Welcome to the:

RCSLT South East Hub Roadshow

Wednesday, 19 September 2018
Strategic Plan
2018 - 2021
Vision:
Enabling better lives for people with communication and swallowing needs.

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

Quality practice

- Research and innovation
  - Shaping research capacity, capability and culture within the profession
  - Promote understanding and use of and evidence-based approach to practice.
  - Promote the funding of key areas of SLT research
  - Become an intelligence resource regarding workforce trends.

- Workforce and leadership
  - Pre-registration and post-registration training is responsive to the changing environment.
  - Support members throughout their careers to develop their leadership, knowledge, evidence based practice and skills.
  - Support members to develop, critically evaluate, promote and improve their services, including through recording outcomes.

- Professional guidance
  - Understanding the implications of new technology and supporting members to use it

- Service users
  - Continue to co-produce with and advocate alongside service users and their representative organisations

- Leadership within

- Member led

- Digital

- Creating profile and opportunity

- Active Influencing

- Developing evidence based policy and resources
  - Ensure that the governance and finances of the RCSLT are sound and in accordance with the law and best practice
  - RCSLT is a diverse and progressive employer
  - Enhance our communication, engagement and support to members, including resilience
  - Work with members to develop digital services and functionality that meet their needs and supports member engagement
  - Proactive in raising our profile across all mediums
  - Influence at a regional, national and international level
  - Gather evidence and develop resources to underpin our influencing
  - Respond effectively to policy developments across Governments
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

- **Owing**
  - 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**
  - Leads and engages others helping to design the programme for the event

- **Owing**
  - Invests time in mission of RCSLT, writes articles about the importance of the event, answers q’s for other members

- **Contributing**
  - Submits abstract, facilitates at event or is presenter or poster/webinar presenter

- **Endorsing**
  - Disseminates information to colleagues and recommends they attend future events. Tweets about the event

- **Following**
  - Attends the event/webinar. Starts to look at the Facebook /Twitter feeds

- **Observing**
  - Reads Bulletin visits website aware there is a webinar/event taking place

- **Unengaged**
  - Receives Bulletin but does not read it, not sure what is on the website.
Adapted from Gideon Rosenblatt’s Engagement Pyramid

Unengaged

Observing

Following

Endorsing

Contributing

Owning

Leading
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.
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

Wednesday, 19 September 2018
RCSLT PPA Update

Derek Munn, Director of Policy and Public Affairs
Meetings
Submissions

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.

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 submission 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.

Royal College of Speech and Language Therapists

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?

i. 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. Communication needs are a mental health risk factor and/or 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. 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.²
   - 81% of children with emotional and behavioural disorders had undetected speech, language and communication needs.³
   - Swallowing — mental ill-health and dysphagia, particularly in adults, are closely linked. 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.
   - Risk of death due to choking in people with schizophrenia is 30 times more likely than in the general population.⁴

ii. 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
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.


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

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](https://www.hee.nhs.uk/our-work/education-training-placement-funding)
An SLT apprenticeship: why should RCSLT be involved?

But... employers in the driving seat

- Future workforce
- Standards and curriculum
- Student diversity
- Stability and research
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

- Drafting the standard
- 2nd meeting July 18
- 3rd meeting 20th Sept 18
- Start work on End point assessment and funding evidence
- Submit End point assessment and funding evidence
- Possible approval of standard 2019
- Possible submission of standard for approval to IfA early 2019
- Member and public consultation on standard – October
- Approval of end point assessment and assignment of funding band.
- Universities/employers start development of programmes
- Implementation work.
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 e.g. 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

- People with communication needs able to understand their health choices e.g. smear tests, smoking, obesity, immunisation.
- People with communication difficulties are able to understand health services through accessible information.

Health protection

- Working in an MDT to prevent admissions and re-admissions, reduce stays.
- Rehabilitation e.g. after stroke.
- Preventing dysphagia admissions e.g. from care homes.
- Expanding the skills of other professionals in communication and swallowing needs.

Wider determinants

- Children able to engage with education if communication needs addressed.
- Reduced health inequalities.
- Recognition of high proportion with SLCN in vulnerable groups, e.g. looked after children, justice, to ensure that their needs are met before they impact adversely on their education, life chances and wellbeing.

Primary, Community and Integrated Care

- People able to engage with MECC if communication needs addressed.
- Helping people with long term conditions maximise their speech, language, communication and swallowing when their health conditions compromise them, e.g. post stroke, people with a learning disability or who have dementia.

Health improvement
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
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
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: @RCSLTTpolicy
RCSLT South East Hub Roadshow

Wednesday, 19 September 2018
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
leads a local or national campaign, identifies new opportunities and mentors others to get involved.

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

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

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

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

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

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

"It isn't good when they shout if we don't understand, 'cause people might get a little bit sad"
Parents and carers

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

- Very easy, 6%
- Quite easy, 21%
- Quite difficult, 28%
- Very difficult, 45%
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.
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 a 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
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

Deborah Powers @deborahberzens · May 11
Highlights from Warwickshire SLT #10WordChallenge for #Bercow10 and

Anna Westaway @anna_westaway · Jul 5
Here’s Jess and @tobyfoster from @BBCSheffield showing their support for

Fiona Collins and 5 others Retweeted
NAPLIC @NAPLIC · Apr 30
This is what 260 people who support the #Bercow10 review looks like! Find out more: bercow10yearson.com #Bercow10relay

#Bercow10
#10daysofBercow10
#10wordchallenge
#Bercow10champions
#Bercow10relay
#Bercow10relay in the South East
100 Photos for 100 Days of #Bercow10

196 photos
The petition

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
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.

https://petition.parliament.uk/petitions/215643
"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!

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

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

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

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

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

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

Has heard of Bercow: Ten Years On but does not know what it’s about.
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://iddssi.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

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

- Advice
- #ResNetSLT
- ClinAcSLT
- RCSLT RESEARCH
- CLINICAL ACADEMIC MENTORS
Journal access
Learning

E-Learning Modules

- Research Under the Spotlight
- Introduction to EBP
- Clinical Decision Making Tool

RCSLT Research Centre
Qualitative Research Methods
https://tinyurl.com/hh6dne}

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

Being Sherlock: Finding the answers to clinical questions
Monday, 26th October 2015
research

The University Of Sheffield

RCSLT Research Centre
Qualitative Research Methods
https://tinyurl.com/hh6dne
Regular communications
Other projects …

Get Involved!

RCSLT Research Priorities Project
Join the DLD workstream

Contact lauren.longhurst@rcslt.org

https://tinyurl.com/h07tvte
Links to external resources for EBP & research

- Council for Allied Health Professions Research (CAHPR)
- Economic and Social Research Council (ESRC)
- Research Schools Network
- Speech Pathology Database for Best Interventions and Treatment Efficacy (speechBITE)
- What Works? 
The Communication Trust
- 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
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](http://www.rcsltcpd.org.uk)
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
Learning Champions – activists for lifelong learning for the profession

www.rcslt.org/members/professional_development/learningchampions
Leadership Mentor

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?