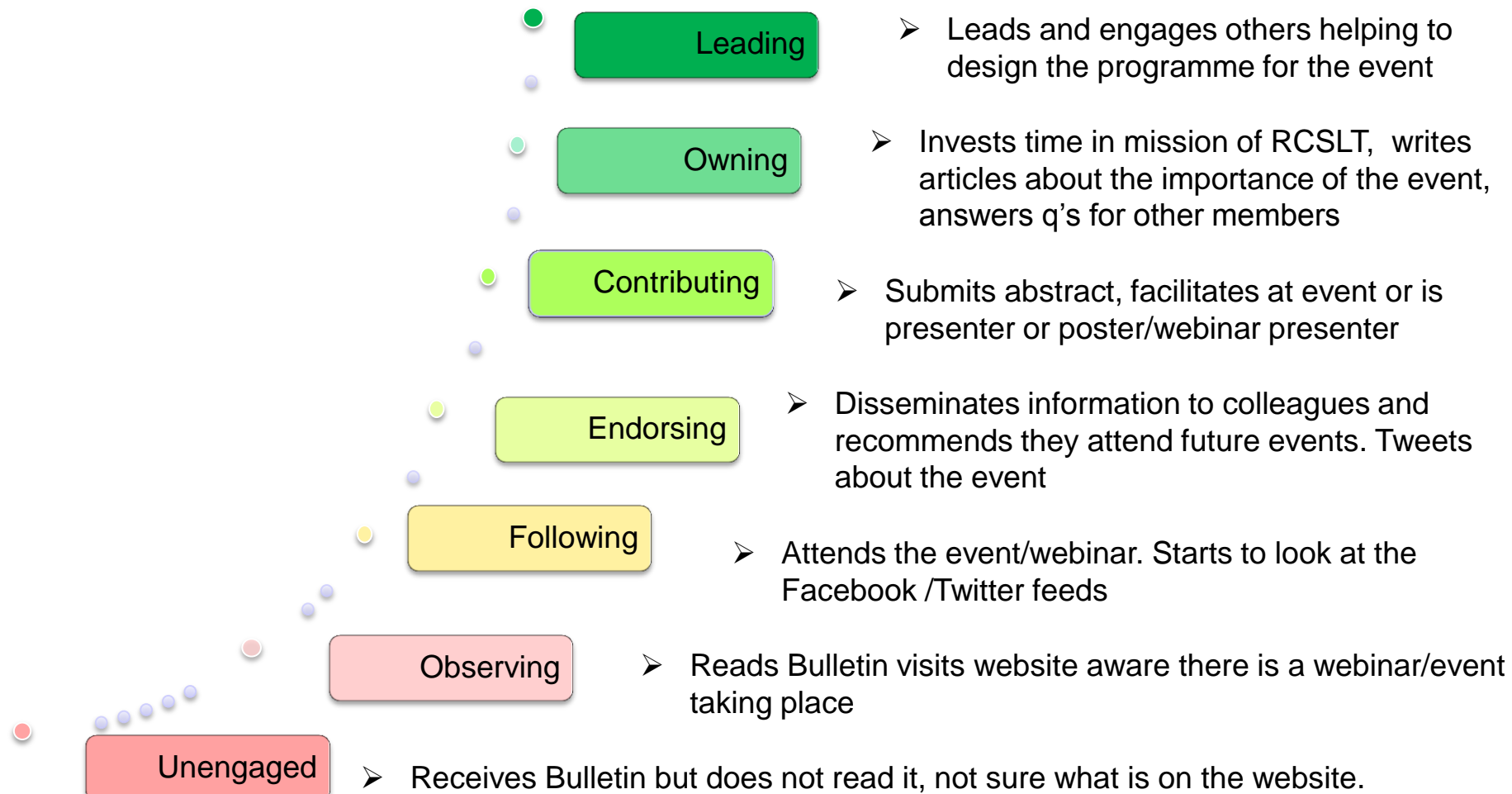
Observing

- Hears RCSLT mentioned by colleagues from time to time, occasionally reads Bulletin or other communications. Relies on others to mention if there's something new to be aware of.

Unengaged

- RCSLT feels remote, but necessary for insurance purposes.

Events example





Leading

Owning

Contributing

Endorsing

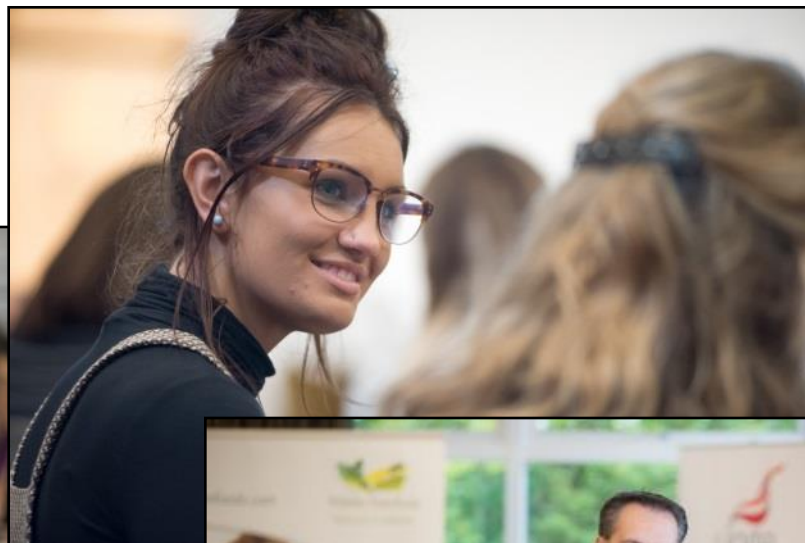
Following

Observing

Unengaged

Our aim is to provide easy, engaging and meaningful opportunities at each step to facilitate members to engage with the RCSLT

Appreciating that day-to-day pressures and challenges are a factor.



Focus group member
Abstract peer reviewer
Hub forum member
Representative on exhibition stand
Adviser
Event organising group member
Presenter
Community member – Hubs, CENS, Research Champion
Writing for Bulletin
Responding to consultation documents
Member of the Honours committee
Trustee
Steering group member
Leadership mentor

Personal challenges



1. Pressure of workload
2. Providing a quality service
3. Staffing issues
4. Cuts to service
5. Having the resources to deliver
6. Time constraints
7. Maintaining CPD

RCSLT South East Hub Roadshow

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RCSLT PPA Update

Derek Munn, Director of Policy and Public Affairs



Meetings



Submissions



Children in need of help and protection: call for evidence

Submission from the Royal College of Speech and Language Therapists

About the review

Children in Need are a group supported by children's social care, who have safeguarding and welfare needs, including children on Child in Need Plans, children on Child Protection Plans, Looked After Children, and young carers; and disabled children.

To understand how to improve the educational outcomes of Children in Need the Department for Education launched a call for evidence to get a clearer picture of how professionals across education, children's social care, health, and other specialist services, are working to support families to change, to access the right services, and to ensure children's needs are being met.

More information about the review is here: www.gov.uk/government/publications/review-of-children-in-need/review-of-children-in-need

Priorities and focus

1. Describe your priorities in what you do to support Children in Need to improve their educational outcomes



Royal College of Speech and Language Therapist's response to the APPG on Dementia's inquiry into dementia and disability

1. Please describe your views on dementia being identified as a disability

The Royal College of Speech and Language Therapists support dementia being identified as a disability. Recognising dementia as a disability will support people's rights and require employers and service providers to think about reasonable adaptations and service delivery to meet the needs of people with dementia.

We believe that the definition of a disabled person used within the Equality Act 2010 is insufficient to take into account the invisible and unique nature of communication disability. We made a submission¹ to the UN Committee on the Rights of Persons with Disabilities to argue that the definition of disability within the UK's Equality Act 2010 needs to be broader so as to make provision for those who have communication impairment either accompanying or separate to a physical or mental impairment.

First 1,000 Days of Life inquiry

Submission from the Royal College of Speech and Language Therapists (RCSLT)

1. Executive Summary

To improve outcomes for children and young people, early language and communication must be prioritised as part of any national strategy for the first 1,000 days:

- Communication is a fundamental life skill, which directly impacts on children's school readiness, their academic achievement, wellbeing and life chances.
- The first year of a child's life is crucial for language development; if the child's language and communication environment in the first 1,000 days is lacking their development will be impacted and certain skills may be permanently affected.

At a local level, we need to take a more joined-up and long-term approach to commissioning provision in the early years, which takes into account the costs and outcomes for the whole system and society in the longer term.

1. What are your top three priorities for meeting the mental health needs of people of all ages in England? Over the next five, and ten years?

- Identification of need:** the totality of needs affecting or resulting from mental ill-health must be identified:
 - **Communication** – communication needs¹, many of which are life-long, and mental health, in both children and young people and adults, are closely linked.² Communication needs are a mental health risk factor and/or co-occur with other risk factors, and are often previously unidentified. They risk support, referrals, assessments, and interventions, particularly verbally mediated ones, being inaccurate or inaccessible.³ This risks longer waiting lists, failed interventions and a waste of public resources.
 - People with a primary communication impairment are at greater risk of developing a secondary mental health disorder, commonly anxiety or depression.⁴
 - 81% of children with emotional and behavioural disorders had undetected speech, language and communication needs.⁵
 - **Swallowing** – mental ill-health and dysphagia, particularly in adults, are closely linked.⁶ This may be an intrinsic part of the disorder or a side effect of medication. Dysphagia puts people at risk of choking, pneumonia, hospital admission and in some cases death, all of which can increase costs to the NHS.
 - Research shows a heightened prevalence of dysphagia in acute and community mental health settings, 35% in an inpatient unit and 27% in those attending the day hospital, which compares to 6% in the general population.⁷
 - Risk of death due to choking in people with schizophrenia is 30 times more likely than in the general population.^{8a}
- Prevention and access:** early identification and support for communication needs would help prevent mental health problems from exacerbating. It would promote access to services by removing barriers to people accessing them and support those working in mental health teams to recognise and respond appropriately to communication needs, including through appropriate adaptation of assessments and

APPG – 23 October





Policy Priorities

NHS 10-year Plan



- Split into:
 - Life course programmes
 - Clinical priority areas
 - Enablers
- Met the National Clinical Director for Older People
- Responding to consultation
- Engaging with working groups

Mental Capacity



- Mental Capacity (Amendment) Bill in the HofL
- RCSLT aim: to replicate the situation in NI
- Second reading – lots of references by peers
- Committee stage – amendments tabled and briefings sent to peers
- Teleconference with DHSC policy officials

Justice



- Appropriate Adult project, Scotland Government
- Responded to the Select Committee's Prison Healthcare inquiry. Subsequently invited by the Select Committee to attend roundtable on prison healthcare
- Responding to the secure schools consultation
- Providing evidence to the MoJ review into restraint and de-escalation techniques
- Support MoJ registered intermediaries work

Adults



- Response to the APPG dementia inquiry into disability
- NICE dementia guideline published and included many of our recommendation for change.
- Preparation for the Green Paper on adult care and support (delayed)
- Working with PHE and NHSI to develop a framework for AHPs on social prescribing
- Arranging and supporting the Autumn's Aphasia Alliance Meeting

Higher Education News



ACP/ consultant practice

- The advanced clinical practitioner (ACP) level 7 apprenticeship is ready for delivery. Council of Deans of Health (CoDH) are looking at how ACP Master's provision is re-designed.
- HEIs we are aware of working on offering this apprenticeship: Southbank, Bournemouth, Salford, Manchester Met, and Sheffield Hallam, Essex.
- HEE setting up advanced practice/ consultant reference group <https://hee.nhs.uk/our-work/advanced-clinical-practice/virtual-reference-group>

Masters funding

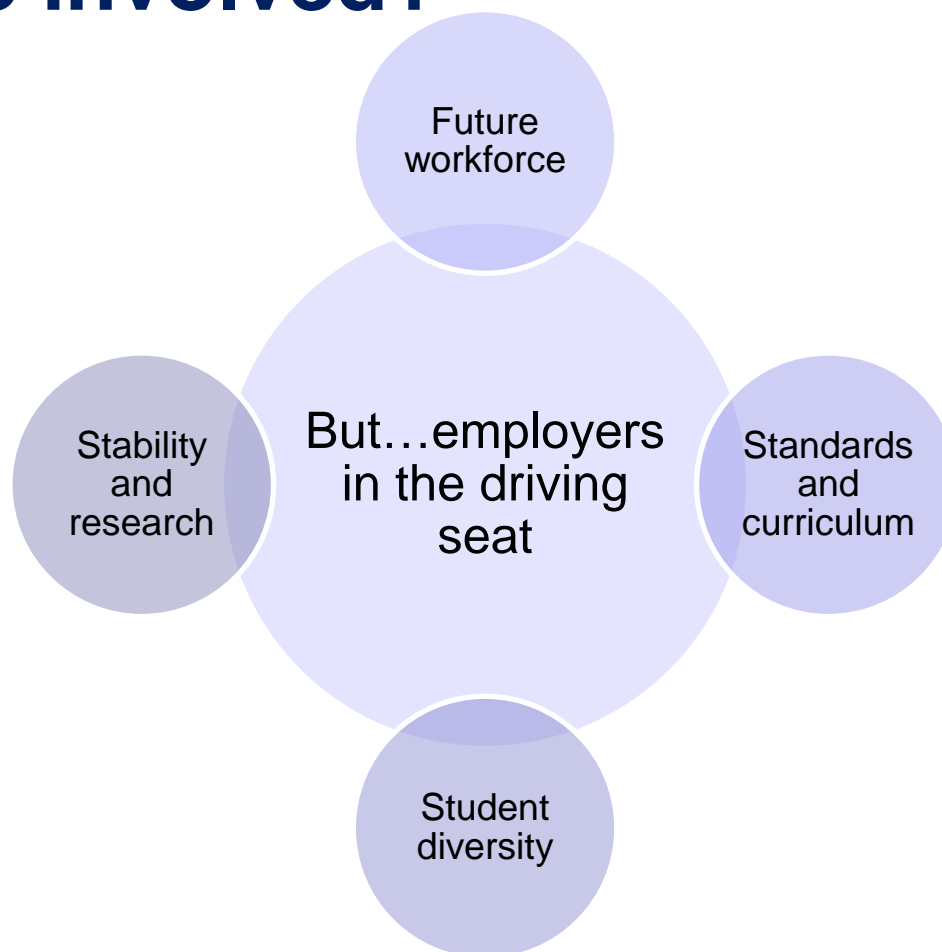
- Significant uncertainty around applicants for masters courses due to the late Government funding announcement in England.

Placements

- HEE has been mandated by the DHSC to pilot a 'place-based' approach from September 2018 to how the practice education tariff is distributed. HEE have just published a document – comments invited by 5th Oct. <https://www.hee.nhs.uk/our-work/education-training-placement-funding>



An SLT apprenticeship: why should RCSLT be involved?



RCSLT position



- Must align with RCSLT new curriculum guidelines
- Must align with HCPC standards of practice
- Must provide a degree level qualification
- No dilution of quality or standards
- Should support improved diversity in the profession
- Should provide a new pathway into the profession.

SLT Apprenticeship: The story so far



Kick off workshop

- 17th July 2017 – 50 attend

The trailblazer group
forms

- 14 employers/ 4 universities/ RCSLT/ Skills for Health

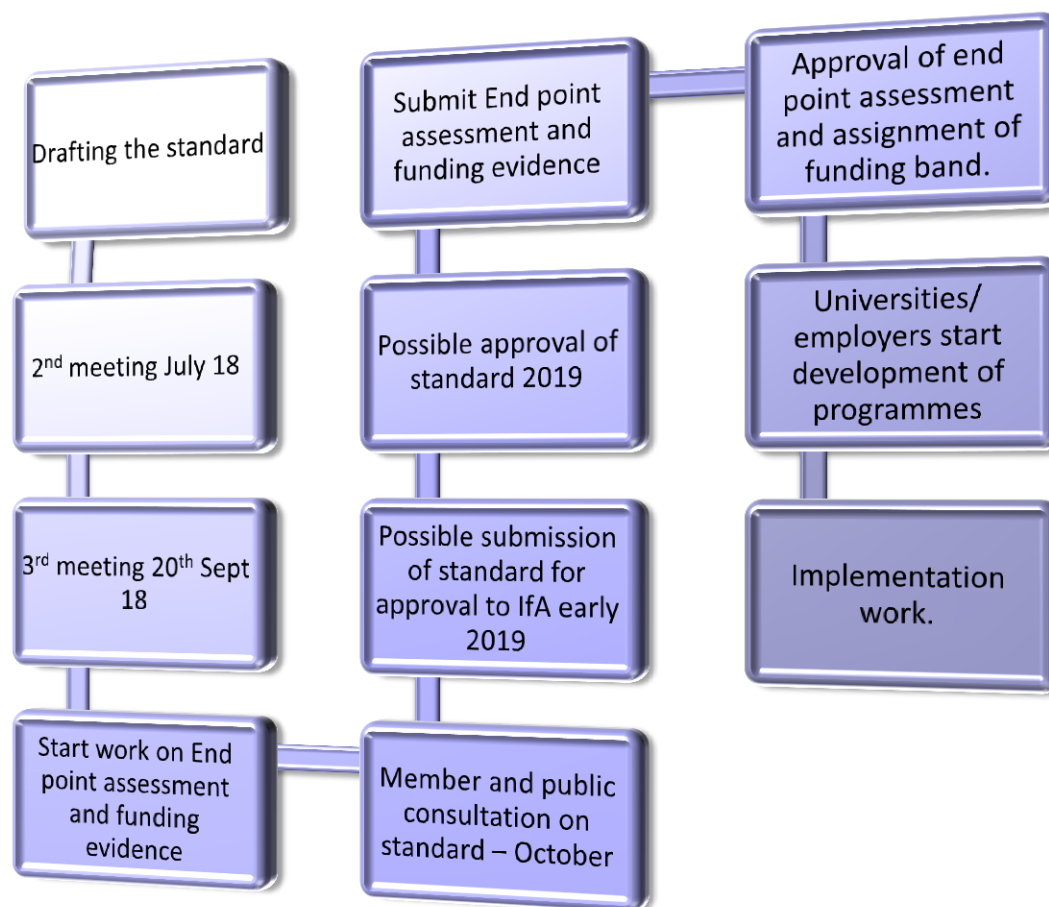
Occupational proposal

- Approved by the Institute for Apprenticeships
Nov 17

Trailblazer group develops
occupational standard

- Third meeting 20th Sept drafting the “standard”
- Aligned with new RCSLT curriculum guidelines

Next steps

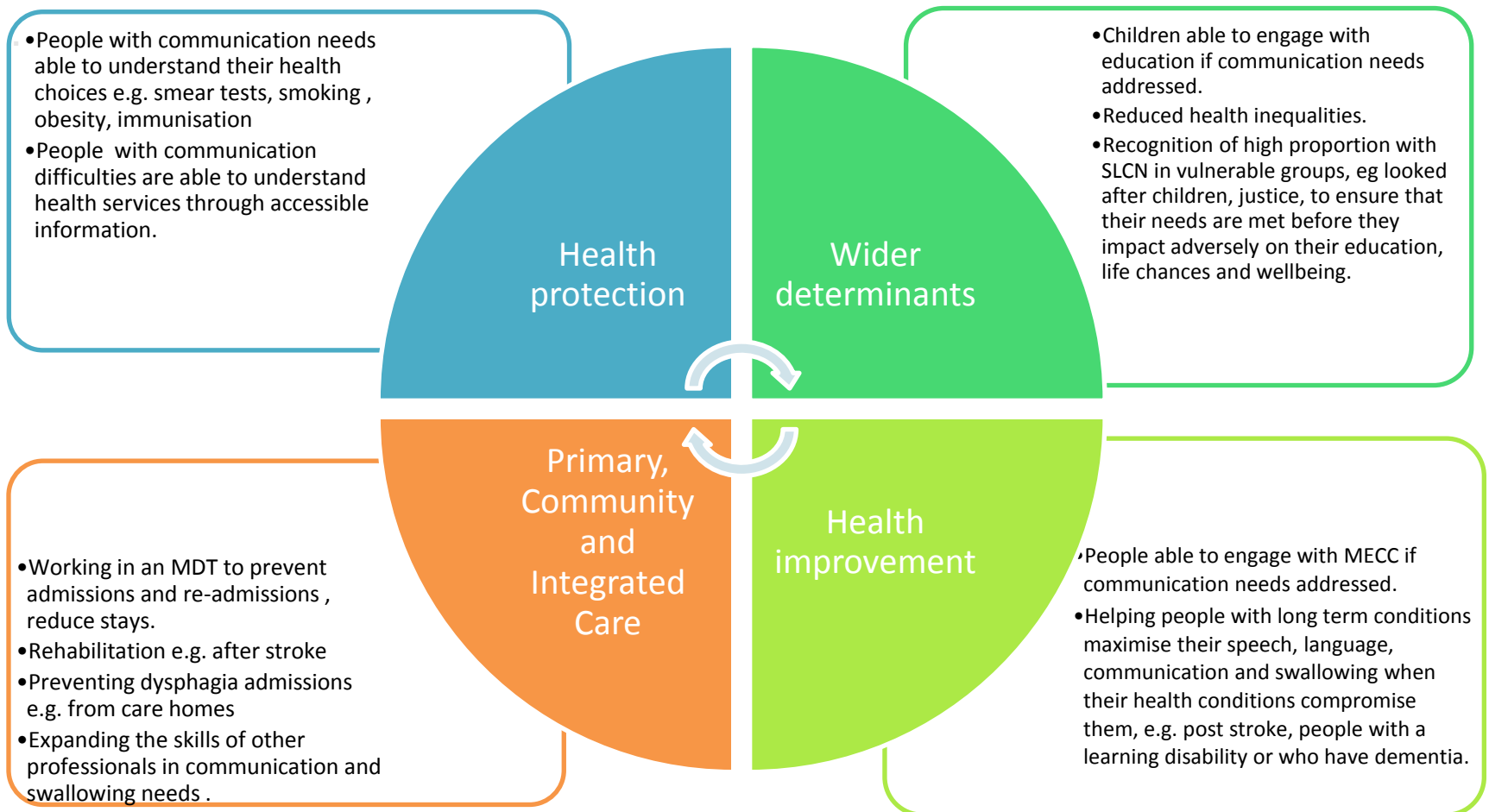


Public health – RCSLT approach



- Showing the value of SLT as part of the public health agenda across children and adult population.
- Relevant other members of the workforce have an appropriate understanding of communication and swallowing (e.g. universal training such as the box)
- Public health services and messages are accessible to those with communication needs eg inclusive communication
- The return on investment for investing in SLT services who provide universal approaches and input to public health services are understood
- Supporting wider public health approaches such as Making every contact count.
- Ensuring engagement with national influencers such as PHE.


Four domains of public health: the Speech and Language Therapy role



Ongoing work

- New webpages – <http://www.rcslt.org/>
- Webinar - <http://www.rcslt.org/>
- Factsheet
- Offer to Hubs
- PHE Public Health conference 2018 stand – significant engagement in person and on social media
- Contribute to update this year of the PHE strategy on public health
- Developing resources





Giving Voice | Speech and Language Therapy transforms lives



ROYAL COLLEGE OF SPEECH & LANGUAGE THERAPISTS

Speech and language therapy promoting public health

How can public health outcomes be improved with speech and language therapy?

No matter what age people are, their lives are transformed every day by public health interventions from speech and language therapists (SLTs). Investing in speech and language therapy (SLT) services is cost effective and places the communication needs, health and wellbeing of people first.

SLT is cost effective

For children...

- every £1 invested in speech and language therapy for children with communication needs generates £6.43 through increased lifetime earnings;¹
- every £1 invested in SLT for children with autism generates £1.46 through lifetime cost savings.²

For adults...

- every £1 invested in SLT for adults with dysphagia after stroke, generates £2.30 in health care cost savings through avoided chest infections;³
- every £1 invested in SLT for adults with aphasia after stroke generates £1.39 due to improved health and ability to perform daily activities.⁴

How SLT can transform public health outcomes

SLTs prevent longer term public health problems. They do this by:

- Identifying and working to address communication needs in children, young people and vulnerable adults who struggle to understand and express themselves and help to transform their life chances – take a look at the iCan Talk Better programme, for example;⁵
- undertaking a whole range of prevention work, particularly as part of multi-disciplinary teams, that results in reduced hospital admissions, re-admissions and shorter length of stays;
- training and expanding the skills of other professionals in understanding communication needs and the impact of this on physical and mental health, to underpin prevention, on-going support in the case of developmental difficulties, rehabilitation

and end of life care. SLTs can train health visitors, primary and secondary care health practitioners and other workers, teaching and other education staff, care and nursing staff and families.

The scale of society's speech, language, communication and swallowing needs

- 7.6% of children (two in every class of 30) start school with a developmental language disorder (DLD) and a further 2.3% of children start school with a language disorder linked to or co-occurring with another condition;⁶
- Vocabulary difficulties at age five are significantly associated with poor literacy, mental health and employment outcomes at age 34;⁷
- As many as 60% of young offenders have speech, language and communication needs (SLCN);⁸
- 88% of long-term unemployed young men have been found to have SLCN;⁹
- No Wrong Door, the service for looked after children in North Yorkshire, found 21 of its 34 looked after children had communication needs. Of those 21 only two had met a speech and language therapist before;¹⁰
- In the UK around 2% of the population has been diagnosed with learning disability but only 0.46% of those diagnosed are known to social services;
- SLTs help the two-thirds of people with dementia in residential care who also have difficulties with eating, drinking and swallowing (dysphagia);¹¹
- About 63,000 adults per year in the UK have post-stroke dysphagia and 53,000 adults have post stroke aphasia (communication problems) requiring speech and language therapy.

Children



- Closing the “word gap”
- Disadvantage and those left behind:
 - Excluded pupils and alternative provision
 - Children in need of help and protection
 - Special educational needs and disabilities
- Children’s Commissioner for England
 - Survey of speech and language therapy provision

Bercow: Ten Years On



- Petition reached 10,000 signatures
- Government response issued
- Parliamentary debate led by Rebecca Pow
- Meetings with DfE, DHSC, PHE, Ofsted
- Awaiting fuller Government response
- Six month progress report out tomorrow!



Children and Young People's Mental Health

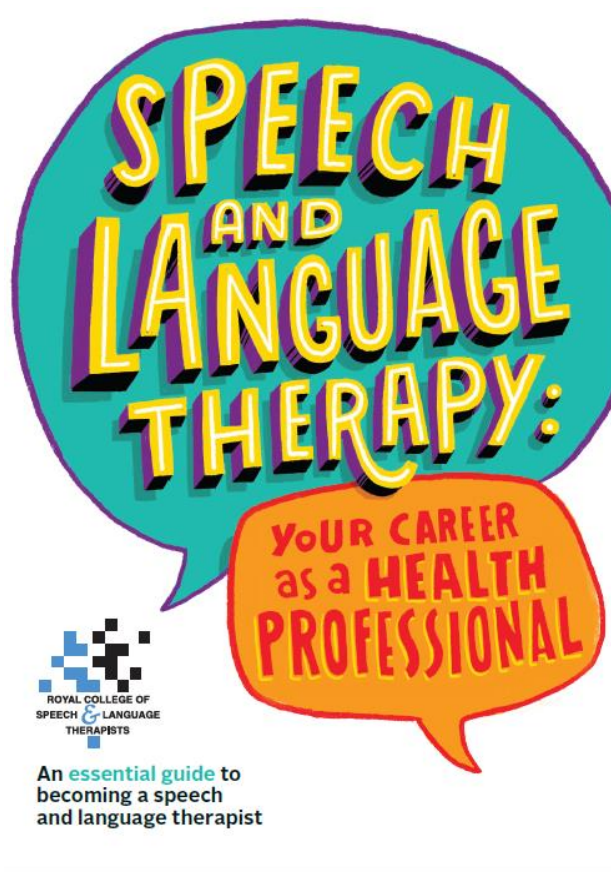


- Issued statement on Government's response to the Children and Young People's Mental Health Green Paper
- Responded to NHS England consultation on CAMHS Tier 4 Children's Services
- Continuing to work with Children and Young People's Mental Health Coalition – including informing development of their strategic plan
- Pressing for Bercow 10 recommendations on mental health to be implemented.



Wider Initiatives

Careers



- The new careers guide is online and in print.
- Aimed at 15-18 year olds.
- If you are visiting schools please order some to take, and
- Let us know which schools – we are going to try and map to see where we have covered and where we have gaps.

New initiatives



- Low incidence high need commissioning
- Relaunch of The Box



Professional Development: current initiatives

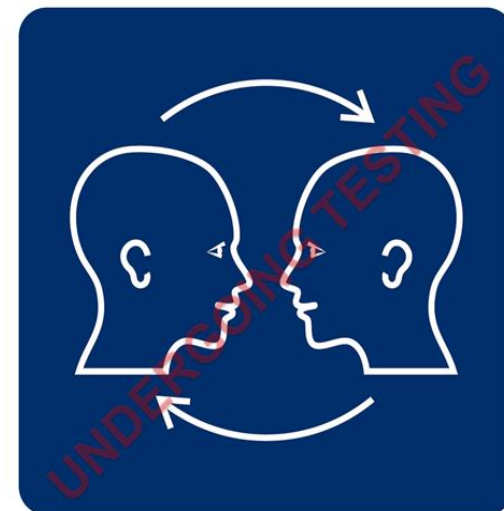


- Children's Services Strategy – document and guidance
- Curriculum guidelines, NQP framework, CPD diary
- Dysphagia event – 200 members
- Gender identity at final feedback stage
- Next up is critical care
- Web resources

Communication Access Symbol Project



- Launched in mid-2016 through an RCSLT hosted symposium
- Steering group is chaired by the RCSLT, including representatives from Communication Matters, the Stroke Association, the MND Association and Headway – the brain injury association, as well as expert speech and language therapists
- Aim is to develop a symbol for communication access in the UK akin to already existing disability access symbols with underpinning standards
- We've held 2 rounds of consultations, gaining over 5500 responses across both rounds, to determine symbol design, testing concepts and standards
- Early adopter phase will begin this Autumn



International Engagement



- Leading on the International Communication Project's development of a narrative for the UN's Sustainable Development Goals for Agenda 2030
- We have been accredited as an NGO to the UN's Conference on the Convention for the Rights of Persons with Disabilities



Thank you



Derek Munn
Director of Policy and Public Affairs

Follow the PPA team on Twitter:
[@RCSLTpolicy](https://twitter.com/RCSLTpolicy)

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Bercow: Ten Years On **Using the report findings to support campaigning and influencing**

Derek Munn, Director of Policy and Public Affairs

Coming up today...

- Key findings
- Facts with impact
- Bercow: Ten Years On – Six months in
- Making change happen in the South East



Leading

- Leads a local or national campaign, identifies new opportunities and mentors others to get involved.



Owning

- Invests time in promoting the report, writes blogs about its importance, coordinates use of speech bubble as part of #Bercow10relay.



Contributing

- Presents findings about the report at a team meeting, writes to MP.



Endorsing

- Shares the 2-page summary with colleagues, tweets about the report and petition encouraging others to get involved.



Following

- Visits the *Bercow: Ten Years On* website and follows the #Bercow10 hashtag on Twitter.



Observing

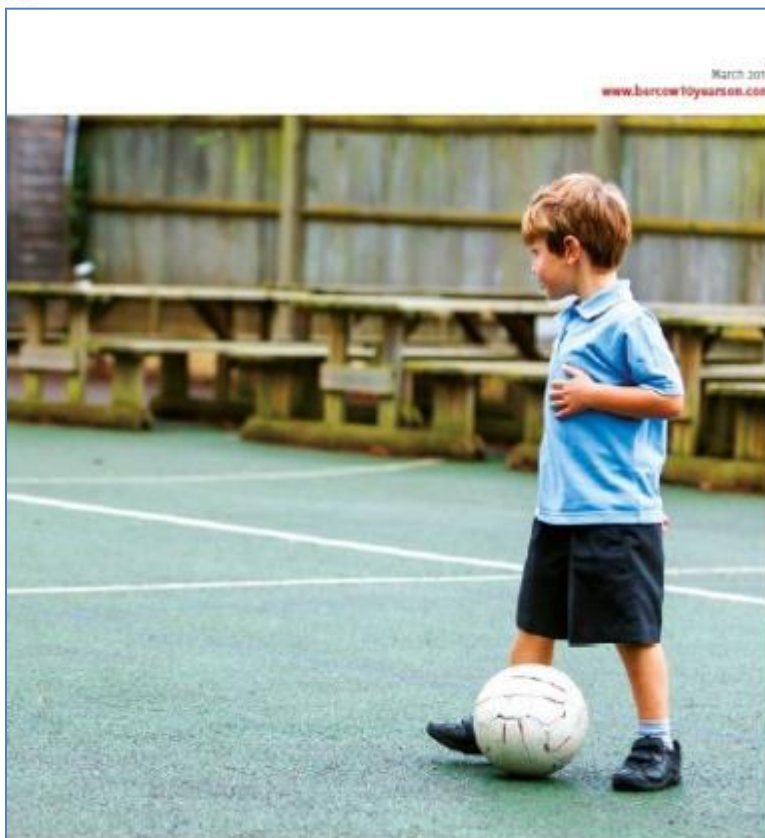
- Read Bulletin article about *Bercow: Ten Years On*, aware that there is a website but has not visited it.



Unengaged

- Has heard of *Bercow: Ten Years On* but does not know what it's about.





Bercow: Ten Years On

An independent review of provision for children and young people
with speech, language and communication needs in England.



The Bercow Report

A Review of Services for Children and
Young People (0–19) with Speech,
Language and Communication Needs

What's changed?

Key changes since 2008



POSITIVE

More evidence about SLCN through the Better Communication Research Programme.



Consistent government funding for workforce development in SLCN.



A national service specification for Alternative and Augmentative Communication (AAC).



Increased recognition of SLCN in the justice system.

Language and communication as one of the three prime areas of the Early Years Foundation Stage curriculum.



THE CHANGING LANDSCAPE

Reforms and reorganisation of the NHS.

Academies and free schools – increased autonomy for schools.

Reforms to support for children with special education needs and disabilities (SEND).

Significant changes in the use of technology.



NEGATIVE

Austerity and resulting cuts to services.



Loss of senior and specialist speech and language therapy posts.



Removal of speaking and listening from the National Curriculum.



Removal of a judgement of communication from the Ofsted framework.

No assessment in spoken language after age five within the curriculum.

Evidence

Children and
young people

Parents and
carers

Professionals

Employers
and
commissioner

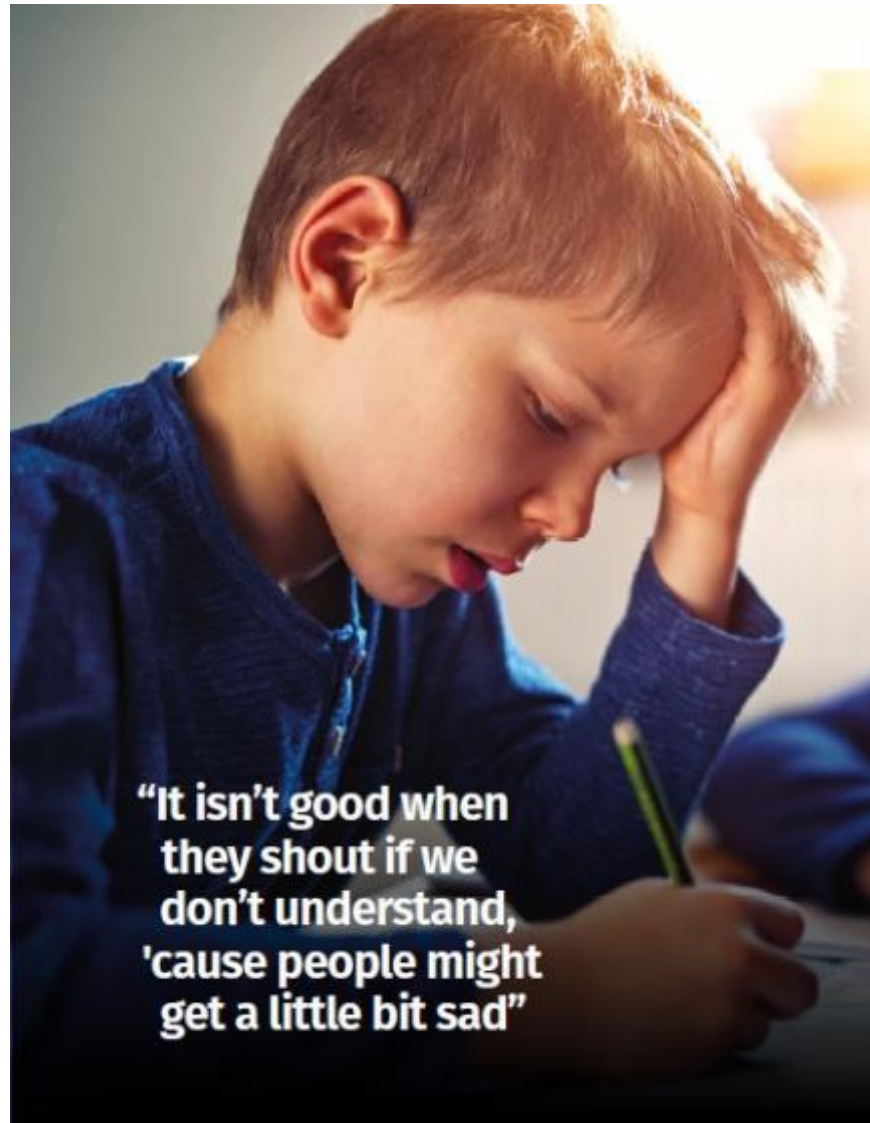
Share your experiences
of SLCN support and help
change the future.



#Bercow10

The voice of children and young people

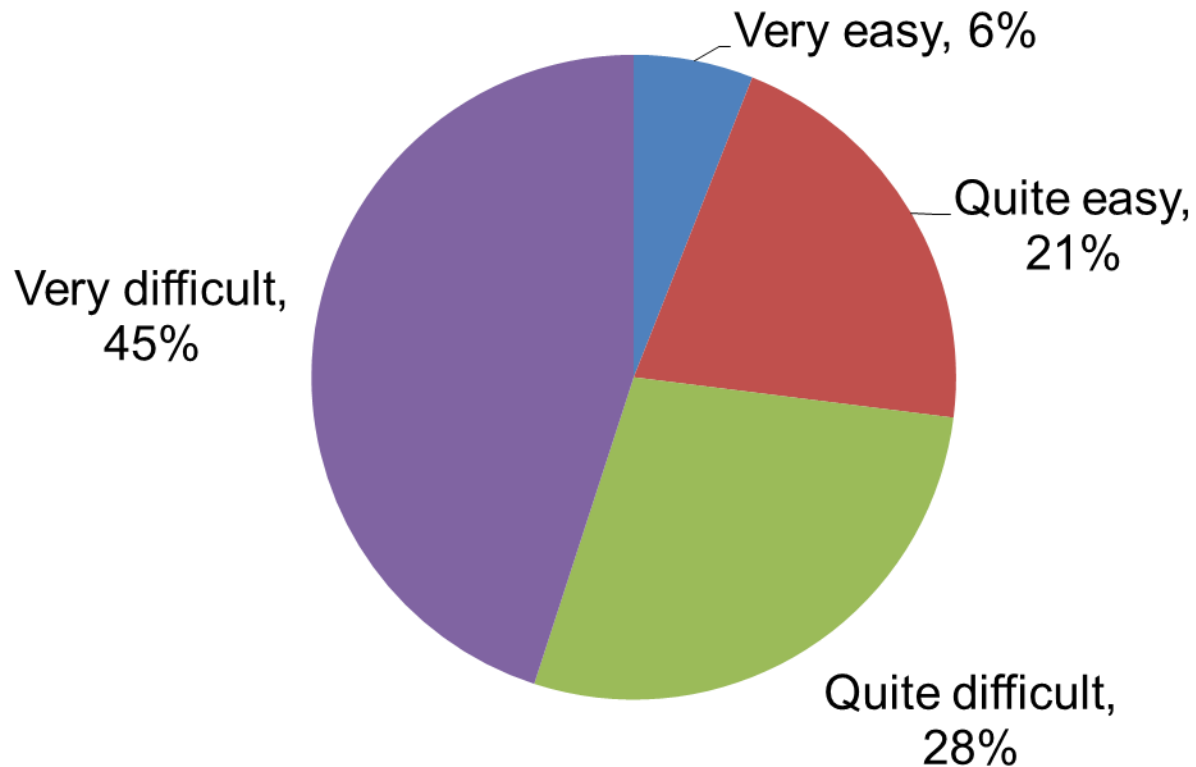
Like



*Don't
like*

Parents and carers

How easy was it to get help for your child with their speech, language and communication needs?



Parents and carers

- **78%** said information about SLCN was either not easily available or not available at all.
- **42%** said their child's SLCN was noticed too late.
- **54%** had to wait over six months to get the support they needed.
- **52%** said their family's experience of speech, language and communication support was poor.
- **59%** said services did not work well together.

Key stats



Just 15%

of survey respondents felt speech and language therapy was available as required.

38% of survey respondents felt that commissioners' understanding of speech, language and communication required significant improvement.

95% felt that central Government's contribution to raising standards and improving outcomes for children and young people with SLCN is either not clear or in need of strengthening.



53% of survey respondents **did not** feel that the way children learn in schools supports their spoken language development.

Five key themes



- **Communication is crucial**



- **Strategic system-wide approaches to supporting SLCN are rare**



- **Services are inaccessible and inequitable**



- **Support that makes an difference**



- **Too many children with SLCN are being missed**

Recommendations

- **Recommendations for Government and national bodies including:**
 - Department for Education
 - Department of Health and Social Care
 - NHS England
 - Youth Justice Board
 - Ofsted
 - CQC
- **Specific, realistic and impactful**

Recommendations

NATIONAL STRATEGY AND POLICY

- 2.1** The Department for Education and the Department of Health should use the findings and recommendations of this review as the driver to develop a new cross-governmental strategy for children, including a joint statement about the importance of children's speech, language and communication.
- 2.2** Ofsted should review the extent to which the teaching and monitoring of spoken language is taken into account in its framework for inspection when next revised in 2019.
- 2.3** Government should commission Ofsted and the CQC to continue their inspections of local areas and SEND beyond the current initial five year cycle.
- 2.4** The Department for Education and the Department of Health should strengthen the place of speech, language and communication in its proposals to transform children and young people's mental health provision.

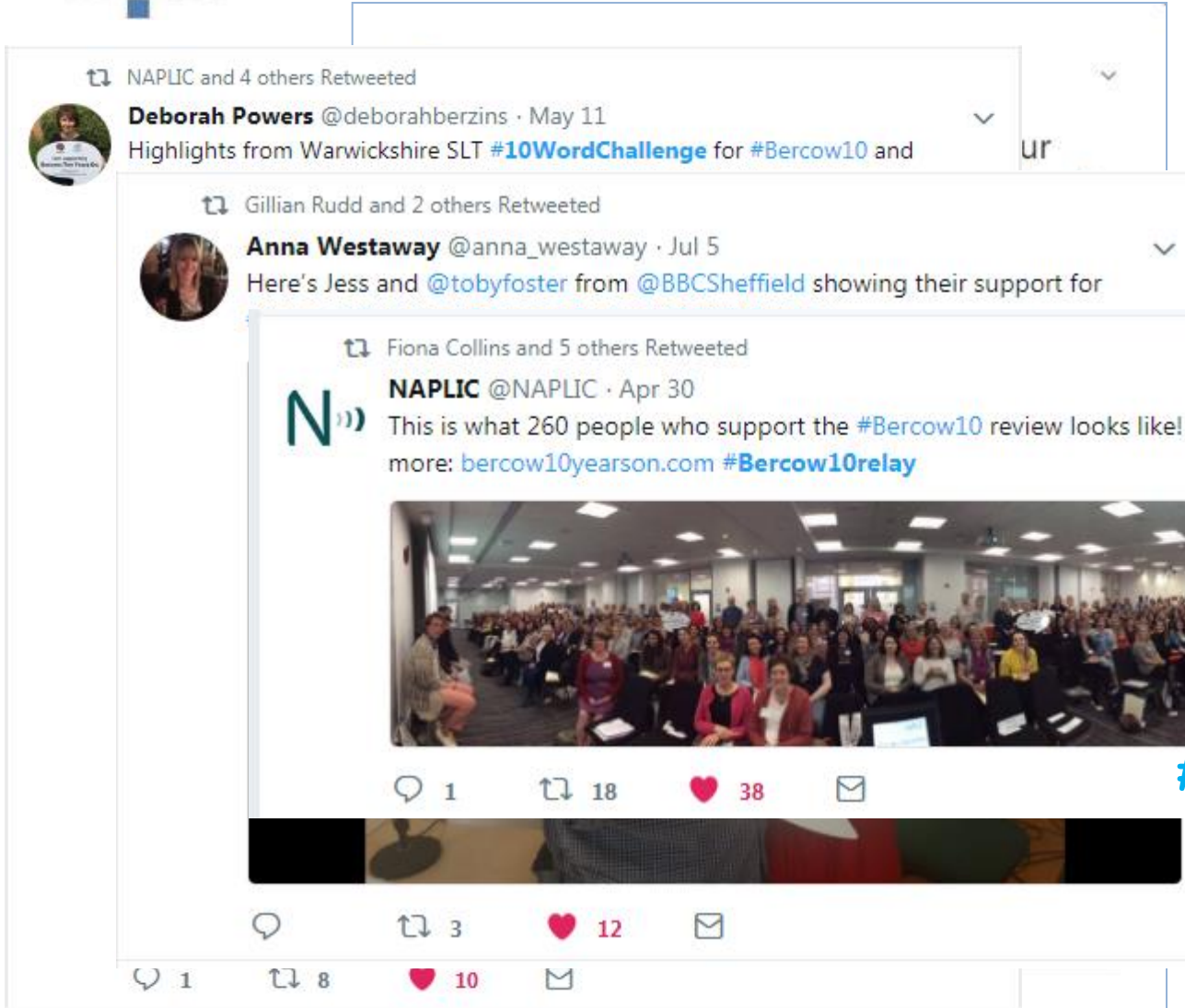
Which facts have the most impact?

- SLT service managers
- School leaders
- Local authority decision makers
- Health commissioners
- MPs
- The general public



Bercow: Ten Years On
Six months on...

Social media



#Bercow10

#10daysofBercow10

#10wordchallenge

#Bercow10champions

#Bercow10relay

#Bercow10relay in the South East



#HelloMyNameIsMaria @marpapadaki2 · Apr 19

Help children access the #SLT support they need! Jump in and join the petition now petition.parliament.uk/petitions/2156... @ICANcharity @SLTsocietyEssex @RCSLT @RCSLTpolicy @GivingVoiceUK



170 views 0:01 / 0:06



Ruth Clement

@PoofyC

Follow

Great day learning about #devlangdis with #kchft. So important to spread the word about #bercow10



10:59 am - 17 Jul 2018

7 Likes



1 7



I am supporting
Bercow: Ten Years On
#Bercow10
www.bercow10yearson.com

100 Photos for 100 Days of #Bercow10
196 photos

Like Comment Share

The petition



Petitions

UK Government and Parliament

Petition

UK Government to implement the Bercow: Ten Years On recommendations

I CAN and the Royal College of Speech and Language Therapists have just published a review of provision in England for children and young people with speech, language and communication needs. We are calling on the Government to implement its recommendations and MPs to support the review's findings.

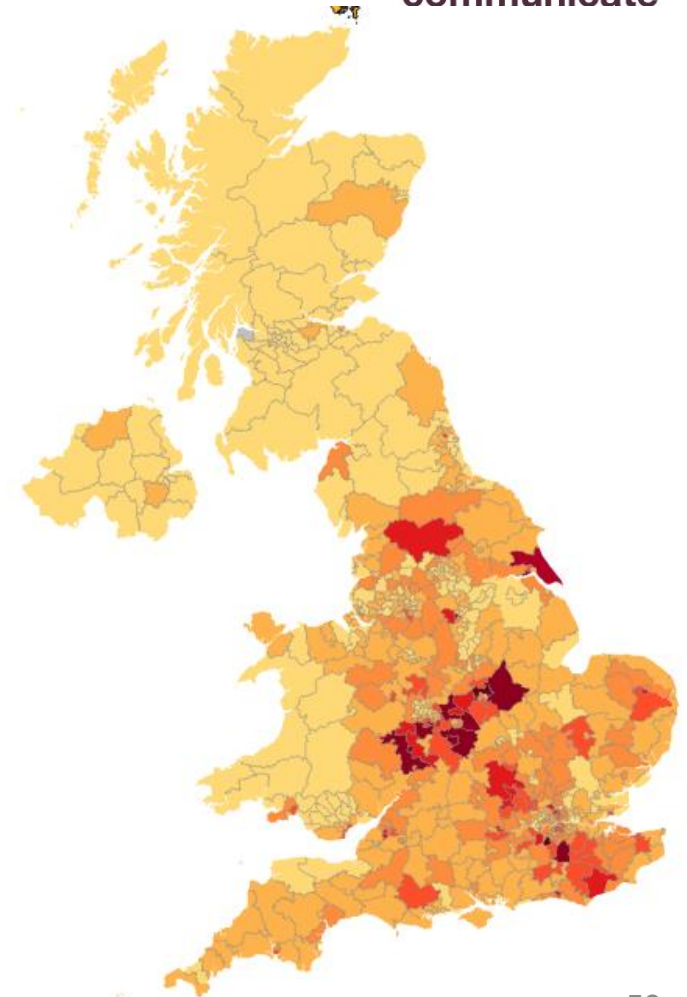
[▶ More details](#)

Sign this petition

11,502 signatures

[Show on a map](#)

100,000



Government response

Government responded

This response was given on 3 July 2018

- “ We are considering the report’s recommendations and will respond appropriately in due course. We will keep I CAN and the Royal College of Speech and Language Therapists updated on progress.

▼ [Read the response in full](#)

We welcome the Bercow Ten Years On report and it raises some important issues. The government is currently considering the report and an appropriate response will be provided in due course.

Speech, language and communication skills are fundamental in helping children and young people flourish in life, and the government is firmly committed to ensuring that those with speech, language and communication needs (SLCN) receive the support they need to reach their full potential.

Parliamentary reaction



Bercow: Ten Years On

an independent review of provision for children and young people
with speech, language and communication needs in England

"We don't want to see any child held back from achieving their potential and that includes ensuring that those children with speech, language and communication needs are given the support that they need....we will look very carefully at what the report has said and will respond to it in due course."

The Rt Hon Theresa May MP
The Prime Minister

#Bercow10

Parliamentary debate

Speech, language and communication support for children



Progress

- Two recommendations confirmed
- Steps in the right direction on social mobility, identifying need in the early years and inspections to schools and SEND.
- More still to do on support beyond the early years, joint working and a cross-government strategy

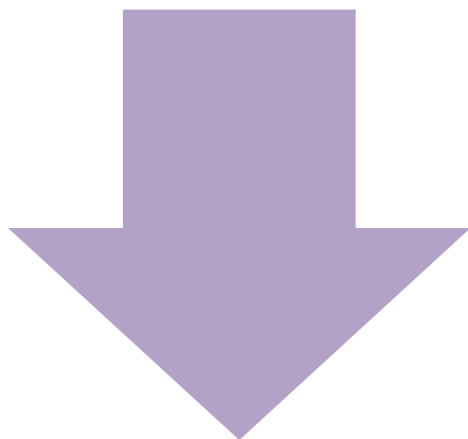
Look out for our 6 month report on Thursday!

Be a Bercow10champion

“We are the pieces of the puzzle that build the case and every contribution is important.” Gillian Rudd

- **5 minutes:** Sign the petition and then share it on social media
- **10 minutes:** Print out the 2-page summary and put it up on a noticeboard
- **30 minutes:** Write to your local MP
- **38 minutes:** Watch the Bercow: Ten Years On webinar for lots more ideas!

www.rcslt.org/news/webinars/gvbercow



**Bottom
up**



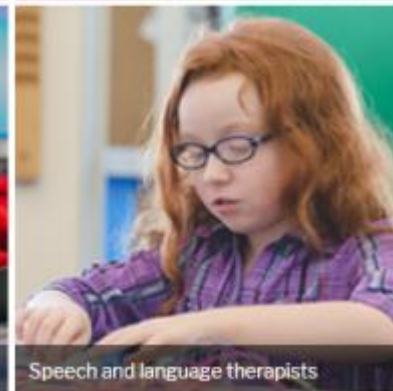
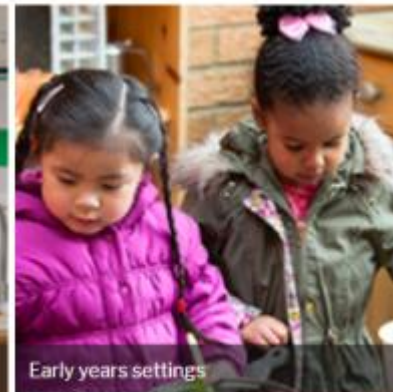
Top down



Supporting change

How you can get involved

Everyone can take a bold first step. We have developed some practical actions for those involved in supporting children and young people, for parents/carers and for children and young people. To support this, we've written tailored briefings of the report, information sheets and resources. Follow the link below to find what you need.

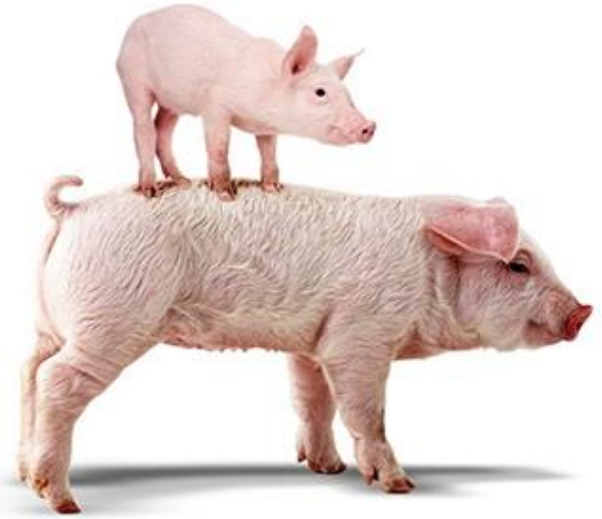


Supporting change

- Shared the presentation with schools
- Highlighted the report at our department leads meeting
- Used the tool to create local stats to share with schools and locality heads
- Wrote a blog
- Shared report with AHP Strategic Lead
- Meeting booked with local influencers

Making change happen in the South East

- What actions could you take?
- What levers could you use?
- Is there anything you could piggyback on?
- Which resources could support you?





Leading

- Leads a local or national campaign, identifies new opportunities and mentors others to get involved.



Owning

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Thank you!

www.bercow10yearson.com

@RCSLTpolicy
#Bercow10

RCSLT South East Hub Roadshow

Wednesday, 19 September 2018



Dysphagia (adults)

Kamini Gadhok MBE, CEO; and
Louise Borjes, Project Coordinator



Aims of this session



1. To give a high level summary and update on the work on dysphagia
2. To identify how key areas of work can be taken forward at a regional and local level

Workshop

- To give you the opportunity to share learning and support the development of regional/local action plans for the implementation of IDDSI
- To enable you to discuss the dissemination and duplication of the uni-professional event in June



High level summary and update

Developing a system wide approach



- Patient safety alert 2015
- Sharing the learning with N. Ireland
- Joint symposiums (latest one Jan 2018)
- Establishment of task and finish groups
 - Raising awareness
 - Workforce
 - Guidance and resources
 - Evidence and data collection

Where are we now?



- Evidence and data collection:
 - Successful topic proposal submission to National Confidential Enquiry into Patient Outcome and Death ([NCEPOD](#))
 - RCSLT Research Priorities
- Raising Awareness
 - Swallowing Awareness Day 2018
- Workforce
 - Inter Professional Dysphagia Framework (IDF) – UK wide approach to updating
- Guidance and resources
 - Implementation of IDDSI (see separate slides)
 - RCSLT guidance on the management of dysphagia in Care Homes
 - Patient Safety Alert (NHS Improvement, BDA and RCSLT)

IDDSI - A joint approach to implementation



- RCSLT and BDA part of the IDDSI UK Expert Reference Group
- Consulted with expert advisors and membership to inform decision to adopt IDDSI
- Implementation to take place April 2018 – April 2019
- Guidance on RCSLT's website
https://www.rcslt.org/clinical_resources/dysphagia/dysphagia_diet
- Further resources on IDDSI's website <http://iddsi.org/>
- RCSLT, BDA and NHS Improvement worked together to issue a joint Patient Safety Alert on the term 'soft diet'
- Webinar with BDA in early 2019

Concerns regarding implementation



- Manufacturers distributing products with new IDDSI label from April 2018
- Concerns re risks to patient safety as a result of their approach and timelines for introducing their new products
- Formally written to manufacturers raising these concerns
- Escalated concerns to NHS Improvement
- RCSLT working with Dr Ben Hanson (IDDSI Board member) to develop some FAQs for members

Uni-professional event

June 2018



- 200 members attended
- Representing all regions and clinical areas
- Aims and objectives:
 - To identify the role of the speech and language therapy profession to support system change and improve outcomes for patients/service users at a local level
 - To use learning from services/resources from across the UK to support SLTs to engage key stakeholders in system change
- Covering the four work streams (evidence and data collection; raising awareness; workforce; guidance and resources)
- Workshops



Workshop

What's available on your table



- Pro forma (yours to keep)
- IDDSI implementation case studies as example of good practice
- Presentations from the Dysphagia Event in June
- RCSLT guidance and resources
- Feedback sheet

Aims of workshop (reminder)



1. To give you the opportunity to share learning and support the development of regional/local action plans for the implementation of IDDSI
2. To enable you to discuss the dissemination and duplication of the uni-professional event in June (this may link with Question 1 above)

IDDSI questions to consider



Taking account of all resources available,

- a) what else would add value, and
- b) what else could we do together

to help the development of a local action plan to implement IDDSI?



Feedback

The Engagement 'Swish'

Leading

- Leads and engages others, helps to define strategy and spot opportunities

Owning

- Invests time in the mission of RCSLT, is an ambassador for key areas, embodies 'I am college'

Contributing

- Contributes time, expertise and support in developing and sharing information

Endorsing

- Champions ideas. Disseminates information and recommends and promotes resources/activities to colleagues

Following

- Actively shows interest in new areas of RCSLT development and activity, engages occasionally

Observing

- Hears RCSLT mentioned by colleagues from time to time, occasionally reads Bulletin or other communications. Relies on others to mention if there's something new to be aware of.

Unengaged

- RCSLT feels remote, but necessary for insurance purposes.



Thank you!

RCSLT South East Hub Roadshow

Wednesday, 19 September 2018



RCSLT R&D Update

Amit Kulkarni, Research Manager



Strategic plan 2018-21



CORE MESSAGE	STRATEGIC TOPIC	Strat. Obj. number	Strategic Objectives <i>We will...</i>
QUALITY PRACTICE	Research and Innovation	1	Research capacity, capability and culture within the profession will be shaped by SLT priorities
		2	Promote the funding of key areas of SLT research
		3	Promote understanding and use of an evidence-based approach to practice
	Workforce and leadership	4	Become an intelligence resource regarding workforce trends
		5	Pre-registration and post-registration training is responsive to the changing environment, including development of an SLT apprenticeship
		6	Support members throughout their careers to develop their leadership, knowledge, evidence based practice and skills
	Professional guidance	7	Support members to develop, critically evaluate, promote and improve their services, including through recording, measuring and collecting outcomes
		8	Understand the implications of new technology and supporting, equipping and resourcing members to use it
	Service users	9	Continue to co-produce with and advocate alongside service users and their representative organisations



Mission Statement

A UK-wide network of speech and language therapists that strives to ensure that speech and language therapy is an evidence-based, research-active profession, bringing together research and clinical practice by working in partnership with the RCSLT and wider research networks.



Vision

- Each SLT in the UK will have access to a RCSLT Research Champion.
- Each SLT service will have a culture of applying evidence and gathering evidence of effectiveness that is supported by their research champion.
- Each research champion will be supported by the RCSLT to disseminate information, promote evidence-based practice, signpost SLTs to sources of support, facilitate collaborations and share good practice.



Other research networks



Journal access



Learning



RCSLT RESEARCH

E-Learning Modules

Research Under the Spotlight

Expert SLT researchers share their top tips on how to:

- Break down research articles
- Understand their purpose
- Decide if it's relevant to you

Introduction to EBP

Short tutorial guiding you through:

- What is EBP?
- The EBP '5-step process'
- Types of evidence
- Examples from everyday practice

Clinical Decision Making Tool

This tool provides a step-by-step guide to the clinical decision-making process.

It takes you through from assessment to the selection and evaluation of interventions.

Visit the RCSLT Research Centre
Sign up to the CPD site.

tinyurl.com/y7k98gut
rcsltcpd.org.uk

International Journal of Language & Communication Disorders

IJLCD Winter Lecture
Professor Annalu Waller OBE
Telling Tales: Unlocking the Potential of AAC Technologies

December 5th, 2017

@IJLCD #IJLCD
@RCSLT
@RCSLTResearch

Welcome to the webinar:

Being Sherlock: Finding the answers to clinical questions

Monday, 26th October 2015
#research

The University Of Sheffield.

RCSLT RESEARCH
resource alert!

RCSLT Research Centre

Qualitative Research Methods

<https://tinyurl.com/hh6dney>

Regular communications



Other projects ...



RCSLT RESEARCH

Get Involved!

RCSLT Research Priorities Project

Join the DLD workstream

Contact lauren.longhurst@rcslt.org

Info

<https://tinyurl.com/ho7tvte>

RCSLT Outcomes Project

The RCSLT Outcomes Project is a project to develop an online tool to collect patient data on a national scale.

Why do we need to be collecting outcome data on a single report?

- We know how our colleagues collect outcome data and we can all agree to use the same tool.
- We can all agree to use the same tool.
- We can all agree to use the same tool.

Work so far...

Phase 1

Phase 2

For more information, or to get involved, members should contact ROOT@rcslt.org

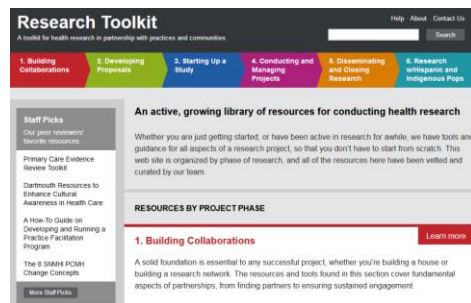


NATIONAL STANDARDS
for PUBLIC INVOLVEMENT
Official Test Bed Site 2018-19

Links to external resources for EBP & research



Economic and Social Research Council
Shaping Society



Dancing
statistics



Feedback



- What support from the R&D team at RCSLT have you / would you find useful?



R&D team



Contact:

amit.kulkarni@rcslt.org

lauren.longhurst@rcslt.org

katie.chadd@rcslt.org

RCSLT South East Hub Roadshow

Wednesday, 19 September 2018



RCSLT Learning Update

Mark Singleton, Learning Officer



Learning & Development team



Mark Singleton
Learning Officer



Vicky Harris
Learning Manager

Sources of CPD from RCSLT



Events



**Conferences,
study days &
workshops**



Networking online



Getting involved



Resources



eHealth



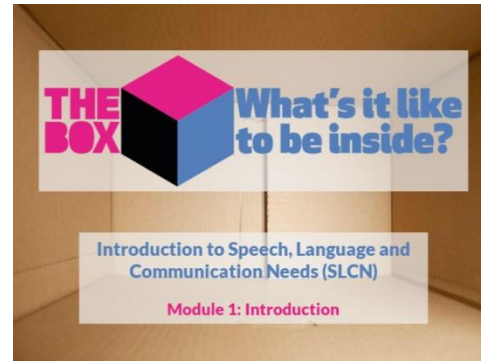
- Aimed at SLTs!
- RCSLT's first learning journey to be published
- Split into four sections
- www.rcsltcpd.org.uk



The Box learning journey



- Aimed at CJS workers (police, courts, etc.)
- Covers the basics of SLCN, how to recognise and basic support strategies
- Designed to increase awareness and identification of SLCN within the CJS
- Lives here: www.rcsltcpd.org.uk



SLCN and related issues



Language and communication processing

How do we do it?

Have a conversation with someone for a couple of minutes (or think of a recent conversation if you're on your own!).

While you speak, and listen, try to think about the skills you and your communication partner have to use, and write them down in the box below.

Enter your thoughts here



Managing emotions



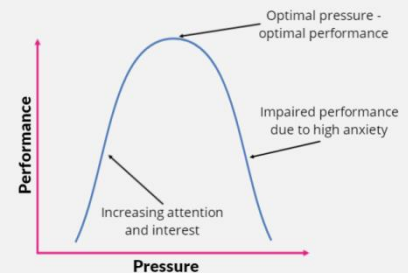
“When I found things hard, it was a bit upsetting, and sad, and really angry too”

Spotting the signs

1. Seb has a certain level of self-awareness regarding his SLCN.
2. He knows that he has difficulties with communication, but he did not have the skills to do it any differently.
3. Not being able to be heard, and get your point across, can be very frustrating.

“People who come into contact with the CJS are far more likely to have SLCN than members of the general population. People with SLCN are more likely to also have other related conditions, including attachment issues and developmental disorders.”

Stress and the stress response curve



Leadership and local influencing

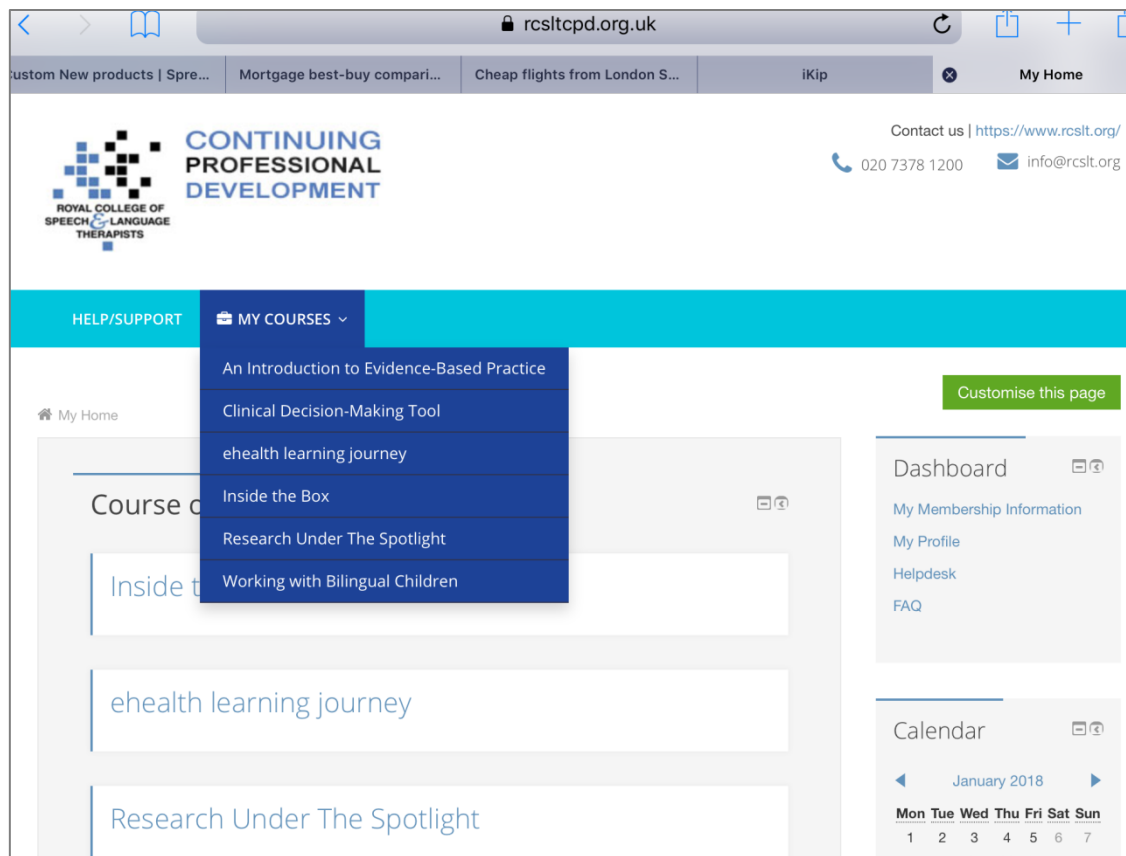


- Next learning journey
- To include scenarios, self assessment tools and resources
- Aims:
 - Understand your leadership & influencing style
 - Build confidence in your leadership & influencing skills
 - Lead and influencing at different levels
 - Build skills for change and transformation



CPD platform

www.rcsltcpd.org.uk



- Place to go for elearning at the moment
- Meanwhile developing the main RCSLT website to include learning resources embedded across site
- Plus on the new main website there will be an improved CPD diary with ability to set goals for your CPD

Other resources online



Login to the main site for CPD information:
www.rcslt.org/members/professional_development/introduction

- CPD toolkit and guidance
- Links to networks
- Links to learning opportunities: webinars, events, videos
- For CPD help call 020 7378 3012 or email info@rcslt.org



The background of the slide features several glowing incandescent light bulbs of various shapes and sizes, hanging from above. The bulbs are out of focus, creating a bokeh effect with warm, golden light against a dark background. A semi-transparent grey banner is overlaid across the middle of the image, containing the main title text.

Learning Champions – activists for lifelong learning for the profession



Leadership Mentor

Leadership mentors

What?

- Adviser to help other members with leadership & business issues

Why?

- Develop own leadership skills
- Access to staff and resources at the RCSLT
- Give something back to the profession
- Counts as CPD!

How?

www.rcslt.org/members/professional_roles/advisers/leadership_mentors

Channels to find out more



- Enewsletter stories
- Bulletin
- @RCSLTLearn
- Learning flyer



Any questions?